

Implementation Plan for Principal Professional Development in South Australia

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, 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.
3. 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

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/Territory of South Australia, represented by the Minister for Education and Child Development.
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 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 Draft 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.
 - 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 enable implementation of the Australian Curriculum; and
 - d) local priorities agreed in state and territory Principal Professional Development Implementation Plans;

- (c) completing the project in a timely and professional manner in accordance with this Implementation Plan;
- (d) providing data to enable assessment of progress against this Implementation Plan, consistent with the *National Partnership Agreement on Improving Teacher Quality Variation* (Schedule C);
- (e) 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 \$2,720,961 payable in accordance with Table 1. 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.

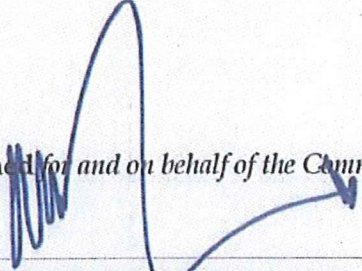
Table 1: Reporting and Payments

Deliverable	Due date	Amount
(i) Agreement to the Implementation Plan by the Ministers or authorised delegates of each jurisdiction	Expected by 20 Jan 2012	\$573,081
(ii) Submission of a progress report to the satisfaction of the Commonwealth	Due 30 Apr 2012	\$845,292
(iii) Submission of a progress report to the satisfaction of the Commonwealth	Due 31 Oct 2012	\$976,941
(iv) Submission of a final report to the satisfaction of the Commonwealth	Due 30 Apr 2013	\$325,647
(v) Update on 2013 activities as an addendum to the Annual Report submitted under the Agreement	Due 31 Oct 2013	
Total payable (excluding GST)		\$2,720,961

PROJECT ACTIVITIES

21. The State/Territory will address the principles for use of funds described in Item 12 (b) through the following activities as outlined in Schedule A.
22. The State/Territory will achieve the agreed milestones as specified in Schedule C of the Agreement through the following activities (including timeframes) as outlined in Schedule A.

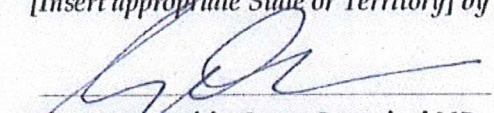
Parties have confirmed their commitment to this agreement as follows:


Signed for and on behalf of the Commonwealth of Australia by

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

25. May 2012

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


The Honourable Grace Portolesi MP
Minister for Education and Child Development

2012

SCHEDULE A

South Australia Principal Professional Development Implementation Plan Project Activities

Introduction

The Implementation Plan for the Principal Professional Development strengthens and complements the reform activities already being implemented by the three schooling sectors in South Australia through the Improving Teacher Quality National Partnership Implementation Plan (revised July 2011).

For the purposes of this Implementation Plan the term 'professional development modules' refers to the strategies, activities and programs being implemented under the specific allocation of funding for this reform. As each module contributes to more than one of the MCEECDYA agreed principles, as indicated in the third column of the table below, South Australia will report by module in the progress reports and the final report.

The modules have been designed to provide opportunities for emerging and current principals in school and non-school settings and in government and non government sectors, with specific consideration to access by those in regional and remote locations. As well, the modules reflect some of the local priorities for each sector.

AISSA: Association of Independent Schools of SA; CESA: Catholic Education SA; DECD: Department for Education and Child Development

Module	Description	Principle	Timeframe & Milestone
AISSA Leadership Program for principals and emerging principals (AISSA)	<p>Continuation of the Teacher Quality National Partnership funded AISSA Leadership Program for principals and emerging principals beyond 30 June 2012 until 2013.</p> <p>The program will be delivered predominantly through keynote addresses and workshops. It is intended that at different stages the program will include, amongst other topics, building personal leadership capacity, leading building school capacity, leading teacher evaluation and development, the role of the school leader in actioning the Australian Curriculum Aboriginal and Torres Strait Islander cross curriculum priority and leading educational practice in early childhood settings.</p> <p>All principals will have the opportunity to participate in the Program and emerging principals may participate if supported by their school.</p>	<ul style="list-style-type: none"> • Align with National Professional Standard for Principals • Supporting principals to lead institutional change to enable implementation of Australian curriculum • Local priority • Regional and remote 	<p><i>Jan 2012 to June 2012:</i> Development of program to commence July 2012</p> <p><i>July 2012 to Dec 2012:</i> At least 6 events</p> <p><i>Jan 2013 to June 2013:</i> At least 8 events</p>

Module	Description	Principle	Timeframe & Milestone
Professional learning for principals and emerging principals on leading the implementation of the Australian Curriculum, including achievement standards, the incorporation of the general capabilities and the cross curriculum priorities (AISSA)	The program will include keynote presentations, workshops, facilitated discussions with small groups of principals and individual mentoring for principals. The individual mentoring will be available to all principals and will include the opportunity for 'in school' mentoring, including in regional areas. All principals will have the opportunity to attend the keynote presentations and workshops. Emerging principals may attend the keynote presentations and workshops if supported by their school.	<ul style="list-style-type: none"> • Align with National Professional Standard for Principals • Supporting Principals to lead institutional change to enable implementation of the Australian Curriculum • Local priority • Regional and remote 	<p><i>Jan 2012 to June 2012:</i> At least 3 events.</p> <p>Individual mentoring on leading the implementation of the Australian Curriculum offered to principals and mentoring commenced.</p> <p><i>July 2012 to Dec 2012:</i> At least 3 events.</p> <p>Mentoring provided to principals on leading the implementation of the Australian Curriculum.</p> <p><i>Jan 2013 to June 2013:</i> At least 3 events.</p> <p>Mentoring provided to principals on leading the implementation of the Australian Curriculum.</p>

Module	Description	Principle	Timeframe & Milestone
Principals to have the opportunity to access professional learning through the use of on-line technology, including principals in regional areas (AISSA)	Principals to be able to access professional learning provided outside of the school without having to leave their school, through the use of technology. A key focus will be on providing opportunities for principals in regional areas to remotely access professional learning provided in Adelaide and possibly elsewhere.	<ul style="list-style-type: none"> • Align with National Professional Standard for Principals • Supporting Principals to lead institutional change to enable implementation of the Australian Curriculum • Local priority • Regional and remote • Share outcomes of collaborative learning online 	<p><i>Jan 2012 to June 2012:</i> Opportunities to access professional learning through the use of on-line technology explored</p> <p><i>July 2012 to Dec 2012:</i> Opportunities to access professional learning through the use of on-line technology offered to principals.</p> <p><i>Jan 2013 to June 2013:</i> Opportunities to access professional learning through the use of on-line technology offered to principals.</p>

Module	Description	Principle	Timeframe & Milestone
Collaborative learning projects (CESA)	<p>Collaborative Learning Projects will be framed by the five Professional Practices of the National Professional Standard for Principals as contextualised by the Sector Imperatives arising from the 2011 Catholic Education South Australia (CESA) Review of Services, namely</p> <ol style="list-style-type: none"> 1. School Improvement and Capacity Building 2. Student Outcomes 3. Religious Identity 4. Financial Stewardship <p>Each Collaborative Learning Project will involve a cluster of current and emerging Principals pursuing a negotiated professional inquiry question.</p>	<p>All Collaborative Learning Projects will:</p> <ul style="list-style-type: none"> • align with National Professional Standard for Principals • share outcomes of collaborative learning online • be accessible to leaders of regional & remote schools • address either Supporting Principals to lead institutional change for implementation of the Australian Curriculum (1, 2); OR Strategies for interacting more productively with local Aboriginal and Torres Strait Islander communities (1); OR Local priorities (1, 2, 3 & 4) 	<p><i>Jan 2012 to June 2012:</i> At least 4 collaborative Learning Project clusters will be established and inquiry questions negotiated</p> <p><i>July 2012 to Dec 2012:</i> Progress report from each Collaborative Learning Project published on-line.</p> <p><i>Jan 2013 to June 2013:</i> Summary showcase forum held</p> <p>Final report from each Collaborative Learning Project published on-line.</p>

Module	Description	Principle	Timeframe & Milestone
Building School Improvement Capacity Forum (CESA)	A major Building School Improvement Capacity Forum, will provide high quality learning experiences through the services of an internationally recognised expert in school improvement and change management associated with international issues and movements.	<ul style="list-style-type: none"> • Align with National Professional Standard for Principals • Supporting Principals to lead institutional change re the Australian Curriculum and more effective pedagogies • Addressing local sector priority of developing a school improvement framework • Accessible to current and emerging Principals in regional and remote schools • Develop tools/resources for national sharing 	<p><i>Jan 2012 to June 2012:</i> Engage a leadership consultant</p> <p><i>July 2012 to Dec 2012:</i> Leadership consultant facilitates a full day forum</p> <p><i>Jan 2013 to June 2013:</i> Forum paper published online</p>
Cultural Proficiency program (CESA)	Expand provision of training through the <i>Dare to Lead</i> program to current and emerging Principals in SA Catholic schools	<ul style="list-style-type: none"> • Align with National Professional Standard for Principals • Supporting current and emerging Principals to develop strategies for interacting more productively with local Aboriginal and Torres Strait Islander communities • Accessible to current and emerging Principals in regional and remote schools • <i>Dare to Lead</i> is a nationally recognised program 	<p><i>Jan 2012 to Dec 2012:</i> Convene and conduct <i>Dare to Lead</i> program training sessions and follow up</p>

Module	Description	Principle	Timeframe & Milestone
Leadership Programs catering for the specific needs of the following Principal categories: <ul style="list-style-type: none"> aspiring new current high performing (DECED)	Develop resources and facilitate blended professional learning experiences, i.e., combination of full day face-to-face workshops and on line sessions, which are relevant, collaborative, futures focused and sustained.	<ul style="list-style-type: none"> Align with National Professional Standard for Principals Building capacity of Principals to engage with local Aboriginal and Torres Strait Islander communities Local priority Regional and remote 	<i>Jan 2012 to June 2012:</i> Four series of full day workshops for 170 participants <i>July 2012 to Dec 2012:</i> Two series of full day workshops for 110 participants
(DECED)	Develop and introduce leadership program for experienced principals identified as high performing including researching and mapping current national and international programs Establish professional learning programs by project and research for high performing principals	<ul style="list-style-type: none"> Align with National Professional Standard for Principals Share outcomes of collaborative learning online Local priority Regional and remote 	<i>Jan 2012 to June 2012:</i> Program developed <i>July 2012 to Dec 2012:</i> Program facilitated for 16 outstanding leaders
Prioritise the development of Aboriginal leaders (DECED)	Appoint leadership consultant with expertise in working with Aboriginal teachers and leaders to develop resources, materials and workshops Establish strategies to support participation of Aboriginal teachers and leaders	<ul style="list-style-type: none"> Building 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 Local priority Regional and remote 	<i>Jan 2012 to June 2012:</i> One Leadership Consultant appointed and needs analysis conducted <i>July 2012 to Dec 2012:</i> Aboriginal teachers and leaders participate in leadership programs: 2 x1 day workshops for aspiring early years leaders 4 x1 day workshops for aspiring principals

Module	Description	Principle	Timeframe & Milestone
Focus on leading the Teaching and Learning (DECD)	Introduce accredited mentoring program Trial	<ul style="list-style-type: none"> Supporting principals to lead institutional change to enable implementation of the Australian Curriculum Local priority Regional and remote 	<i>Jan 2012 to June 2012:</i> Program trial with 15 mentors and 15 aspiring leaders
	Implementation		<i>July 2012 to Dec 2012:</i> Program implemented with one region
	Extend current coaching programs		<i>July 2012 to Dec 2012:</i> Coaching Program implemented with 25 principals
	Enhance work shadowing opportunities		<i>Jan 2012 to June 2012:</i> 30 work shadowing hosts identified <i>July 2012 to Dec 2012:</i> 30 aspiring leaders work shadowing
Exploring innovative strategies to identify a talent pool of prospective principals (DECD)	Establish leadership development/ assessment centre	<ul style="list-style-type: none"> Align with National Professional Standard for Principals Local priority 	<i>Jan 2013 to June 2013:</i> Research and trial with 20 leaders
Engaging principals in using the Professional Standard for Principals to create a new position and role description (DECD)	Provide opportunities for participation in Capacity 2	<ul style="list-style-type: none"> Align with National Professional Standard for Principals Share outcomes of collaborative learning online Local priority Regional and remote 	<i>Jan 2013 to June 2013:</i> 12 regional Change Champions trained in the Capacity 2 process