

# Implementation Plan for Principal Professional Development in Victoria

## 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 Victoria, represented by the Minister for Education and the Minister Responsible for the Teaching Profession.
5. This Implementation Plan will cease on completion of the project as specified in this Implementation Plan, including the acceptance of activity updates and processing of final payments against progress reports 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;

- e) completing the project in a timely and professional manner in accordance with this Implementation Plan;
- f) providing data to enable assessment of progress against this Implementation Plan, consistent with the *National Partnership Agreement 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 annual and progress reports to the Commonwealth to demonstrate achievement of the agreed milestones specified in section 19 of this agreement.
14. The timing of submission of annual and progress reports, as specified in Table 1, will align with the reporting framework of the Agreement. The reporting period for the first annual report, due 30 April 2012, will include activities commenced in 2012.
15. Annual and progress 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 19 and 20;
  - 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 maximum financial contribution to be provided by the Commonwealth for the project is [\$9,504,322 for Victoria] payable in accordance with Table 1. All payments are exclusive of GST.
17. 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*.
18. 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	Expected in March 2012	\$2,001,772
(ii) Submission of an update on Principal Professional Development activities in the SSNP Annual Report to the satisfaction of the Commonwealth	Due 30 Apr 2012	\$2,952,609
(iii) Submission of an update on Principal Professional Development progress against milestones specified in section 20 of this agreement, in the SSNP Progress Report to the satisfaction of the Commonwealth	Due 31 Oct 2012	\$3,412,456
(iv) Submission of an update on Principal Professional Development activities in the April Annual Report to the satisfaction of the Commonwealth	Due 30 Apr 2013	\$1,137,485
(v) Submission of an update on Principal Professional Development progress against milestones specified in section 20 of this agreement, in the SSNP Progress Report to the satisfaction of the Commonwealth	Due 31 Oct 2013	nil
<b>Total payable (excluding GST)</b>		<b>\$9,504,322</b>

## PROJECT ACTIVITIES

19. Victoria will address the principles for use of funds described in Item 12 (b) through the following activities:

1. Australian Curriculum initiatives

A suite of programs will be delivered to enable principals and emerging leaders to effectively implement the Australian Curriculum.

The professional learning modules will include:

- Implementing the Australian Curriculum - A two-day four-module program will be specifically designed to focus on implementation including whole school curriculum and assessment planning, subject based teaching and learning, teaching and assessing general capabilities and integrated teaching and learning programs.

This program will be complemented by two intensive modules:

- Leading Instructional Practice - this program will focus on developing principals' knowledge and skills to build and sustain a culture of continuous improvement in instructional practice amongst the teachers in their schools and lead the implementation of the Australian Curriculum.
- Leading Curriculum and Assessment – this program will develop the skills of leaders to make solid auditing, planning and development decisions and sustain an ethic of continuous improvement in practice.

In addition,

- Leading Curriculum and Cultural Change – this program will enhance principals' capability to embed Studies of Asia and intercultural understanding in curriculum across the learning areas.

The Implementing the Australian Curriculum program will run across the Catholic and independent sectors. The Leading Instructional Practice and Leading Curriculum and Assessment modules may be available to the Catholic and independent sectors on a cost recovery basis following the delivery of the program to government leaders.

Aligned with the National Professional Standard for Principals these programs will assist current and emerging principals to lead teaching and learning through the development of 'educational strategies to secure equity of educational outcomes' and by 'implementing 'an effective learning and assessment framework that uses data, benchmarking and observation to monitor the progress of every child's learning' (National Standard for Principals, 2011).

## 2. Indigenous initiatives

The Department of Education and Early Childhood Development (DEECD) will engage leaders of Victorian government schools with Koorie students enrolled at their school in professional learning that assists them in developing a culturally inclusive school with their Koorie community. Leaders will engage in action learning and collaboration to improve teacher practice and community and student engagement to improve the learning outcomes of Aboriginal and Torres Strait Islander students.

The professional learning modules will include:

- Dare to Lead Developing Quality Leaders- this program will provide support to school leaders through collegial snapshots and situational analyses to lead improved outcomes for Koorie students.
- What Works partnership - this partnership program will enable principals and their leadership teams to work with a facilitator to develop an action plan for improved engagement of Koorie students.
- Stronger Smarter Leadership - this program will enable participants to develop their capacity to lead school communities to improve educational outcomes for Koorie students.

Independent Schools Victoria (ISV) will offer professional learning modules to principals and emerging leaders focusing on how to establish, develop and maximise their schools' capacity to engage with Aboriginal and Torres Strait Islander culture and communities. ISV will work with strategic partners to develop and customise programs to suit the Victorian independent school context.

Aligned with the National Professional Standard for Principals these programs will enable current and emerging principals to engage and work more effectively with the community to 'foster understanding and reconciliation with Indigenous cultures' (National Professional Standard for Principals, 2011).

## 3. Technical leadership initiatives

The Technical leadership programs will include programs focussed on workforce planning, risk management, healthy environments, financial management, literacy leadership and leadership in special settings will be delivered both face to face and online:

- Healthy Schools are Effective Schools – this program will equip leadership teams with the skills to analyse available data and develop and facilitate processes and resources designed to improve school climate.
  - Risk Management in School Strategic Planning – this program will develop participants’ knowledge and skills in risk management including risk identification and strategies to address and treatments to mitigate risk.
  - School Workforce Planning – this program will build the capacity of current and emerging principals to develop workforce strategies and options and enable their operational management of human resources to be aligned with strategic school improvement.
  - Online Tutorials in Financial Management – this program will enable the provision of training at time of need. These tutorials will develop current and emerging leaders’ knowledge and skills to effectively allocate and strategically align resources including human, financial and physical resources critical to the achievement of school strategic plan goals.
  - Leadership for Specialist Schools – this program will equip current and emerging leaders of specialist schools with the knowledge and skills to perform a range of leadership functions including managing and developing people and establishing cultures that support collaboration with parents within the context of specialist schools.
  - Online Course development focus area Leading literacy – this program will provide a platform for professional learning that breaks down the barriers of distance. The initiative will create capacity to form an online community of practice in the first instance to assist participants to create the conditions necessary to improve literacy practice in their schools.
20. These programs will be available to schools in the government, independent and Catholic sectors on a cost recovery basis following an initial delivery to government school participants.
  21. Aligned with the National Professional Standard for Principals these programs will be focussed on developing leaders ‘knowledge and understanding of leadership and management concepts to deliver effective strategic leadership and operational management’ (National Professional Standard for Principals, 2011). Programs will be designed for and delivered to current and emerging leaders and leadership teams.
  22. DEECD’s approach to the design and delivery of professional learning is guided by the Department’s Seven Principles of Effective Professional learning. These principles align with the best practice characteristics elaborated in the Australian Charter for the Professional Learning of Teachers and School Leaders (AITSL). All programs will be designed to ensure: relevance to participants’ learning needs and contexts; opportunities for collaboration are incorporated in the delivery approach; program content is futures focussed; and that learning is sustained through activities that provide opportunities for effective transfer to practice.
  23. Effectiveness of delivery will be closely monitored and all procurement processes will include a value for money assessment.
  24. Victoria will ensure appropriate levels of participation in all sharing activities coordinated by AITSL.
  25. Victoria will achieve the agreed milestones as specified in Schedule C of the Agreement through the following activities (including timeframes):

1. By October 2012, up to 100 leaders enrolled in professional learning programs focussed on improving outcomes of Aboriginal and Torres Strait Islander students by gender, location and sector.
2. By October 2012, up to 300 leaders enrolled in professional learning focussed on implementation of the Australia Curriculum by gender, location and sector.
3. By October 2012, up to 200 leaders enrolled in leadership programs focussed on developing their capacity to deliver effective strategic leadership and operational management by gender, location and sector.
4. By October 2013, up to 100 leaders completed in professional learning programs focussed on improving outcomes of Aboriginal and Torres Strait Islander students by gender, location and sector.
5. By October 2013, up to 300 leaders completed in professional learning focussed on implementation of the Australia curriculum by gender, location and sector.
6. By October 2013, up to 200 leaders completed in leadership programs focussed on developing their capacity to deliver effective strategic leadership and operational management by gender, location and sector.

Parties have confirmed their commitment to this agreement as follows:

Signed for and on behalf of the Commonwealth of Australia by



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

Date:

23.5.12.

Signed for and on behalf of Victoria by



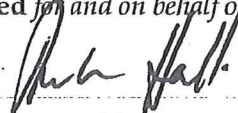
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**The Honourable Martin Dixon MP**  
Minister for Education

Date:

16/1/12.

Signed for and on behalf of Victoria by



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**The Honourable Peter Hall MLC**  
Minister Responsible for the Teaching Profession

Date:

16/01/2012