

# Implementation Plan for Principal Professional Development in Western 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 of Western Australia, represented by the Minister for Education.
5. This Implementation Plan will cease on completion of the project as specified in this Implementation Plan, including the acceptance of final reporting and processing of final payments against reform activities specified in this Implementation Plan.
6. This Implementation Plan may be varied by written agreement between the Ministers.
7. Either Party may terminate this agreement by providing 30 days notice in writing. Where this Implementation Plan is terminated, the Commonwealth's liability to make payments to the State is limited to payments associated with Agreed Milestones achieved by the State by the date of effect of termination of this Implementation Plan.
8. The Parties to this Implementation Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to this Implementation Plan.

### PROJECT OBJECTIVE

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

## ROLES AND RESPONSIBILITIES

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

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

### Role of the Commonwealth

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

### Role of the State/Territory

12. The State/Territory is responsible for all aspects of project implementation, including:
  - (c) fully funding the project, after accounting for financial contributions from the Commonwealth and any third party;
  - (d) 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 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 \$3,888,541,79 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**

<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 29 February 2012	\$818,993
(ii) Submission of a progress report to the satisfaction of the Commonwealth	Due 30 Apr 2012	\$1,208,013
(iii) Submission of a progress report to the satisfaction of the Commonwealth	Due 31 Oct 2012	\$1,396,152
(iv) Submission of a final report to the satisfaction of the Commonwealth	Due 30 Apr 2013	\$465,384
(v) Update on 2013 activities as an addendum to the Annual Report submitted under the Agreement	Due 31 Oct 2013	
<b>Total payable (excluding GST)</b>		<b>\$3,888,541</b>

## PROJECT ACTIVITIES

- The Project Activities will strengthen and complement the reform activities already being implemented by the three schooling sectors in Western Australia through the Improving Teacher Quality National Partnership Implementation Plan.
- Western Australia will apply the funding broadly to the development and ongoing refinement of centrally organised leadership programs. These programs represent a holistic approach to developing aspiring leaders as well as support for newly appointed and experienced school leaders.
- The programs will also include direct support for principals in low socio-economic school communities and in regional schools which are typically remote and have high Aboriginal student enrolments.
- All leadership programs offered will align to the AITSL National Professional Standard for Principals and where relevant implementation of the Australian Curriculum.
- All professional learning programs will be responsive to the needs arising from diverse school contexts, regional structures, networks of professional support and learning communities.
- The Department of Education, the Catholic Education Office of Western Australia and the Association of Independent Schools of Western Australia will work collaboratively to identify where resources can be shared and cross-system professional learning can be offered to school leaders within Western Australia, especially in the engagement of international presenters, delivery of regional leadership programs and use of regional facilities.

21. Western Australia will address the principles for use of funds described in Item 12 (b) through the following activities and agreed milestones, as specified in Schedule C of the Agreement

### GOVERNMENT SECTOR

Program Description	Milestones 2012	Milestones 2013
<p>Establish a Principals Advisory Team to support principals working in challenging circumstances to lift their leadership capabilities, improve the performance of the school and the outcomes for students. The Principals Advisory Team will generally provide direct face to face mentoring and advice along with connecting the principal with other support mechanisms such as networks and the Institute for Professional Learning.</p> <p>This will ensure principals' further develop their capabilities to manage change, establish relationships, provide educational leadership, set and achieve high standards and manage the school resources.</p> <p>Facilitate access to targeted professional learning for principals, including expert within school support, with priority given to developing the capacities of potential and existing leaders in challenging circumstances.</p> <p>Provide targeted, relevant professional learning across the continuum of leadership (aspirant through to experienced).</p>	<p>Establish a Principals Advisory Team</p> <p>Engage 5 mentor principals.</p> <p>Provide onsite mentoring and support for 15 principals and access to targeted relevant professional development opportunities specifically aimed at school leaders working in challenging circumstances, in low performing or low SES schools.</p> <p>Professional learning delivered by the Institute for professional learning and the Public School Leadership Program aligned to the new National Professional Standards for Teachers during 2012 and the National Professional Standard for Principals and supports the implementation of the Australian Curriculum.</p>	<p>Principals Advisory Team ongoing.</p> <p>Support for a further 15 principals to access targeted relevant professional development opportunities specifically aimed at school leaders working in challenging circumstances, in low performing or low SES schools.</p>

### CATHOLIC SECTOR

Program Description	Milestones 2012	Milestones 2013
<p>Refinement of existing leadership programs for emerging and designated leaders and the development of electronic/online equivalents.</p>	<p>Electronic/online programs developed and finalised by December 2012.</p> <p>Program modules align to the</p>	<p>On line delivery accessed by emerging and designated leadership program participants in metropolitan and non-</p>

<p>Focus on participants from schools with Aboriginal enrolments. Program modules aligned to the National Professional Standard for Principals and, where relevant, the Australian Curriculum.</p>	<p>National Professional Standard for Principals and support the implementation of the Australian Curriculum.</p> <p>Program delivery - face-to-face for 40 participants.</p>	<p>metropolitan schools.</p> <p>Access to face-to-face program for 40 participants, including 5 non-metropolitan participants.</p>
<p>Refinement of existing leadership programs for aspiring principals. Focus on participants from schools with Aboriginal enrolments and principal aspirants with desire to work in regional and remote schools with large numbers of Aboriginal enrolments. Program modules aligned to the National professional Standard for Principals and, where relevant, the Australian Curriculum.</p>	<p>Program modules align to the National Professional Standard for Principals and support the implementation of the Australian Curriculum.</p> <p>Program delivery - face-to-face for 10 participants.</p>	<p>Ongoing refinement of program.</p> <p>Face-to-face delivery of program to 10 participants including at least 2 from non-metropolitan schools.</p>
<p>Refinement of existing leadership programs for new principals. Focus on participants from schools with Aboriginal enrolments. Program modules mapped to the AITSL standards and, where relevant, the Australian Curriculum.</p>	<p>Program modules align to the National Professional Standard for Principals and the Australian Curriculum.</p> <p>Eight new principals to participate (of which 3 are non-metropolitan principals) in face-to-face delivery which includes beginning Principals' residential:</p> <ul style="list-style-type: none"> <li>o Year One Principals' residential</li> <li>o Year Two Principals' residential</li> <li>o Year Three Principals' residential</li> </ul> <p>Funded positions directed to non- metropolitan participants (offered to all new principals in non-metropolitan schools).</p>	<p>8 new principals participate (of which 3 are non-metropolitan principals) in face-to-face delivery which includes beginning Principals' residential:</p> <ul style="list-style-type: none"> <li>o Year One Principals' residential</li> <li>o Year Two Principals' residential</li> <li>o Year Three Principals' residential</li> </ul> <p>Funded positions directed to non-metropolitan participants (offered to all new principals in non-metropolitan schools).</p> <p>Review and refinement by 2<sup>nd</sup> semester 2013.</p>
<p>Refinement and expansion of support for principals in remote and regional centres to attend professional learning opportunities (Leadership Enrichment Courses), particularly schools which have high numbers of Indigenous</p>	<p>Development and refinement of high impact two and three day programs to support principals and members of their leadership teams.</p> <p>10 principals commence program in 2<sup>nd</sup> semester 2012;</p>	<p>10 principals to commence in 1<sup>st</sup> semester 2013; of which 3 non-metropolitan participants will be supported with all program costs.</p> <p>Program reviewed by 2<sup>nd</sup> semester 2013.</p>

student enrolments.	of which 3 non-metropolitan participants will be supported with all program costs	
Development and delivery of leadership programs for experienced principals (minimum 8 years experience). Formation of partnerships with universities, business and mentor leaders. Focus on principals from regional and remote schools as well as those with higher Indigenous student enrolments	Programs developed and partnerships established by 2 <sup>nd</sup> semester 2012.	At least 4 participants involved in 2013. Full review and refinement of program by 2 <sup>nd</sup> semester 2013.
In situ advice support and development of principals in regional and remote settings, especially in schools with high Indigenous student enrolments. Focus on Kimberley schools.	Consultant increases number of visits to Kimberley principals. Strong focus on building leadership capacity; all 13 schools supported.  Kimberley principals continued to be provided with mentor principals also appointed to support.  Principal induction program refined for remote schools.	Consultant increases number of visits to Kimberley principals. Strong focus on building leadership capacity; all 13 schools supported.  Kimberley principals continued to be provided with mentor principals also appointed to support.  Principal induction program refined by 2 <sup>nd</sup> semester 2013.

## INDEPENDENT SECTOR

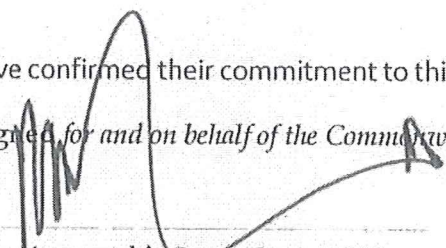
Program Description	Milestones 2012	Milestones 2013
Refinement of existing curriculum leadership programs for current leaders in metropolitan schools and in particular rural and remote schools. Program modules align to the National Professional Standard for Principals and the Australian Curriculum and build capacity of instructional leadership, professional learning communities, coaching, data evidence decision making.	The Curriculum Leadership Program modules align to the National Professional Standard for Principals and the Australian Curriculum.  20 school leaders to participate in the program.	Support provided through face-to-face and on line for aspiring and current leaders participants in metropolitan and non-metropolitan schools  Access to face-to-face programs for 20 participants
Refinement of existing leadership programs for aspiring principals in metro, rural and remote schools. Program will be mapped to the AITSL standards and, where	Program modules align to the National Professional Standard for Principals and the Australian Curriculum Face-to-face program delivery for 10 participants	Ongoing refinement of program  Face-to-face program delivery to metro and rural and remote participants for 15 participants.



relevant, links made to the Australian Curriculum.		
Ongoing support and development of principals in regional and remote settings.	Strong focus on building leadership capacity and engaging in the National Professional Standard for Principals- all 14 rural and remote schools supported.	Ongoing refinement of program  Multi-modal forms of delivery to rural and remote participants - 8 participants.

Parties have confirmed their commitment to this agreement as follows:

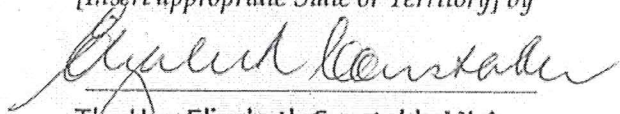
Signed for and on behalf of the Commonwealth of Australia by

  
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  
[Insert appropriate State or Territory] by

  
The Hon Elizabeth Constable MLA  
Minister for Education

30 March 2012