aitsl
Australian Institute
for Teaching and
School Leadership
Limited

Australian Institute for Teaching and School Leadership Corporate Plan 2016-17

Contents

Introduction

The Australian Institute for Teaching and School Leadership (AITSL) has prepared its 2016-17 Corporate Plan in accordance with sections 35(1) and 95(1) of the *Public Governance, Performance and Accountability Act 2013* (PGPA Act). The plan has also been prepared in accordance with Rule 2014 of the PGPA Act and covers the reporting periods from 1 July 2016 to 30 June 2020[1].

Purpose

AITSL was established by the Australian Government to provide national leadership in promoting excellence so that teachers and school leaders have the maximum impact on student learning in all Australian schools.

AITSL plays a key role in leading significant national educational reform for the Australian, state and territory governments and its work program is set in accordance with directions received from the Minister for Education and Training. AITSL's key areas of focus include:

- supporting and advancing the quality of teaching and school leadership in Australian schools and other educational settings

- developing, supporting and maintaining national approaches to improve the quality of initial teacher education

- undertaking research and evaluation to create high-quality research publications to guide the practical resources developed by AITSL to support teachers and schools leaders

- undertaking the function of designated assessing authority for the purpose of skilled migration to Australia for pre-primary, primary, middle, secondary and special education teacher occupations.

AITSL's priorities are described in its Statement of Intent which is attached at Appendix 1.

Environment

AITSL was registered and commenced operations in January 2010 as a public company limited by guarantee under the Commonwealth Corporations Act 2001. AITSL is subject to the PGPA Act.

AITSL is a wholly-owned company funded by the Australian Government. The Australian Government is the sole company member and is represented by the Minister for Education and Training (the Minister).

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1. AITSL's current Commowealth funding arrangements expire on 30 June 2018

From time to time AITSL receives letters from the Minister regarding priorities and expectations. These are reflected in AITSL's Grant Agreement with the Department of Education and Training and the work program is adapted accordingly.

AITSL is part of, and operates, within the national education architecture and has a national remit to work with the education community in all states and territories, systems and sectors. AITSL works with education systems, sectors and stakeholders to:

- develop and gain support for national policies and approaches to improve initial teacher education, teaching and school leadership

- develop and provide accessible, practical tools to support growth and improvement in professional practice.

AITSL is responsible for delivering on the priorities set and the quality of the work produced.

AITSL engages collaboratively with a diverse range of government and non-government sector employers and authorities, professional associations and education unions, as well as industry and community organisations in delivering on its role of providing leadership in the profession of teaching and school leadership, including:

- Australian, State and Territory Governments;

- Business and Industry Bodies;

- Education Employers;

- Education Unions;

- Professional Associations;

- Initial Teacher Education Providers;

- Teacher Regulatory Authorities;

- Teachers;

- School Leaders; and

- Other Education Organisations.

Performance Measures

In line with AITSL's Statement of Intent, AITSL has established performance measures and targets which help to ensure AITSL delivers on its priorities and has maximum impact. These measures are as follows:

- AITSL plays a key role in successfully delivering the Government's response to the Teacher Education Ministerial Advisory Group Report, measured through progress against the agreed work plan.

- Use of AITSL resources, as measured by traffic to and within the AITSL website.
- AITSL delivers its agreed work plan within the available budget.

A report of AITSL's performance against these measures is provided to the Board every six months as part of AITSL's organisational performance measures.

AITSL's Grant Agreement requires AITSL to develop and agree with the Minister an annual work plan. Progress against the work plan is reported to the Minister through the Department of Education and Training on a quarterly basis. A report on progress against the work plan is provided to the AITSL Board at each meeting, as well as to the Education Council every six months.

Capability

AITSL's five values underpin and guide our work as individuals and as an organisation:

Excellence
We aim to be outstanding and consistently hold ourselves to high standards – a reputation for quality work, thinking and relationships

Ethical Behaviour
We act with integrity – a reputation for honesty, consistency, reliability, transparency, respect and equity

Engagement
We work with others to achieve the best outcome – a reputation for embracing diversity, partnerships, collaboration and consultation, teamwork and dialogue

Expertise
We grow our knowledge base and harness that of others – a reputation for internal expertise and drawing on an evidence base and the expertise of others, scholarship and thought leadership

Effectiveness
We focus our efforts on areas that will have an impact – a reputation for credibility, making a valuable contribution and making a positive difference.

AITSL makes every effort to recruit staff with the appropriate skills and expertise to deliver on our work plan. AITSL's employees have skills and expertise in a range of areas including, teacher education, school leadership, teaching practice, public policy, government liaison, data and research, stakeholder engagement, communication and information technology.

AITSL has recently recruited highly experienced staff in the areas of research and data, information technology and communications and online media to enhance AITSL's research capability, stakeholder communications, website and online presence.

AITSL engages and consults with its stakeholders on a regular basis in order to enhance its capability to deliver on reforms and the work plan.

Risk oversight and management

The AITSL Board is responsible for AITSL's Internal Control Framework and for reviewing its effectiveness. The framework is intended to provide assurance that appropriate internal controls have been implemented to identify, evaluate and manage significant risks to the achievement of AITSL's objectives.

Risks are assessed on a regular basis, and AITSL's Audit and Risk Committee and the Board receive regular reports on how risks are being managed. The Audit and Risk Committee and Board also review AITSL's strategic risk profile every two years.

In addition, AITSL has implemented a Project Management Framework which highlights the importance of managing project related risk.

In compliance with Section 98 of the PGPA Act, AITSL's financial statements are independently audited each financial year. AITSL has also appointed an independent internal auditor to provide independent and objective assurance and consulting activities designed to add value and improve AITSL's operations.

AITSL's Audit and Risk Committee has a key role in assisting the Board in reviewing and monitoring AITSL Internal Control Framework and ensuring recommendations from audits are implemented. The Committee receives risk management reports at each of its meetings. The Audit and Risk Committee reports its deliberations and findings directly to the AITSL Board.

Statement of Intent

aitsl Australian Institute for Teaching and School Leadership Limited

Our mission

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

Our aspiration

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

Ways of working

Policies and resources

AITSL develops national policies and high quality tools and resources to support improvement in teaching and school leadership, and consequently student learning. We will continue to work in these areas, focusing on actions that are most likely to have a sustained national impact.

Partnerships

AITSL seeks to create a scalable impact by working closely with schools, higher education providers, systems, sectors and other organisations. We will work in partnership to develop, disseminate and embed our work.

Research

Efforts to improve teaching and school leadership must derive from a credible evidence base. 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.

Areas of focus

AITSL will undertake research and work in partnership with stakeholders to deliver policies and resources to support:

Initial Teacher Education

As the foundation for successful teaching careers, high quality initial teacher education should include rigorous selection into programmes, structured practical experience for students and robust assessment of graduates. Accreditation of programmes should focus on evidence of the quality of graduates, including their demonstrable impact on student learning. AITSL has a central role in implementing the government's response to the Action Now: Classroom Ready Teachers report.

> Stronger quality assurance of initial teacher education courses
> Rigorous selection for entry to initial teacher education courses
> Improved and structured practical experience
> Robust assessment of graduates
> National research and workforce planning capabilities

School Leadership

School leaders have a significant role in ensuring the work of everyone in a school maximises student learning. School leaders need to be well prepared, have a clear understanding of what it means to be an effective leader and be able to act in ways that optimise the levels of autonomy available to them.

> The promotion and embedding of the Australian Professional Standard for Principals and the Leadership Profiles in workforce policies and school leaders' practices
> Well prepared aspiring and beginning principals
> Development, housing and maintenance of tools and resources that contribute to school leader improvement, based on the Principal Standard, including, 360° Reflection Tool, school leader self-assessment tool and school leadership eCollection

Teaching

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.

> The promotion and embedding of the Australian Professional Standards for Teachers
> High quality induction for early career teachers
> A review of the Graduate career stage of the Teaching Standards
> Evaluation of the use and impact of the Teaching Standards
> Promotion and leveraging of the expertise of nationally certified Highly Accomplished and Lead teachers
> Development, housing and maintenance of tools and resources that contribute to teacher improvement, based on the Teaching Standards
> Efficient and accurate skills assessment for migration
> Tools and resources to support teachers to engage in practices that improve learning

Performance measures

1. Use of AITSL resources, as measured by traffic to and within the AITSL website.

2. AITSL plays a key role in successfully delivering the Government's response to TEMAG, measured through progress against the agreed work plan.

3. AITSL delivers its agreed work plan within the available budget.