

# Statement of Intent

## Our mission

Promoting excellence so that teachers and school leaders have the maximum impact on student learning in all Australian schools

## Our aspiration

The efforts of everyone involved in education support more teachers to teach like the best, so that student learning is maximised

## Our theory of change

Knowledge + commitment = effective implementation

<h3>Ways of working</h3>	<h3>Developing policy and resources</h3> <p>AITSL has a strong track record of developing national policies and high quality resources to support improvement in teaching and school leadership, and consequently student learning. We will continue to work in these areas, focussing on actions that are most likely to have a sustained national impact.</p>	<h3>Partnerships</h3> <p>As a small, national organisation, AITSL will seek to create a scalable impact by working closely with schools, systems, sectors and other organisations. We will pursue partnerships to embed and disseminate our work.</p>	<h3>Research</h3> <p>Efforts to improve teaching and school leadership are most effective when they are based on strong evidence. AITSL will develop a research plan, commission and conduct research on important issues relating to our mission, and encourage other researchers and organisations to add to this evidence base.</p>
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Areas of focus	We will deliver....	We will pursue partnerships to...	Our research priorities are....
<h3>Initial Teacher Education</h3> <p>Initial teacher education is the foundation for successful teaching careers. High quality initial teacher education programs focus on the outcomes to be achieved by graduates, have strong assessment of these outcomes, and make clear links between theory and practice. Accreditation of initial teacher education should focus on evidence of the quality of graduates, including their impact on student learning. The Teacher Education Ministerial Advisory Group will provide advice on national policy in this area.</p>	<ul style="list-style-type: none"> <li>▪ A stronger national accreditation system with stakeholders</li> <li>▪ Tools and resources to support pre-service and beginning teachers to engage with the Australian Professional Standards for Teachers</li> <li>▪ Better public information on the quality of initial teacher education</li> <li>▪ Professional learning for supervising teachers</li> <li>▪ A literacy and numeracy test for initial teacher education students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improve assessment of graduates against the Australian Professional Standards for Teachers</li> <li>▪ Explore and promulgate the most effective models of professional experience</li> <li>▪ Improve induction of beginning teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding the most effective approaches to assessment of graduates' capabilities</li> <li>▪ The scalability and sustainability of the most effective models of initial teacher education</li> <li>▪ Measuring the outcomes of initial teacher education</li> <li>▪ Effective induction practices for beginning teachers</li> </ul>
<h3>School Leadership</h3> <p>School leaders have a significant role ensuring the work of everyone in a school maximises student learning. School leaders need to be well prepared, have a clear picture of what it means to be an effective leader and be able to act in ways that have a positive impact to optimise the levels of autonomy available to them.</p>	<ul style="list-style-type: none"> <li>▪ Leadership Profiles that describe and guide improvement in school leadership</li> <li>▪ Advice for systems and sectors on effective principal preparation</li> <li>▪ Tools and resources to support high impact school leadership</li> </ul>	<ul style="list-style-type: none"> <li>▪ Trial the use of the Leadership Profiles in workforce processes</li> <li>▪ Develop tools and resources to improve principal preparation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding what works best in principal preparation</li> <li>▪ Understanding the strengths and areas for development of Australia's school leaders</li> </ul>
<h3>Practising Teachers</h3> <p>Assisting Australia's teachers to increase their impact on student learning is a large scale exercise. Teachers must be supported to implement practices that have been shown to improve teaching – evaluating their impact, seeking feedback about their practices, working together, and engaging in effective professional learning.</p>	<ul style="list-style-type: none"> <li>▪ Tools and resources to support teachers to engage in practices that improve learning</li> <li>▪ An effective system for certification of highly accomplished and lead teachers</li> <li>▪ Efficient and accurate assessment of applications for skills assessment for migration</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop and promulgate support materials for feedback, observation and professional learning</li> <li>▪ Develop clear criteria and assessment processes against the four career stages of the Australian Professional Standards for Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluating implementation of the Australian Professional Standards for Teachers</li> <li>▪ Understanding what works best in professional learning and performance and development</li> <li>▪ Identifying the most effective ways to develop teacher capacity in Science, Technology, Engineering and Mathematics (STEM), and languages</li> </ul>

## Performance measures

<p>1. Use of AITSL resources, as measured by traffic to the AITSL website and annual Board metrics survey</p>	<p>2. Increased awareness, positive attitudes toward, knowledge and use of the Australian Professional Standards for Teachers, measured through the Evaluation of Implementation of the Standards</p>	<p>3. Number of systems and sectors successfully using the Australian Professional Standards for Teachers and Australian Professional Standard for Principals with their workforces</p>	<p>4. AITSL has a key role in shaping and implementing the directions arising from the work of the Teacher Education Ministerial Advisory Group</p>	<p>5. AITSL delivers its agreed work plan within the available budget</p>
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