

# Implementation Plan for Principal Professional Development in Tasmania

## 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 of Tasmania represented by The Minister for Education and Skills.
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 Tasmania*

10. The Commonwealth and Tasmania 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 Tasmania's progress against the Agreed Milestones specified in this Implementation Plan and providing any consequential financial contribution to Tasmania 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 Tasmania***

- 12. Tasmania 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 Tasmania's 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. Tasmania 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 Tasmania 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, of which the Commonwealth notifies Tasmania, 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 \$895,746 for Tasmania 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 Tasmania Treasury in accordance with the payment arrangements set out in Schedule D of the *Intergovernmental Agreement on Federal Financial Relations*.
20. Tasmania 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, Tasmania bears all risk should the costs of a project exceed the estimated costs. The Parties acknowledge that this arrangement provides the maximum incentive for Tasmania to deliver projects cost-effectively and efficiently.

**Table1: 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	Expected by 20 Jan 2012	\$188,659.00
(ii) Submission of a progress report to the satisfaction of the Commonwealth	Due 30 Apr 2012	\$278,272.00
(iii) Submission of a progress report to the satisfaction of the Commonwealth	Due 31 Oct 2012	\$321,611.00
(iv) Submission of a final report to the satisfaction of the Commonwealth	Due 30 Apr 2013	\$107,204.00
<b>Total payable (excluding GST)</b>		<b>\$895,746</b>

## PROJECT ACTIVITIES TASMANIA

The Department of Education is accountable for the provision of high quality public education in Tasmania, and recognises the research that advocates for networks of schools achieving excellence by working together in order to accomplish and provide increased opportunities for student and staff learning as well as school improvement.

From 2012, Tasmania is undertaking an innovative reform guided by the department's Strategic Plan 2012–2015—Learners first, connected and inspired. Four Learning Services will be reduced to three and eleven networks of schools will be established. The network structure will support school and system improvement, improved student learning outcomes and reform.

Eleven Principal Network Leaders across the state will be accountable for approximately twenty schools each.

The Principal Network Leaders will be responsible for:

- supporting principals in their development of individual school improvement plans and professional learning strategies within the network.
- developing and strengthening the instructional and leadership capacity of Principals and maintaining a leading for high performance culture.
- working with other network leaders to ensure the development, implementation and maintenance of consistent educational policy and processes across the state.

The Professional Learning Institute (PLI) is responsible to deliver and broker high quality professional learning for all staff in the DoE. Seven staff will develop and deliver professional learning and support to schools. Funding from this NP will enhance and build on the current resources allocated for leadership development by the DoE.

In 2012 a high priority of the PLI will be professional learning that

- promotes a culture of inspiring leadership
- supports and sustains coaching and mentoring opportunities for aspiring, newly appointed and experienced leaders
- equips leaders with the skills to manage and encourage innovation and continuous improvement and
- enhances leadership development and performance management across the DoE.

21. Tasmania will address the principles for use of funds described in Item 12 (b) through a number of activities. While all activities will be accessible to DoE participants, the non-government schooling sectors will be able to access d), and g). It is anticipated that the non-government sector will also utilise funding to provide professional learning opportunities, targeted to their unique contexts, in a model similar to e).
- a) Six-day Principal Network Leaders' Workshops (February 2012/13) will be based on the National Standard for Principals (NSP). Other policies, guidelines and frameworks such as the Melbourne Declaration, The department's Strategic Plan 2012–2015 and the Literacy and Numeracy Framework for DoE will support the workshops.
  - b) The workshops will culminate with a one day Leadership Symposium for all DoE Principals. The conference will be based on the National Standard for Principal and the Teaching and Learning School Improvement Framework (Masters, J, 2010 ACER)  
*Approximately \$120,000-\$130,000 per annum will be allocated for a) & b).*
  - c) Feedback from the Principal Network Leaders' Workshops and the Leadership Symposium will inform the development of further professional learning programs for current and aspiring school leaders developed by the PLI. Principal Network Leaders will be critical advisors to the PLI and Principal professional need will drive the focus of the PLI.
  - d) Current PLI leadership programs (Leadership Starts from Within, Leading Teaching and Learning and Leading Others) will be further developed and become more personalised for participants. This will be achieved by extending the coaching/mentoring service provide by the PLI to support participants with their inquiries in the workplace. Participants will be exposed to and inquiries will be based on the National Standards for Teaching, the National Standard for Principals and the Australian Curriculum. Non-government school sector participants will be able to access these programs on a user pays basis, using their funding allocation under this initiative.
  - e) Whilst a proportion of Commonwealth funds will be utilised for PLI staffing, it should be noted that Tasmania is co-investing heavily in professional learning and support for principals through its substantial funding of the PLI to provide the necessary staffing expertise to
    - Ensure that professional learning experiences are available to all potential and substantive leaders including but not limited to;
      - Generic Leadership Learning experiences
      - Implementation of pre-principal and beginning principal programs
      - Development of appropriate networking groups
    - Ensure that professional learning experiences are sequential and allow for an appropriate learning path to be established based on professional learning needs.
    - Demonstrate leadership in the provision of programs that model the key behaviours evident in a learning organisation, namely:
      - Coaching
      - Mentoring
      - Shadowing
      - Inquiry (with an emphasis on appreciative inquiry)
      - Reflective practice
      - Use of narrative
    - Work towards building sustainability of programs beyond the life of the NP.

*Approximately \$104,000-\$115,000 per annum allocated for c) & d)*

*Approximately \$50,000-\$60,000 contribution per annum allocated for e).*

- f) A Principal Induction Program primarily, but not exclusively for beginning Principals will be further developed in 2012. The current two-day program will be replaced by a spaced learning program over six months which will include in-depth understanding and implications of the National Standard for Principals and of Tasmanian DoE policies and procedures including the department's Strategic Plan 2012–2015 and the department's Literacy and Numeracy Framework. Workshops will be combined with individual coaching/mentoring in participant's workplaces.
- g) Professional Cultural Leadership programs will be developed to build the capacity of Tasmanian Principals and aspiring Principals to engage with their local Aboriginal Communities. This engagement will underpin efforts to bring about institutional change to improve outcomes for Aboriginal students in Tasmania and support the implementation of the Australian Curriculum. Principals' Australia–*Dare to Lead* consultants will be contracted to work in conjunction with the Tasmanian Aboriginal Community and PLI staff to develop the Professional Cultural Leadership programs with a specific focus on Tasmanian Aboriginal culture and history. Whilst these specific leadership programs are being developed, current *Dare to Lead* leadership programs will be utilised.

*Approximately \$100,000 per annum allocated for f)*

*Approximately \$50,000 will be allocated for g) in 2012; this will be reviewed for 2013.*

Non-government school sector participants will be able to access these programs on a user pays basis, using their funding allocation under this initiative.

22. Tasmania will achieve the agreed milestones as specified in Schedule C of the Agreement through the following activities (including timeframes):
- a) An already close connection between the PLI and AITSL which will be further nurtured in 2012. Specifically PLI staff:
- will present at the AITSL National Conference in February
  - are members of AITSL reference groups
  - have participated in the national promotion of the National Standard for Principals
- b) All Tasmanian DoE Principals will be exposed to and use the National Standard for Principals as an aid to school planning and personal reflection (End of Term 1, 2012)
- c) All Principals involved in the *Raising the Bar Closing the Gap* programs will participate in *Dare to Lead* programs. Schools will participate during 2012 and 2013 starting in Term 1, 2012. Other principals will also be invited to participate.
- d) All beginning DoE Principals will participate in the Principal Induction Program as well as other invited DoE Principals. This program will start at the beginning of Term 2, 2012.
- e) A cohesive suite of professional learning programs will be developed based on the feedback and advice from Principals and Principal Network Leaders. Feedback advice will be collated during Term 1 with programs ready to begin in Term 2, 2012.
- f) Programs will become largely self-funding by the end of 2013

## **CROSS-SECTORAL ARRANGEMENTS**

The Department of Education in Tasmania has an excellent working relationship with the non-government sectors in Tasmania, namely: the Tasmanian Catholic Education Office (TCEO) and Independent Schools Tasmania (IST).

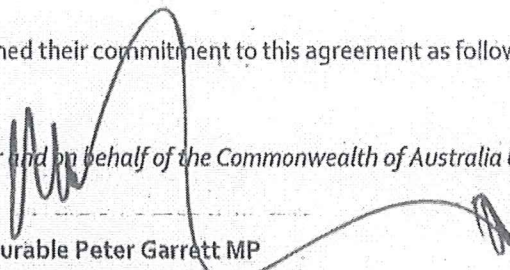
An MoU between DoE and the non-government sectors, developed alongside the implementation of the Smarter Schools National Partnerships, confirms the funding allocation to the TCEO and the IST under the National Partnership on Improving Teacher Quality and therefore this Agreement for professional development and support for principals.

TCEO and IST are invited to work with the DoE's PLI to determine the most appropriate use of their funds. TCEO and IST current and aspirant principals will be able to access appropriate professional learning programs through the PLI on a user pays model, utilising their funding allocation.

IST has advised that they will utilise some of their funds to appoint a coordinator for this initiative and a mentor to support participants to develop sustainable plans for implementing change at the school level.

Parties have confirmed their commitment to this agreement as follows:

Signed for and on behalf of the Commonwealth of Australia by

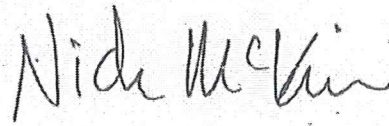
  
The Honourable Peter Garrett MP

Minister for School Education, Early Childhood and Youth

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Signed for and on behalf of  
Tasmania by



The Honourable Nick McKim MP

Minister for Education and Skills

29 February 2012