

TQNP Reward Milestones 2012

Australian Capital Territory		
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.

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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.