**TQNP Reward Milestones 2012**

| **Australian Capital Territory** | | |
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| **REWARD REFORM 1: Improved pay dispersion to reward quality teaching** | | |
| **1** | **AMBITION** | Through enterprise bargaining negotiations across government and independent sectors, |
| **APPROVED MILESTONE**  **(as at 31 December 2012)** | **agreement on accelerated progression processes for the classroom teacher salary scale was achieved, covering 80 per cent of schools.** |
| **CONTRIBUTION TO REFORM** | This achievement contributes to reform by providing increased capacity to recognise and reward quality teaching. |

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| **REWARD REFORM 1: Improved pay dispersion to reward quality teaching** | | |
| **2** | **AMBITION** | Through negotiation between the ACT Teacher Quality Institute and AITSL, a cross-sectoral pilot program was established, enabling |
| **APPROVED MILESTONE**  **(as at 31 December 2012)** | **a minimum of 30 teachers to be assessed against the national standards for highly accomplished and lead teachers.** |
| **CONTRIBUTION TO REFORM** | This achievement contributes to reform by providing an initial step towards universal application for all ACT teachers. |

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| **REWARD REFORM 1: Improved pay dispersion to reward quality teaching** | | |
| **3** | **AMBITION** | Through negotiation in the government school sector and by reference to the national standards for highly accomplished and lead teachers, |
| **APPROVED MILESTONE**  **(as at 31 December 2012)** | **a selection process was completed to place exemplary classroom teachers in a minimum of 20 classroom leadership positions in 2013.** |
| **CONTRIBUTION TO REFORM** | This achievement contributes to reform by preparing for a wider structure of professional mentoring and coaching across the three school sectors. |

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| **REWARD REFORM 4: Increased School-based Decision Making about Recruitment, Staffing Mix and Budget** | | |
| **1** | **AMBITION** | Through consultation and negotiation with key government school stakeholders, including school boards, principals, the teaching profession and the AEU, |
| **APPROVED MILESTONE**  **(as at 31 December 2012)** | **a minimum of 7 additional (total 15) partner schools participated in enhanced school based resource management processes, including revised teacher transfer and recruitment processes.** |
| **CONTRIBUTION TO REFORM** | This achievement contributes to reform by providing the basis for universal application in the government school system in 2013. |

| **Australian Capital Territory** | | |
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| **REWARD REFORM 4: Increased School-based Decision Making about Recruitment, Staffing Mix and Budget** | | |
| **2** | **AMBITION** | Through consultation and negotiation with key government school stakeholders, including school boards, principals, the teaching profession and the AEU, |
| **APPROVED MILESTONE**  **(as at 31 December 2012)** | **trials were undertaken in a minimum of 15 partner schools, whereby they have greater local control over their budget expenditure.** |
| **CONTRIBUTION TO REFORM** | This achievement contributes to reform by leading to improved system capacity for schools to target resources more directly to the needs of their students. |

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| **REWARD REFORM 5: Continual Improvement Program for All Teachers** | | |
| **1** | **AMBITION** | Through consultation among the stakeholders, including the Teacher Quality Institute, principals, the tertiary sector, the education sectors and the teacher unions, |
| **APPROVED MILESTONE**  **(as at 31 December 2012)** | **a minimum of 275 teachers from all school sectors participated in a tertiary accredited teacher mentor program that included a focus on the National Professional Standards for Teachers.** |
| **CONTRIBUTION TO REFORM** | This achievement contributes to reform by improving the capacity of teachers to engage with and support their colleagues in the development of quality teaching practices. |

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| **REWARD REFORM 5: Continual Improvement Program for All Teachers** | | |
| **2** | **AMBITION** | Through an annual analysis of government school needs in relation to teachers’ skills and knowledge, and in partnership with the tertiary sector, |
| **APPROVED MILESTONE**  **(as at 31 December 2012)** | **a minimum of 35 targeted scholarships was awarded.** |
| **CONTRIBUTION TO REFORM** | This achievement contributes to reform by ensuring that teacher improvement opportunities incorporate a focus that responds to identified areas of student learning need. |

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| **REWARD REFORM 5: Continual Improvement Program for All Teachers** | | |
| **3** | **AMBITION** | Through the development and implementation of beginning teacher support structures for government and Catholic school sector teachers, |
| **APPROVED MILESTONE**  **(as at 31 December 2012)** | **all eligible teachers participated in a structured program of professional learning that included school-based and off-site components.** |
| **CONTRIBUTION TO REFORM** | This achievement contributes to reform by laying the foundations whereby teachers accept and exercise responsibility for their continual professional improvement. |

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| **REWARD REFORM 6: Indigenous Teachers’ and School Leaders’ Engagement with Community Members** | | |
| **1** | **AMBITION** | Through cross-sectoral consultation and negotiation with key stakeholders, including Indigenous community groups and school communities, |
| **APPROVED MILESTONE**  **(as at 31 December 2012)** | **a minimum of 30 schools have, or are partners in, school/community partnership agreements and are implementing Reconciliation Action Plans.** |
| **CONTRIBUTION TO REFORM** | This achievement contributes to reform by strengthening teacher and school leader engagement with Indigenous community members. |

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| **REWARD REFORM 6: Indigenous Teachers’ and School Leaders’ Engagement with Community Members** | | |
| **2** | **AMBITION** | Following the identification of government and Catholic sector schools with higher proportions of Indigenous student enrolments and the establishment of action research networks, |
| **APPROVED MILESTONE**  **(as at 31 December 2012)** | **a minimum of 30 schools implemented a suite of professional learning programs relating to teaching Indigenous students.** |
| **CONTRIBUTION TO REFORM** | This achievement contributes to reform by strengthening the capacity of teachers and school leaders to engage with Indigenous community members. |

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| **REWARD REFORM 6: Indigenous Teachers’ and School Leaders’ Engagement with Community Members** | | |
| **3** | **AMBITION** | By addressing commitments contained in government and Catholic school sector plans and frameworks related to equity and diversity, |
| **APPROVED MILESTONE**  **(as at 31 December 2012)** | **a further 40 per cent (total 80 per cent) of principals and deputy principals participated in cultural competence training.** |
| **CONTRIBUTION TO REFORM** | This achievement contributes to reform by strengthening the skill, understandings and competence of school leaders to engage with Indigenous community members. |