

## SMARTER SCHOOLS NATIONAL PARTNERSHIP FOR IMPROVING TEACHER QUALITY FAST FACTS

Through the three National Partnerships the Australian Government is providing significant additional funding to the states and territories to implement systematic and sustainable education reform that will improve literacy and numeracy outcomes for all Australian students, strengthen the capacity and resilience of disadvantaged school communities and drive quality and continuous improvement in teaching.

The National Partnerships are now achieving significant reform at the national, state and local school community levels. State and territory Progress and Annual Reports available from this site provide an overview of some innovative strategies being progressed.

States and territories are also contributing through new funding or the redirection of existing resources. The amounts detailed below are the Australian Government's contribution only.

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### Focus

- The National Partnership for Improving Teacher Quality (Teacher Quality NP) targets critical points in the teacher 'lifecycle' to attract, train, place, develop and retain quality teachers and leaders in our schools and classrooms.
- These reforms will provide a platform for raising student performance and will also support other Smarter Schools National Partnerships targeting low socio-economic status school communities and literacy and numeracy outcomes.

### Funding

- Of the \$550 million funding for the Teacher Quality NP, states and territories will have access to \$481.6 million over five years from 2008-09 to 2012-13 to implement a suite of mandatory facilitation and optional reward reforms.
- This includes \$94 million in facilitation funding, up to \$350 million in reward funding and 37.6 million in special project payments for principal professional development initiatives.
- The level of facilitation funding, reward funding and individual state and territory investments was calculated on the basis of state shares of the number of national full-time equivalent teaching staff.
- \$68.4 million has been retained by the Australian Government to support joint national activity.

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#### Improving Teacher Quality National Partnership Funding

NSW	VIC	QLD	SA	WA	TAS	NT	ACT	Total
\$154.1m	\$122.4	\$95.2m	\$35.2m	\$48.9m	\$11.4m	\$5.9m	\$8.6m	\$481.6m
32%	25.4%	19.8%	7.3%	10.1%	2.4%	1.2%	1.8%	100%

Figures based on DEEWR data (current as of February 2013).

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### Impact

The Teacher Quality NP is intended to deliver system-wide reforms over five years (2008-09 to 2012-13).

### Areas of reforms

The Teacher Quality NP will focus on the following six priority areas:

- Attracting the best graduates to teaching through additional pathways
- Improving the quality of teacher training in partnership with universities

- Developing national standards
- National consistency in teacher registration to aid teacher mobility and retention
- Developing and enhancing the skills and knowledge of teachers and school leaders through their careers
- Improving retention by rewarding quality teachers and school leaders; and
- Improving the quality and availability of teacher workforce data.

## Reform strategies

States and territories are implementing a range of reform strategies that will complement national initiatives to improve teacher quality. The reforms include:

- National Professional Standards for Teachers – promote national consistency in recognition of quality teaching by articulating the professional elements required for effective teaching at different stages of a teacher’s career. Standards are linked to registration, accreditation, professional learning and career progression.
- National Certification of Accomplished and Lead Teachers - provide a national system to underpin performance appraisal; identify professional development needs; enhance career progression; and to identify teachers who have the appropriate skills and aptitude for teaching disadvantaged students.
- Nationally Consistent Registration of Teachers - promote national consistency in the standards for teacher registration at each level of entry i.e. graduate and competent.
- National Accreditation of Initial Teacher Education Programs - improve teacher education courses through ensuring courses are accredited against nationally agreed graduate teacher and program standards specifying the knowledge and skills that beginning teachers need.
- Professional Development and Support for Principals - empower school leaders and principals to better manage their schools to achieve improved student results. The commitment to a national curriculum has increased the focus on achieving national consistency around teacher quality and the importance of more targeted and effective interventions around leadership development.
- Teach for Australia – New Pathways into Teaching - attract high-quality entrants to the profession from a wider pool of applicants, selected on a number of criteria beyond just academic performance, and train them via a new accredited employment-based Postgraduate Diploma in Teaching that involves a two-year supported placement in disadvantaged secondary schools, including six weeks of intensive pre-placement residential training and ongoing study, and the ongoing support of an in- school mentor and Educational Adviser over the two years.
- Improved Quality and Availability of Teacher Workforce Data reform -conducting, maintaining and using a Longitudinal Teacher Workforce Study for workforce planning. Establishing a National Teaching Workforce Dataset.
- Improved Performance Management and Continuous Improvement in Schools - improve the quality of the teacher in the classroom through professional learning and performance and development linked to national standards.
- Improved Pay Dispersion to Reward Quality Teaching reform - creation of new staffing classification and rewards for high quality teachers, with an additional focus of teachers developing other staff.
- Better Pathways into Teaching - an employment-based pathway into teaching for career changers and nonteaching graduates with in-demand skills and experience.
- Indigenous Education Workforce Pathways - build professional pathways for Indigenous people and education workers who wish to progress into teaching.
- School Centres of Excellence - specialising in pre-service teacher education, increasing the quantity of professional experience places, draw on highly accomplished teachers and work in partnership with higher education providers to design and deliver teacher education courses.
- Improved reward structures and support for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools - introduce newly developed alternative career/salary pathways for teachers, principals and school leaders. This will also lead to a

reorganisation of work teams into multidisciplinary teams, which distinguish between the role of teachers and role of teachers' assistants, as well as provide greater access to in-school support for high performing teachers and school leaders.

- Increased School-Based Decision Making - increased principal autonomy through school-based decision making about recruitment, staffing mix and budget to enable flexibility at the local level.
- Continual Improvement Program for All Teachers - increased access to and identification of professional learning and professional development for teachers, including mentoring programs.
- Indigenous Teachers and School Leaders' Engagement with Community Members - enhanced engagement between school leaders and community members to better support Indigenous teachers and increase their numbers.

### **Status of implementation**

- Summaries of state and territory Implementation Plans for the Teacher Quality NP have been published on the DEEWR Smarter Schools National Partnerships website: [www.smarterschools.gov.au](http://www.smarterschools.gov.au).