



Great Teaching, Inspired Learning

A blueprint for action



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The Hon Adrian Piccoli, MP
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SYDNEY NSW 2000

Dear Minister

In July 2012, you constituted us as a panel to prepare a discussion paper for you on steps that might be taken to improve the quality of teaching and learning in NSW schools, and then to prepare advice for you following a request for submissions and a round of consultations with the profession.

We received 98 formal submissions in response to the questions posed in the discussion paper and comments from 577 people through the on-line forum. We also met with many groups and individuals over that period to hear their feedback on the discussion paper.

Based on the feedback from the consultation, the research evidence presented to us and our combined educational experiences, please find attached our recommendations for a set of reforms and desired actions that, in our view, would contribute powerfully to the consolidation and improvement of teaching and learning in NSW schools.

We would like to thank the many individuals and stakeholder groups who contributed so enthusiastically and constructively to the consultation process. Their many ideas and comments helped to inform our deliberations.

We look forward to supporting you in implementing these actions, so that NSW becomes the place recognised nationally and internationally for its work in support of the teaching profession, leading to better outcomes for all NSW students.

Yours sincerely



Dr Michele Bruniges AM
Director-General of Education
and Communities



Mr Patrick Lee
Chief Executive of the
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Mr Tom Alegounarias
President of the Board of Studies NSW

Minister's introduction

Great teachers inspire their students to learn. They can, and do, make a difference to the quality of a student's life both inside and outside the school.

In July 2012, I started a serious conversation about what we can do to improve the quality of teaching and learning in NSW schools when I released the *Great Teaching, Inspired Learning Discussion paper*. Later in the year I also commissioned the new Centre for Education Statistics and Evaluation to prepare an analysis of what the research tells us about effective teaching.

I have looked closely at the consultation feedback and the research evidence and there are some clear messages for Government. We need to do more to lift the quality of entrants into teacher education. We need to strengthen the standard of teacher training they receive. We need to provide better support for beginning teachers in their early years. We need to then offer them a career progression which recognises their achievements against professional teaching standards. We need simplified and streamlined processes and systems. And we need school leaders who can lead the professional collaboration and ongoing learning of teachers in their schools.

I have considered carefully the panel's recommendations to me and accepted them in full. The recommendations complement the NSW Government's existing commitment to raising student performance in literacy and numeracy as outlined in our Literacy and Numeracy Action Plan.

The actions in this paper now form the NSW Government's blueprint for improving the quality of teaching and learning in our schools.

This blueprint sets out the aspirations for all NSW schools. It is not intended to specify detail as to implementation; this is rightly the job of individual school authorities. I am committed to working with the government and non-government school authorities, NSW teacher education providers and key education stakeholders to turn these aspirations into real actions.

I have already asked the Department of Education and Communities, the Board of Studies NSW and the NSW Institute of Teachers to prepare implementation plans based on this blueprint. In acknowledging the independence of the non-government sector and the Council of Deans of Education, I will seek their advice about implementation within their contexts. I value the collaborative relationship I have with these critical partners and look forward to discussing the actions in this paper with them.

I want to thank everyone for their constructive feedback and meaningful insights throughout this process. I also want to thank the three authors of the discussion paper and this blueprint for their expert and considered advice. I am confident that we now have a world-class blueprint – one that gives us the greatest opportunity to improve teacher effectiveness so that NSW students are well prepared for success in work and in life.



Adrian Piccoli MP
Minister for Education

Inspired learning



INSPIRED
LEARNING

Many factors come together to make inspired learning – factors both inside and outside the school gate. Once students are in our schools, however, their performance is most closely influenced by teacher quality.

The time for a renewed focus on great teaching for inspired learning is now. The challenges of today's increasingly complex and global society require our students to have different competencies and our teachers to have different capabilities. Today's students need to be able to access information globally available, work collaboratively and apply innovative solutions to problems. Teachers need to know how to develop these capacities in their students in ways that inspire students to be lifelong learners.

The knowledge, understandings, skills and values young people need

In today's schools, 21st century knowledge, understandings, skills and values must be at the heart of great teaching and inspired learning. Young people must also develop a core of academic content knowledge, see the relevance of their learning and develop a love of learning in their classrooms to be inspired to remain lifelong learners.

Learning to collaborate with others, solve problems, think creatively and connect through technology are essential competencies for success in work and in life. Employers are looking to recruit young people with these competencies, but they are not always adequately developed in schools. There is an urgent need to transform learning and teaching in our schools before we get too much further into the 21st century.

Education experts and the broader community agree we need to develop in our young people:

- confidence to know they can learn as part of a group and on their own
- the ability to solve problems both as individuals and collaboratively as part of a team
- the capacity to analyse what they see and hear, and know the difference between fact and myth
- confidence to use technology in all parts of their lives and to understand that technology should be a tool to enhance communication, learning and the quality of life
- the ability to communicate and express ideas in a clear and rational way
- interpersonal skills to enable them to relate effectively and appropriately to others
- creativity to help them look at the world and be innovative in dealing with challenges and making the most of opportunities
- ethical values, social responsibility, wellbeing and engaged citizenship.

Young people must also have a depth of core content knowledge. Deep learning and genuine understanding of subject matter and the ability to use, critique and apply it appropriately provide the foundation for inspired learning.

The knowledge, understandings, skills and values teachers need

Great teaching doesn't just happen. Teachers need to be developed, supported and rewarded to create the inspired learning that will develop lifelong capacities in students. Teachers need the capabilities to collaborate with and learn from others, assess their own practice and respond to feedback, and leverage technology to improve student learning.

There is no one single effective teaching method or strategy. Teachers need to be proficient in many teaching practices and, more importantly, be able to assess their impact on students and adapt their teaching practices to assist students if they are not responding or engaged. Effective teachers are highly proficient in assessing student needs and talents, evaluating their impact, intervening using multiple methods and providing feedback to students on their learning. The most effective teachers are the ones who can adapt their practice in an ongoing manner because they evaluate the impact of their teaching on student learning.

Great teachers know the content of the subjects they teach and have a deep understanding of how learning happens. Great teachers are role models of learning. Great teachers are also those with the personal attributes, dispositions and values that engage students and inspire them to learn and achieve.

Every student deserves teachers who:

- are committed to excellence and have high expectations for every student
- make learning relevant to students, make cultural connections and engage with the community in which the students live
- generate a love and passion for learning, and can excite and motivate students to share that passion
- are excellent communicators with students and parents
- have the patience to work with struggling students, compassion and humour to help students deal with life's challenges and disappointments, and resilience to persevere when things are difficult
- have a passion for and deep understanding of their teaching content – this makes for better teaching and models a passion for learning and discovery that we want young people to experience and value
- engage with and work within the local school and broader communities
- value ethical behaviour in themselves and others
- take responsibility for their own professional learning and value and model opportunities to improve their teaching practice and learn from others.

Great teachers believe their work with young people helps to build a better and stronger society and this drives them to discover and nurture each child's unique talents.

The actions outlined in this paper are made with the single intent to ensure that every NSW student in every school and in every lesson is inspired to learn by great teachers and great teaching.

Initial teacher education



Future directions

Entrants into teacher education will be high academic performers, have well-developed literacy and numeracy skills and show an aptitude for teaching.

Teaching will attract more of the brightest and motivated school leavers and career changers.

NSW teacher education programs will produce high quality graduates with personal attributes suited to teaching.

All teacher education students will receive high quality professional experience as part of their teacher education programs.

The quality of the teaching workforce in NSW will be informed by a strong evidence base.

Current state

The NSW Institute of Teachers (the Institute) assesses the quality of initial teacher education (ITE) programs in NSW against requirements introduced progressively between 2007 and 2009. The first cohorts of students from programs based on these standards are now entering the profession. In 2012, NSW ITE program requirements were revised to incorporate the nationally agreed *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (the national Standards and Procedures).

Like other professional degrees, there is no mandatory government minimum Australian Tertiary Admissions Rank (ATAR) for entry into ITE. ATAR cut-offs are determined by academic achievement, the demand for a program and the number of places available, with cut-offs for the same program often varying across different campuses.

ATAR cut-off scores for entry into NSW ITE programs in 2013 ranged from 58.80 to 94.30. There is some call for improving the quality of entrants into teacher education programs through the setting of minimum ATAR cut-offs, but there is considerable support for the view that selection should not be based solely on a single measure such as an ATAR. Transparency and consistency in the use of ATAR scores, with multiple schemes to allocate bonus ATAR points, are also widely questioned. Some ITE providers argue that more emphasis should be placed on the quality of graduates as they exit from ITE programs, and their aptitude for teaching demonstrated through the accreditation process during their first years of teaching.

The national Standards and Procedures include requirements for entry, subject content, discipline-specific pedagogy and curriculum knowledge, nationally agreed priority areas of study and professional experience. Pre-service teachers completing four-year undergraduate programs are required to complete 80 days of supervised teaching practice; while those completing graduate entry two-year programs are required to complete 60 days of supervised teaching practice.

Applicants into ITE are required to have literacy and numeracy skills equivalent broadly to the top 30% of the population as set out in the national Standards and Procedures at Program Standard 3.1. Since 2009, NSW has required all entrants to undergraduate programs to show that they have the required literacy and numeracy levels through the achievement of Higher School Certificate (HSC) Band 4 in English and General Mathematics for primary teaching and HSC Band 4 in English for secondary teaching.

Applicants not meeting these HSC benchmarks can be admitted to programs, but they must complete study during their program that demonstrates that they have equivalent skill levels. Applicants for graduate entry programs must have completed an undergraduate degree that includes discipline-specific content relevant to the curriculum area or areas in which they intend to teach, although they do not have their literacy or numeracy skills specifically assessed.

Explicit subject content requirements must be met during undergraduate teacher education programs or by graduates who undertake postgraduate ITE. Primary teaching undergraduate programs must include key learning area (KLA) based studies addressing subject content and related pedagogy in 16 units of study, or eight units in a postgraduate program. Secondary programs must provide for a major (at least six units or equivalent) in the first teaching method, and a minor (at least four units or equivalent) in additional methods. Entrants into postgraduate programs must meet these discipline requirements in their initial undergraduate degree.

Effective teacher education programs focus attention on the quality of professional experience with emphasis on practice and learning in schools with high quality, experienced teachers as mentors and supervisors. The quality of professional experience placements and their assessment was a key issue raised in the consultation.

Outcomes and actions

1. Entrants into teacher education will be high academic performers, have well-developed literacy and numeracy skills and show an aptitude for teaching.

1.1 Entrants to NSW undergraduate programs will require HSC Band 5 results in a minimum of three subjects, one of which must be English.

Applicants wishing to enrol in ITE programs who do not achieve three HSC Band 5 results, including in English, will need to enrol in a non-teaching degree and, if they graduate and meet specified subject content knowledge requirements, enrol in a graduate entry teaching program. Where double degree courses are restructured to provide for a first year of discipline (non-teacher education studies), the first year must be successfully passed by students before admission to a professional experience placement in schools will be available.

This requirement will apply to the approval of ITE programs from January 2015, and the Institute will discuss with providers its incorporation into programs currently under development and likely to be submitted prior to that date.

The Institute will work closely with ITE providers to examine the adjustments that may be needed to existing programs to support the implementation of this requirement, and any associated issues such as application from interstate and overseas entrants to teacher education programs in NSW. In particular, options to support pathways to teaching for entrants from low socio-economic backgrounds, Aboriginal students and students from rural and regional communities should be built in, including the development of bridging courses prior to entry.

1.2 Teacher education students will need to pass a literacy and numeracy assessment before their final-year professional experience placement.

A new literacy and numeracy assessment will be designed to focus on personal literacy and numeracy and on areas of literacy and numeracy important for primary and secondary teaching. Successful completion of the assessment will be a requirement for graduation, and must be completed before the final-year professional experience placement. This will ensure that teacher education graduates have levels of literacy and numeracy at least equivalent to those of the top 30% of the population and relevant to teaching.

Current literacy and numeracy requirements based on NSW HSC Band 4 in English and General Mathematics will be phased out in line with the introduction of the new literacy and numeracy assessment. The Institute will work with ITE providers and the Board of Studies NSW so the literacy and numeracy assessment is implemented in 2015.

1.3 A framework of attributes for assessing suitability for teaching will be developed for use by teacher education providers and schools.

The new framework will identify suitability to teach criteria and strategies for assessment. It will also align with the personal capability implications of the Graduate Teaching Standards and be built into the final professional experience assessment. The framework will be capable of underpinning the development of instruments and strategies for assessment of candidates for teaching at different points, such as prior to entry into ITE programs, at strategic points during teacher education programs, and prior to graduation and employment. It will also support school principals in identifying and encouraging promising school students into teaching.

The Institute will work with ITE providers, school authorities and teachers to develop the framework by the end of 2014 and protocols for use will be agreed with ITE providers by 2015.

2. Teaching will attract more of the brightest and motivated school leavers and career changers.

2.1 Incentives will be targeted to attract more of the best and brightest school leavers into teaching.

School authorities will be encouraged to target their current scholarship programs and other incentives to:

- increase the number and range of scholarships for students who achieve HSC results focused on subject areas where there is workforce need, and for students who wish to teach in rural and remote communities
- support schools to identify high performing students with an aptitude for teaching earlier in their schooling (for example, in Year 10), and to encourage them into teaching careers through various means, such as providing work experience placements focused on teaching careers.

2.2 More options will be offered for the qualification and employment of teachers and attraction of career changers into teaching.

The Institute will work with school authorities and ITE providers to:

- develop primary teacher education course patterns that allow specialist elective strands that could scaffold into a secondary teaching certification (for example, mathematics and science) or a specialist role (for example, special education or school counselling). Undergraduate teachers gaining primary qualifications could also gain qualification for a secondary teaching method, which would allow them to be recruited into primary schools with a specialist role, or in secondary schools as a secondary teacher
- develop clear Recognised Prior Learning (RPL) rules that enable the qualifications, skills and experiences of

applicants to be assessed as comparable to the intent of the subject discipline requirements for teaching. This would allow ITE providers, employers and the Institute to make consistent RPL judgements about ITE candidates, career changers, employment applicants and returning teachers. These processes would also support ITE providers to develop alternate pathway programs that rely on RPL

- recognise knowledge and skills gained in highly relevant degrees and professions held by possible career changers, so that these can be assessed as meeting the subject content requirements for teaching degrees, in particular in those areas of workforce shortage such as mathematics and science.

2.3 More options will be available for earlier entry into teaching for high performing pre-service students.

Extended internships and new models of clinical professional experience placements will be offered to support high performing pre-service teachers in their final year to enter into teaching prior to the completion of their teaching degree. Options for early entry will require protocols for appropriate structured support and will be integrated with employment strategies targeted at high performing students.

During 2013 school authorities, the Institute and ITE providers will identify options and determine provisions for internship requirements and new models of clinical professional experience placements in schools. The Institute will establish clear guidelines for the use of the Conditional Accreditation pathway, including protocols for supervision and support.

3. NSW teacher education programs will produce high quality graduates with personal attributes suited to teaching.

3.1 The quality of initial teacher education programs will be assessed and publicly reported on an annual basis.

The Institute will implement an annual process to examine ITE programs in agreed targeted areas, producing an annual public report to the Minister. The Institute will also provide an individual report to each provider containing an assessment of the practices embedded in their own programs in light of the Institute's assessment and informed by other available information. The Institute will also discuss with the provider any issues which arise to ensure they are addressed.

This process will target two key areas:

- The preparation of teachers in the National Priority Areas.

In 2013, the National Priority Areas of Classroom Management and Students with Special Education Needs will be examined. Subsequent priority areas will

be advised by the NSW Institute of Teachers Quality Teaching Council in consultation with stakeholders.

- The preparation of teachers to teach the curriculum content of NSW syllabuses, including those syllabuses that incorporate the Australian Curriculum.

Initial priority will be to examine the adequacy of ITE programs in addressing literacy learning, including an integrated, explicit and systematic approach to the teaching of reading, with a range of models, including instruction on how to teach phonic and phonemic awareness, fluency, vocabulary knowledge and text comprehension and interpretation, and writing (including grammar and spelling), speaking and listening.

The Institute will ensure that this approach to literacy learning is a requirement of all primary teaching programs and of the English method component of secondary programs. The Institute will continue to monitor the approach of ITE providers to these key content areas and teaching methods as an ongoing requirement of ITE programs in NSW.

3.2 Teachers will be better prepared to interpret student assessment data to evaluate student learning and modify teaching practice.

The Institute will lead a project to ensure teacher education courses address the analysis and use of student assessment data to inform classroom practice in both primary and secondary programs. The project will elaborate the key elements of content and identify a range of proven strategies for meeting Graduate Teacher Standards 2.3.1 and 5.4.1 that can be shared and used by ITE providers.

This project will be undertaken in 2013 with exemplars of effective current practices available for use by ITE providers during 2014.

3.3 Teachers will be better prepared to engage with parents and the school community.

The Institute and ITE providers will work with organisations of school parents to identify and support joint initiatives, for strengthening approaches to teacher education that address the role of parents, caregivers and communities in teaching consistent with the ethos of the school (Graduate Teacher Standards 3.7.1 and 7.3.1).

4. All teacher education students will receive high quality professional experience as part of their teacher education programs.

4.1 A new framework will be developed that sets out the expectations for high quality professional experience placements in NSW schools.

An agreed framework governing high quality professional experience placements in NSW schools will be developed to underpin partnership agreements between and among schools, school authorities and ITE providers.

The new framework will include clear expectations of all participants, requirements of all roles, professional learning provision to support supervision, protocols for assessment of students and agreed funding arrangements.

The Institute will work with ITE providers, school authorities and teachers to complete the framework by 2014.

4.2 There will be much closer matching of the supply of graduate teachers with the demand for graduate teachers.

School authorities and ITE providers will negotiate agreements for professional experience and work together to share workforce data and plan to meet future teacher needs. Negotiations between school authorities and ITE providers will provide greater certainty for providers around the availability of places and develop greater continuity and consistency in the relationship between individual schools, groups of schools and particular providers.

Priority will be given to professional experience placements for providers who enter into agreements embodying the elements of the agreed framework developed under action 4.1 above.

4.3 Specialist professional experience schools will showcase high quality professional placement practice.

A small number of schools will be identified across NSW to showcase high quality professional placement practice. They will be required to demonstrate whole school commitment to the collective examination of teaching practice and ongoing professional learning around outstanding teaching practice in association with the preparation of teachers.

4.4 Teachers supervising professional experience placements will be required to undertake professional learning.

Professional learning will be available to supervising teachers from 2014. Professional learning programs or modules must be registered with the Institute and desirably provide credit towards university credentials.

The provision of professional learning for supervising teachers should also be a component of the partnership agreements between schools, school authorities and providers.

4.5 Accredited Highly Accomplished and Lead Teachers will lead the professional experience activities of schools.

School authorities will progressively introduce into schools that take pre-service teachers on professional experience placements, supervision by teachers accredited at Highly Accomplished or Lead Teacher.

The Institute will develop support material illustrating how supervising professional experience will contribute

to evidence for accreditation at Highly Accomplished and Lead Teacher.

4.6 Initial teacher education providers will maintain a proportion of teaching program load carried by staff with recent teaching practice.

Human resource provisions will be developed to support greater interchange between teachers and ITE provider personnel. Over time ITE providers and school authorities will develop arrangements for joint appointments of teachers accredited at either Highly Accomplished or Lead Teacher for more systematic roles in the delivery of ITE programs.

4.7 Assessment of professional experience will be rigorous and consistent across teacher education programs.

Protocols, instruments and other support material, including an evidence guide, will be developed to ensure that there is clarity, rigour and greater consistency in the assessment of professional experience; especially in the assessments against Graduate Teacher Standards in the final year of teacher preparation programs.

The Institute, in tandem with ITE providers, school authorities and expert teachers, will develop the evidence guide and other materials to be available in 2014.

4.8 Commonwealth support will be sought to improve the quality of the professional experience through more explicit requirements in university funding agreements.

The NSW Government will negotiate with the Commonwealth the goal of stronger partnerships among universities and school authorities to improve the quality of the professional experience placement, and ask that the Commonwealth consider including explicit requirements for improving the professional experience in the Commonwealth's funding agreements with universities. This could include, for example, a condition in the Commonwealth's funding agreement that requires ITE providers to have in place agreements or processes with schools and school authorities to assure the number of professional experience places before they make any offers to teacher education entrants.

5. The quality of the teaching workforce in NSW will be informed by a strong evidence base.

5.1 Data will be collected and shared to create a nationally and internationally benchmarked workforce profile of the NSW teaching profession.

A workforce profile of the NSW teaching profession will be created and maintained. This will involve:

- profiling entrants into and graduates from teacher education courses in NSW – for example, the

characteristics of their ITE experiences, post ITE employment destinations and career progression (including teachers teaching outside their subject area), school experiences over the teacher life cycle and on exit from teaching, and correlation data between school leaving scores and Grade Point Averages and attrition rates

- improved data sharing between ITE providers, the Institute and school authorities
- developing robust data sets related to the characteristics and professional experiences of trainee and new career teachers, and the patterns of employment of teachers across their career life cycle and until they exit the workforce. The data definitions will allow for national and international benchmarking.

The information required will make use of existing data and collection mechanisms as much as possible, including any national projects led by the Australian Institute for Teaching and School Leadership (AITSL). The feasibility and practicality of any new data collections will also need to be carefully considered to avoid undue administrative burden on schools, school authorities and ITE providers.

The Centre for Education Statistics and Evaluation within the Department of Education and Communities will lead this joint project with the NSW Council of Deans of Education, the Institute and school authorities.

A workforce profile report will be provided annually to the NSW Schools Advisory Council to inform workforce planning, with the first report published in 2014. Every three years a 'State of the NSW Teaching Profession' report will be provided to the Minister that nationally and internationally benchmarks the 'health' of the NSW teaching profession against a range of indicators, with the first report published in 2014.

5.2 Information about the quality of initial teacher education programs will be publicly reported.

The Institute will publish a consolidated report each year summarising the following information from ITE providers:

- evaluative information and data used by providers to drive program improvement (for example, student assessment data and stakeholder feedback)
- data on the number of entrants admitted into teacher education programs against HSC Band requirements and the spread of ATARs for each ITE program (including published and actual minimum ATARs used for entry in each year)
- information about the challenges encountered, opportunities taken and any changes to ITE programs.

The Institute, along with ITE providers and school authorities, will develop guidelines for the annual provision of this information as set out in national Program Standard 7. The information required will make the most efficient use of existing data collections.

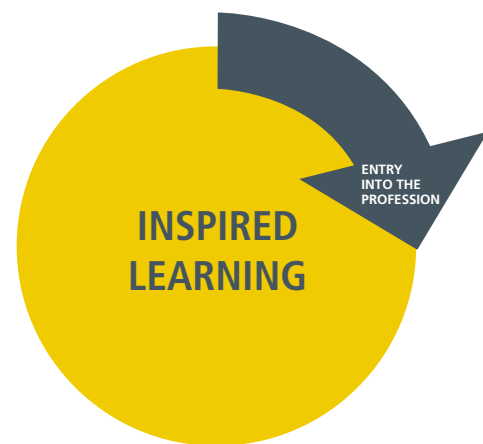
The Institute will publish a consolidated report each year summarising the information provided by ITE providers with the first report available in 2014.

5.3 The extent and quality of online study in teacher education will be examined.

A study will be undertaken into the extent of online candidature in ITE and the arrangements for and quality of professional experience placements in NSW schools. This study will assess the general quality of this mode of teacher preparation, the extent of professional experience demands on NSW schools from online students from interstate ITE providers and the quality of the arrangements governing such school placements.

The Institute, in partnership with ITE providers, school authorities and teaching organisations, will complete the study and report findings to the Minister by the end of 2014.

Entry into the profession



Future directions

All beginning teachers will receive a high quality induction program to support their entry into the teaching profession.

All beginning teachers will receive high quality support to enhance their teaching skills during their first year of teaching.

Teachers returning to the profession will be required to refresh and update their knowledge of curriculum, pedagogy and educational expectations.

Accreditation and probation processes in NSW government schools will be aligned to create one system for beginning teachers.

Current state

All NSW teachers who commenced teaching from 1 October 2004, or who have been away from teaching for five years or more, are required to be accredited. The *Institute of Teachers Act 2004* requires teachers employed on a full-time basis to gain accreditation at Proficient Teacher (Professional Competence) within three years. Currently teachers who are offered permanent employment in NSW government schools must be accredited at Proficient Teacher (Professional Competence) in their first year of teaching. Teachers in NSW non-government schools employed on a permanent basis generally have up to three years to meet this requirement, with most completing the requirements within 18 months to two years.

The vast majority of teaching graduates are employed as teachers for the first time on a casual basis and are allowed five years to gain accreditation at Proficient Teacher (Professional Competence).

During the first years of a teaching career, induction programs play a critical role in supporting the development of capable and confident professional teachers. The quality of induction into the profession for beginning teachers was a key issue raised in the consultation, with general consensus that beginning teachers should have reduced teaching loads and support from trained mentors.

Induction programs for early career teachers are the responsibility of schools and school authorities. Implementation of a comprehensive induction program for beginning teachers currently varies between schools and there is little access to induction programs for casual and temporary teachers as they move between schools.

Teacher mentors play a pivotal role in the implementation of induction programs, providing advice and feedback for beginning teachers to develop their skills and compile evidence of their attainment of the professional teaching standards for accreditation. While there are existing mentor programs across NSW schools, these programs do not reach all beginning teachers, and not all who provide mentoring support to new teachers are trained in this role.

For example, the NSW Department of Education and Communities currently employs 50 teacher mentors who work across 92 schools that have significant numbers of new permanent teacher appointments. These mentors annually support about 60% of the total number of newly appointed teachers in government schools. NSW government schools with beginning teachers currently receive an allocation of one hour per week to support beginning teachers to achieve accreditation at the key stage of Proficient Teacher (Professional Competence). Some non-government schools and systems have also established positions to support the development and accreditation of beginning teachers.

Currently there is no formal refresher course or program that returning teachers are required to complete before recommencing teaching after an extended absence from the profession. However, teachers returning after a break from teaching of more than five years are required by the *Institute of Teachers Act 2004* to return as Provisionally or Conditionally Accredited teachers and, once they are teaching, show that they meet the requirements for accreditation at Proficient Teacher (Professional Competence).

Outcomes and actions

6. All beginning teachers will receive a high quality induction program to support their entry into the teaching profession.

6.1 The induction each permanent beginning teacher receives will be strengthened.

Each permanent and long-term temporary beginning teacher should receive a structured induction program that:

- is of high quality and builds on effective existing strategies and current research
- supports teachers to develop skills and evidence of effective practice for accreditation as a Proficient Teacher
- reflects the ethos and goals of the school
- uses the professional teaching standards for structured induction into the profession of teaching generally, as well as addressing the specific demands and context of the school.

In 2013, school authorities should identify good practice in induction support and use this to inform the development of guidelines for schools to use to provide high quality induction.

6.2 Casual and short-term temporary teachers will be able to access better induction support.

Beginning teachers employed on a casual or short-term temporary basis should have access to appropriate systemic induction support that could include:

- professional learning forums, delivered locally and online, to support temporary and casual teachers meet the requirements for accreditation
- options for the provision of structured support by clusters of schools, which is explicitly recognised and incorporated by school principals into their arrangements for undertaking the accreditation of casual and temporary teachers who spend time in their schools.

The Institute will work with school authorities to have quality induction support available for casual and short-term temporary teachers from 2014.

7. All beginning teachers will receive high quality support to enhance their teaching skills during their first year of teaching.

7.1 The responsibilities or teaching loads for permanent beginning teachers should be restructured so they can be supported by mentoring and collaborative practices.

Beginning teachers employed on a permanent or long-term temporary basis should be on a reduced or restructured teaching load for their first year of teaching.

In order for teachers to benefit from a reduced or restructured teaching load, schools should have the following conditions in place:

- beginning teachers have reduced responsibilities or teaching loads sufficient to support the development of their skills in the first year
- beginning teachers are provided with ongoing feedback and support that is embedded in the collaborative practices of the school
- mentoring structures and collaborative practices support beginning teachers within the school or across a cluster of schools, and any teacher mentors have access to specific training and the flexibility in their teaching responsibilities to support classroom observation and provide structured feedback
- beginning teachers have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.

School authorities will revisit existing beginning teacher policies and programs in order to improve the support each permanent beginning teacher receives.

Over time, school authorities should consider formalising teacher mentor roles and aligning them with the professional teaching standards and accreditation at Highly Accomplished or Lead Teacher.

7.2 Casual and short-term temporary beginning teachers will have access to mentoring support and collaborative practice.

Mentoring strategies and collaborative practices to support casual and short-term temporary beginning teachers should be provided by schools in which those teachers are employed for one term or more.

8. Teachers returning to the profession will be required to refresh and update their knowledge of curriculum, pedagogy and educational expectations.

8.1 All teachers returning to the profession after an absence of five years or more will be required to complete a refresher course.

The Institute, in association with school authorities, ITE providers and the professional teaching associations will develop guidelines for the content of returning teacher courses to ensure the currency of teachers returning to the profession after an absence of five years or more. Courses should be tailored to the differing needs of the returning teachers.

The Institute will advise the Minister on options for the development and delivery of the courses by mid-2013 to enable the program to be available in 2014.

9. Accreditation and probation processes in NSW government schools will be aligned to create one system for beginning teachers.

9.1 Department processes for teacher probation and provisional accreditation will be aligned to the Institute's processes for accreditation and the Department's performance management and development processes.

The NSW Department of Education and Communities (the Department) will revise its processes for teacher probation and Provisional Accreditation to align them with its new performance management and development processes and the Institute's processes for accreditation at the Proficient Teacher level, so there is one aligned process for all government school teachers from 2014.

The Department will consider including the following aspects in the new process:

- extending the period of Provisional Accreditation from one year to a maximum of two years for newly appointed permanent teachers
- ensuring that the gaining of evidence for accreditation aligns to the teacher's performance management and development process, and that these processes are relevant to both the teacher and the school
- moving the responsibility for assessing accreditation at the Proficient Teacher level away from the School Education Director to the principal so that principals become the Teacher Accreditation Authority
- supporting the consistency of professional judgement of this process through local school networks, moderated through the Institute's external assessor processes
- working with the Institute to strengthen the external moderation of the quality of accreditation judgements and the processes undertaken.

9.2 A streamlined reporting system will be implemented to make it easier for government teachers to satisfy the requirements of both the Institute and the Department.

The Institute and the Department will implement a new streamlined reporting system to enable one process and one report to determine proficiency of the teacher for the Department's performance management and development process and to satisfy the requirements of the Institute for accreditation at the Proficient Teacher level. The new system will be operational in 2014.

Develop and maintain professional practice



Future directions

The *Australian Professional Standards for Teachers* will apply to all NSW teachers.

All teachers will be supported by high quality performance and development processes.

The processes of the Institute and school authorities will be streamlined to reduce duplication and give greater recognition to school-based, classroom-focused professional learning.

Underperforming teachers and school leaders will be treated in an efficient and fair way.

Current state

The *Australian Professional Standards for Teachers* (the Professional Teaching Standards) provide a clear framework to guide teachers in the development of evidence for accreditation, and the maintenance of accreditation through professional learning.

NSW is the only jurisdiction which does not currently require accreditation of all teachers. All teachers first employed from 1 October 2004 and those returning to teaching following a break of five years or more are required to be accredited on the basis of the Professional Teaching Standards. Approximately 56 000 teachers who are actively teaching, including those on approved leave from teaching, have been accredited.

Teachers appointed prior to October 2004 are not required to maintain accreditation through professional learning and do not have their own professional practice and professional learning structured around the Professional Teaching Standards. Many teachers, however, are required to interpret and apply the Professional Teaching Standards through the supervision of pre-service and early career teachers, including mentoring and assessment of teachers for accreditation at Proficient Teacher (Professional Competence). This creates significant differences in the engagement with, and understanding across, the teaching workforce regarding the specific application of the Professional Teaching Standards.

Teachers accredited since October 2004 must also undertake 100 hours of professional learning over every five year period. Half of this must come from professional learning providers that have been endorsed by the Institute. The efficacy of current

Institute processes for the recording and evaluation of this professional learning was a key issue from the consultation, as was the need to give more recognition to school-based professional learning linked to the Professional Teaching Standards.

There is currently general agreement that teachers are responsible for determining their professional learning within the context of their professional and career development needs and the priorities of their school. While teachers recognise that collaborative teaching, lesson observation and feedback are significant sources of school-based professional learning, they are not always presented with these opportunities in their schools.

The Institute's accreditation process and school authorities' processes for performance management are different systems, and this has led to duplication of processes and requirements. For many teachers, the current performance management systems are perceived to be administrative, do not provide feedback and, therefore, do not have a strong impact on classroom teaching. Similarly, current systems for supporting underperforming teachers and for removing those that cannot meet the Professional Teaching Standards are perceived by some to be too complex and onerous.

Outcomes and actions

10. The Australian Professional Standards for Teachers will apply to all NSW teachers.

10.1 Legislation and policy will be amended to bring all NSW teachers within the scope of the *Institute of Teachers Act 2004*.

This process will be phased in over five years and will incorporate:

- recognition of the professional standing of the pre-2004 teaching workforce
- alignment of Institute processes and school-based performance and development processes
- alignment with employment and new legislative requirements for criminal checks.

The Institute will consult with teacher and principal organisations, unions and school authorities on potential strategies for recognising existing teachers within the scope of the *Institute of Teachers Act 2004*, including identifying legislative and policy implications.

The Institute will provide implementation and transitional proposals to the Minister by December 2013.

10.2 Early childhood teachers in NSW will be considered for inclusion within the scope of the *Institute of Teachers Act 2004*.

Consultation will occur with the early childhood sector in 2013 to investigate the incorporation of teachers in the early childhood sector in NSW into the Institute, including legislative options, transitional arrangements, harmonisation with national and NSW regulatory frameworks applying to the sector and resourcing of the Institute to support the additional function.

Options will be presented to the Minister by the end of 2013.

11. All teachers will be supported by high quality performance and development processes.

11.1 Annual teacher performance management and development will be explicitly linked to the *Australian Professional Standards for Teachers* and the *Australian Teacher Performance and Development Framework*.

Teacher professional learning plans should be integrated with performance and development processes and linked to the teacher's professional needs, based on an assessment of their performance and school priorities. This should involve:

- a professional learning plan that is aligned to the Professional Teaching Standards, career aspirations and teacher development and school priorities
- feedback and advice regarding the next stages of professional learning and career development
- assistance for teachers to identify and develop strategies that best support student learning within the school context
- structured feedback and support to assist in identifying and supporting teachers who are experiencing performance difficulties
- verification of the completion of the required hours of professional learning for maintenance of accreditation.

The Institute and school authorities will consider the need to revise their current processes so teachers experience aligned performance management and development processes from 2014.

11.2 Reporting requirements for maintaining accreditation will be streamlined.

The process of maintaining teacher accreditation with the Institute will be aligned to the performance management processes of the employer and involve the final report being completed progressively over a five-year period.

11.3 The decision as to whether teachers should be accredited as Proficient should be made at the school level.

The Institute and school authorities will consider changing current arrangements to enable principals to become the Teacher Accreditation Authority within the system to determine that teachers have satisfied the requirements for initial accreditation and also maintenance of accreditation at the Proficient Teacher level. The consistency of professional judgment of this process will be supported through local school networks, moderated through the Institute's external assessor processes.

12. The processes of the Institute and school authorities will be streamlined to reduce duplication and give greater recognition to school-based, classroom-focused professional learning.

12.1 Greater recognition will be given to professional learning undertaken in the school.

The Institute will work with school authorities to recognise workplace learning and performance management and development processes that are based on the Professional Teaching Standards as professional learning. The Institute's current professional development policy and processes will be redesigned to enable the registration and validation of performance and development plans aligned to school and teacher priorities as professional learning by 2014.

12.2 Processes for the registration of school-based professional learning and endorsement of schools as providers of professional learning will be simplified.

The Institute will work with school authorities to revise existing processes to allow easier registration of school-based professional learning that addresses the Professional Teaching Standards. The Institute will also develop efficient processes for the endorsement of schools as providers of professional learning. Both actions will be completed by 2014.

12.3 Processes for recording and evaluating professional learning for accreditation purposes will be streamlined.

The Institute will work in partnership with school authorities and professional learning providers to revise current systems for recording and evaluating professional learning for accreditation purposes by 2014.

13. Underperforming teachers and school leaders will be treated in an efficient and fair way.

13.1 Existing professional management policies and processes dealing with underperformance will be simplified.

School authorities, in partnership with principals' organisations and teaching unions, will update their existing professional management policies and practices, including related industrial processes, to ensure that underperformance as assessed against the Professional Teaching Standards is expeditiously, effectively and fairly addressed.

Updated policies and processes should recognise the professional responsibilities of school authorities, principals and teachers in:

- identifying and acting swiftly on underperformance that undermines the Professional Teaching Standards and the interests of teachers
- minimising adverse impacts on the learning of students during these processes
- supporting underperforming teachers
- supporting school personnel through the necessary legal, industrial and other processes needed for efficient action in addressing underperformance, including suspension and dismissal where appropriate
- ensuring teachers have genuine opportunities to meet the Professional Teaching Standards within the school context.

School authorities will also strengthen, as necessary, processes for addressing underperformance in principals and school leaders, including appropriate support, measures to minimise impact on school staff and students and rigorous procedures to deal with continuing underperformance.

13.2 Teachers found unable to meet the Professional Teaching Standards will be removed from the profession.

The suspension and revocation of accreditation functions under *the Institute of Teachers Act 2004* will be applied to ensure that those found incapable of meeting the Professional Teaching Standards are removed from the profession.

13.3 Professional support will be provided for a strengthened annual performance management and development process.

The Institute, in association with school authorities, will develop reliable and useful guidelines for the application of the Professional Teaching Standards for experienced teachers in the development of annual teacher performance reviews.

School authorities will ensure that executive teachers overseeing annual teacher performance reviews have access to professional learning to support the development of skills in supervision, mentoring, classroom observation and professional feedback.

Recognise and share outstanding practice



Future directions

Teaching excellence will be recognised and rewarded through mechanisms that include remuneration and new leadership responsibilities for accredited Highly Accomplished and Lead Teachers.

Teachers who aspire to be principals will have achieved the higher levels of teacher accreditation and undertaken professional learning to prepare them to be leaders of a school.

Excellence in teaching and professional learning will be identified, shared and developed through professional collaboration and learning.

Current state

Most NSW teachers are paid according to how long they have been teaching. Teachers identify that effective teaching is recognised locally within schools, but that high performing teachers do not currently receive wider recognition or benefit for their excellent practice. Teachers also identify that the most valid forms of recognition of outstanding teaching practice are centred on the classroom and include lesson observation and the assessment of student progress.

The Professional Teaching Standards provide the framework for assessing and accrediting teacher performance at the levels of Highly Accomplished and Lead Teacher. Accreditation at these levels can provide a valid and professionally robust framework for teacher remuneration based on demonstrated highly accomplished and lead teaching. Highly Accomplished and Lead Teachers can have a significant impact on the development of teaching excellence within, between and among schools. As of the end of 2012, 58 teachers across all school sectors in NSW had gained accreditation at either Highly Accomplished or Lead Teacher level, with 351 teachers currently progressing through the accreditation process for those two standards.

Excellent teaching practice that is linked to evidence of student progress should be identified, analysed and shared. Teachers identify that feedback from other teachers is a significant source of professional learning. They also find that collaboration through planning lessons, teaching and analysing student achievement together provides them with the opportunity to reflect on, refine and recalibrate their teaching practice. Teachers do not always find this culture of professional support in the schools in which they work.

Effective school leadership is a key driver of increased school performance. There is not currently a transparent evidence-based and accredited pathway to prepare teachers for the role of principal. The *Australian Professional Standard for Principals* (the Principal Standard) provides a clear framework to describe what principals need to know, understand, value and do to effectively lead the continuous development of a school.

Research indicates that teaching excellence is enhanced through building the collective understanding of what works best in improving student learning outcomes. The *Australian Charter for the Professional Learning of Teachers and School Leaders* is a useful framework to guide the future design of professional learning to impact on student outcomes. The findings of research on the most effective professional learning should be adopted and applied through the professional infrastructure of the Institute and relevant processes of school authorities.

Outcomes and actions

14. Teaching excellence will be recognised and rewarded through mechanisms that include remuneration and new leadership responsibilities for accredited Highly Accomplished and Lead Teachers.

14.1 Teacher career pathways should be expanded to provide new responsibilities and salary progression based on the attainment of the Professional Teaching Standards.

School authorities will consider the development of teacher career pathways, including remuneration and potential roles and responsibilities that are based on the attainment of the Professional Teaching Standards. For example, new leadership roles and responsibilities could be established to enable teachers accredited at the levels of Highly Accomplished or Lead Teacher to develop other teachers and be formally recognised within teacher remuneration structures.

14.2 Accredited Highly Accomplished and Lead Teachers should be recognised so they can contribute to the development of other teachers.

Schools and school authorities will consider establishing additional educational leadership roles or responsibilities in schools to enable teachers accredited at Highly Accomplished or Lead Teacher levels to contribute to the development of teaching excellence in others.

These roles or responsibilities could include the supervision of professional experience placements for pre-service teachers and the mentoring of early career teachers. These roles should also be recognised within the partnerships between schools and ITE providers.

Over time, teachers holding these roles could be the subject of a new remuneration structure and appropriate recognition of these roles could be incorporated within career progression and industrial or managerial frameworks.

15. Teachers who aspire to be principals will have achieved the higher levels of teacher accreditation and undertaken professional learning to prepare them to be leaders of a school.

15.1 There will be better succession planning for school leaders.

School authorities should identify outstanding teachers with leadership potential and engage them early in their careers to prepare them for the role of principal. Support should focus on the development of capabilities central to being a successful principal based on the Principal Standard and system and school requirements.

15.2 School leaders will be better supported so they can drive great teaching in their schools.

Support mechanisms will be further developed, based on the school leadership responsibilities and accountabilities identified in the Principal Standard, to enable school leaders to drive teacher quality in their school.

Systemic approaches should be put in place that foster outstanding leadership practices through collaborative leadership learning across schools and systems. This should include support for teachers and school leaders to share successful practices across schools and systems and develop the leadership skills of current and aspiring school leaders.

School authorities, principal and teacher professional organisations and unions will work together to identify, develop and promote these approaches.

15.3 New school leadership credentials will be developed to provide pathways to employment as a school leader.

School leadership credentials will be developed to support the preparation of high quality teachers for the role of principal. The credentials will be based on the Principal Standard and could be developed as higher education degrees or allow articulation into appropriate degrees. The credentials could be used to access school leadership roles or provide leadership renewal programs for current principals. School authorities should work with universities

and other relevant organisations to have the credentials available from 2014.

School authorities could consider using the leadership credential as a requirement in applications for principal positions.

16. Excellence in teaching and professional learning will be identified, shared and developed through professional collaboration and learning.

16.1 Teachers should have the opportunity to learn through observing the practices of others.

Schools and school authorities will consider establishing approaches to collaborative practice to enable teachers to engage in collaborative lesson preparation, observation and feedback. Where possible, these approaches should enable teachers to learn from each other within and across schools and school sectors, and by using technology.

16.2 Evidence of professional learning that improves teacher practice and student outcomes will be shared.

School authorities, professional associations and the Institute will work with universities and international experts to investigate the types of professional learning that have the greatest impact on teacher and school leader quality and student learning outcomes. This research will be published and provide evidence to inform future practices in the development, implementation and evaluation of teacher professional learning to improve student learning outcomes.

16.3 The research evidence into effective professional learning will be applied to the Institute's processes for the registration of professional learning.

The Institute will improve the criteria for the endorsement and registration of professional development providers and courses to give prominence to the findings of research about the most effective practices in professional learning.

This will include consideration of the elements of the *Australian Charter for the Professional Learning of Teachers and School Leaders*.

16.4 The profession will be supported to inform and provide registered teacher professional learning.

Teacher professional bodies will be supported and utilised as high quality and effective providers of teacher professional learning. Systems for the exchange of information will be established across the associations, school authorities and the Institute to help associations provide professional learning that meets school and system priorities, as well as to inform school authorities of teacher-driven demands for professional learning.

For more information go to:

www.schools.nsw.edu.au/greatteaching