

AITSL Corporate Plan

2022–2026



Introduction

The Australian Institute for Teaching and School Leadership Limited (AITSL) has prepared its Corporate Plan in accordance with section 95(1) of the *Public Governance, Performance and Accountability Act 2013* (PGPA Act) and in accordance with sections 16E and 27A of the *Public Governance, Performance and Accountability Rule 2014* (PGPA Rule). It covers the reporting period from 1 July 2022 to 30 June 2026.¹

This plan enables AITSL to work collaboratively with the Commonwealth Minister for Education and Department of Education, the 8 state and territory education departments and their Ministers, the Catholic and independent school sectors, teacher educators, teacher regulatory authorities, teacher unions, professional and community organisations, Aboriginal and Torres Strait Islander peoples, and teachers and principals throughout Australia to strengthen the profession.

A handwritten signature in black ink, appearing to read 'John Hattie'.

Emeritus Laureate Professor John Hattie
Chair, AITSL Board of Directors

¹ AITSL's current Commonwealth funding arrangements expire on 30 June 2025.

Purpose

AITSL plays a key role in leading significant, national educational reform for the Commonwealth, state, and territory governments to promote excellence in initial teacher education (ITE), teaching, and school leadership to achieve maximum impact on student learning in all Australian schools. AITSL delivers a program of work in accordance with directions received from:

the Commonwealth Minister for Education

other federal ministers and national governance bodies

the AITSL Board of Directors

through bilateral and multilateral agreements with states and territories

with international governments and education partners pursuing best practice education.

AITSL's priorities and goals are described in our [Strategic Plan 2022–2026](#). An overview of the Strategic Plan can be found at Appendix 1.

In line with AITSL's Constitution, and to operationalise the Strategic Plan, an annual Work Plan is developed for approval by the Minister which tracks all work tasked to AITSL. Progress against the Work Plan is reported to the AITSL Board of Directors (AITSL Board) and the Minister.

Key Activities

AITSL plays a key role in leading and coordinating significant national educational reforms. Our annual work program is set in accordance with the company objectives, which are outlined in the AITSL Constitution and instructions received from the Minister and work commissioned by the Education Ministers Meeting.

AITSL's key activities focus on the following areas:

- placing impact of ITE, teaching, and leadership at the centre of our work
- building, enhancing, and sustaining effective teaching and leadership at every level
- advocating for quality and rigour in the design and implementation of national policies, tools, and resources
- undertaking and engaging with national and international research and innovation developments in best practice
- affirming the status of the profession
- building cultural responsiveness
- conducting assessment for skilled migration to Australia.

AITSL pursues fee-for-service work within Australia and internationally to advance outcomes for teachers and school leaders and to support Australian Government policy initiatives.

Environment

AITSL was registered and commenced operations in January 2010 as a Commonwealth company limited by guarantee under the *Corporations Act 2001*. AITSL is subject to the PGPA Act and the *Australian Charities and Not-for-profits Commission Act 2012*. AITSL is governed by a Board of Directors that acts in accordance with the company Constitution.

AITSL is a wholly owned Commonwealth company. The Australian Government is the sole company member and is represented by the Minister for Education.

AITSL is critical to, 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.

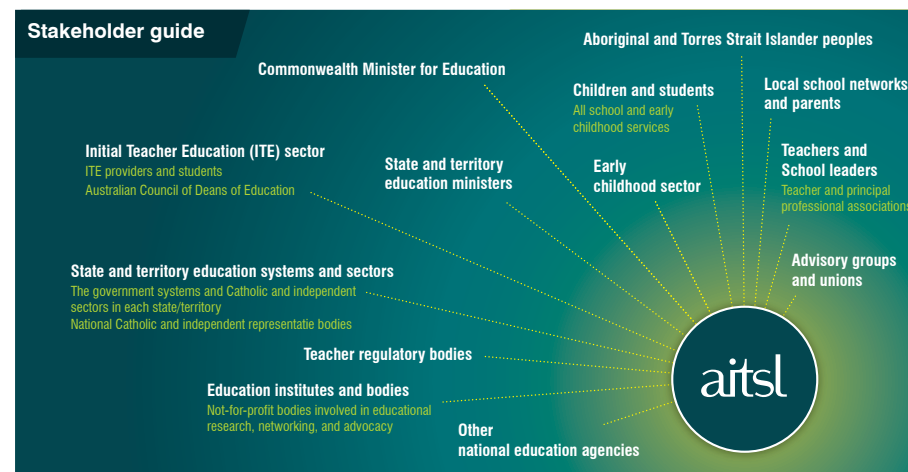
It is likely that the environment over the period of this Corporate Plan will be characterised by increased concerns about teacher supply and the challenge of having a quality teacher in every classroom, every day. AITSL's work to support quality teaching and improve the status of the teaching profession remains relevant in this environment. There will be a greater need for reliable data on teacher supply and demand, and an increased focus on new pathways into teaching, preparation of school leaders, career pathways that recognise expertise, and exploring migration of teachers to Australia.

There is also uncertainty about the impact of the COVID-19 pandemic and other disruptions over the period of this Corporate Plan. There is potential for continued disruption to school and early childhood service operations, which will influence the support AITSL provides to teachers and school leaders. Lessons learnt from the past 2 years, and the potential for ongoing disruption, will also influence AITSL's operations, as online work and consultation have become widely accepted. This will need to be balanced with the benefits of face-to-face consultation and engagement.

Cooperation

AITSL is accountable for delivering on the above priorities and the quality of the work produced, which is endorsed by the Australian Government and jurisdictions, through both the Grant Agreements between AITSL and the Department of Education, and via the Education Ministers Meeting. AITSL has established clear and effective frameworks for undertaking genuine consultation and collaboration with teachers and leaders in schools and early childhood and other education settings, and representatives from government systems, Catholic and independent school sectors, teacher regulatory authorities, initial teacher education providers, teacher unions, principal and other professional associations, Aboriginal and Torres Strait Islander peoples, and community organisations.




Working collaboratively with all stakeholders, AITSL produces high-quality, evidence-based tools and resources, and helps drive the educational reform agenda for the benefit of student outcomes.



Performance Measures

The AITSL Board has approved appropriate performance measures that measure and assess the company's performance in achieving defined outcomes. The performance measures take into account the company's operating environment, organisational capability, and risks, and are consistent with the requirements set out in the PGPA Rule. A report of AITSL's performance against these measures is provided to the AITSL Board every 6 months as part of the company's organisational performance measurement strategy, and performance is publicly reported on an annual basis through the AITSL Annual Report.

To ensure AITSL delivers on its purpose and has maximum impact, the following measures have been developed in order to draw a clear link between AITSL's Strategic Plan and the results achieved and provide meaningful performance information with a clear line of sight between planned and actual performance.

	 Strategic Outcome	 Performance Measure	 Target
Shaping expertise	Quality teaching and leadership is underpinned by relevant, fit for purpose national Standards that are understood and implemented by all teachers and leaders throughout Australia.	Awareness, use and perception of national Standards by teachers and leaders throughout Australia, as measured through a biennial stakeholder survey.	Education professionals within all systems and sectors maintain high levels of awareness (80%+), use (80%+) and perceived benefit (7/10+) of national Standards.
Influencing expertise	AITSL's Key Partners across all Australian states and territories participate in the development and adoption of nationally informed practices and policies that help lift quality teaching and leadership in schools and education settings.	Consultation with key partners in the development of resources, and adoption of national frameworks by education professionals, as well as perceived usefulness of tools, as measured through a biennial stakeholder survey.	Key partners from all jurisdictions participate in the development of resources, and education professionals maintain high levels of awareness of nationally informed frameworks (70%) and high perceptions of the usefulness (7/10+) of tools.
Enhancing expertise	The delivery of high quality, practical and evidence-based tools and resources that are created in partnership with the profession and support quality teaching and leadership.	AITSL delivers high quality, practical and evidence-based tools and resources, as measured through monitoring program of work outputs.	Successful delivery of all tools and resources in accordance with AITSL's annual workplan (100%).
Esteeming expertise	The expertise of Australia's teachers and leaders is highlighted, recognised and celebrated, supporting an increased status of the profession.	Perception of AITSL's role in supporting and recognising the profession, as measured through a biennial stakeholder survey and website analytics.	Education professionals across Australia have high levels of familiarity (80%+), positive attitudes towards, and engagement with AITSL.
Supporting expertise	AITSL's culture is healthy, culturally safe, adaptive and inclusive, and facilitates the effective deployment of resources to achieve strategic outcomes.	Employee perceptions of AITSL's culture as measured through a yearly engagement survey.	AITSL employees are highly engaged and perceive a positive culture, one that is adaptive, inclusive and culturally safe.

Capability

AITSL's existing Grant Agreements with the Department of Education end on 30 June 2025, with the current annual Work Plan concluding on 30 June 2023.

AITSL's Work Plan for 2022–23 continues our long-standing commitment to supporting teachers and school leaders to deliver quality education to the more than 4 million students across Australia. The Work Plan describes the work AITSL undertakes through our core functions, under the Project Grant Agreement, and through activities that are funded outside of these agreements.

One of the pillars of AITSL's 2022–2026 Strategic Plan includes a focus on our internal capability, with an outcome of ensuring AITSL's culture is healthy, culturally safe, adaptive, and inclusive, and facilitates the effective deployment of resources to achieve strategic outcomes. AITSL's capacity to deliver is supported by the capability and expertise of our people. Our company is made up of:

- corporate services, including legal, governance, and human resources
- policy and project experts
- communications and digital and IT experts.

Our skilled core team delivers a complex, interconnected, and interdependent program of work ranging from policy development to the delivery of user-focused and evidence-based tools, resources, and digital platforms that support the profession. We also leverage our unique specialist network of expert stakeholders and service providers to assist in delivering this body of work.

As part of our focus on growing the capability of our people, AITSL will implement a program of leadership coaching throughout 2022–23, which will strengthen core skills and build on the capabilities across the company. AITSL will continue to enhance its people-focused, positive work culture through living our values of being Up for the Challenge, Working Together, Being Respectful and Embracing Change. Our commitment to our newly endorsed Innovate Reconciliation Action Plan and to the principles of diversity and inclusion will ensure our workplace is representative of the communities within which Australian teachers and students live.

Over the next 4 years, our focus will be on shaping, influencing, enhancing, esteeming, and supporting expertise across the profession, and AITSL will continue to engage with stakeholders across all aspects of the education landscape. We have successfully transitioned to a blended working model for our business-as-usual activities and continue to successfully deliver stakeholder-focused events through a blended model. As the pandemic continues, AITSL will continue to operate flexibly to ensure continued consultation with stakeholders and delivery of the Work Plan.

Through AITSL's highly skilled people, supported by efficient and effective systems, AITSL will be well positioned to deliver high levels of support to teachers and school leaders in a rapidly changing world.

Internal Control and Oversight

As AITSL matures as an organisation, we have focused on the refinement of our internal controls and accountabilities. AITSL recognises that these elements are vital to business health, operations, quality work programs, and managing the wide range of uncertainties faced by organisations.

AITSL continues to focus on proactive internal controls to efficiently pursue organisational goals, and understand and manage risks faced going forward.

Risk Management

To meet the challenges of the future working environment, AITSL is focused on undertaking a more mature and proactive approach to managing risk, consistent with the best practice outlined in the Commonwealth Risk Management Policy and fit for the size and risk profile of the company.

In 2020, AITSL undertook a comprehensive update of our risk management framework in partnership with Comcover. Since that time, we have been working to mature our risk management approach and embed this into operations. This includes increasing the risk management capability of the AITSL Board and all levels of the business and improving the way that AITSL manages project risks to better enable identification, assessment, and mitigation of risk across the company.

The AITSL Board has overarching responsibility for the strategic risk and setting of risk appetite, ensuring the effectiveness of the framework in place and its management. The Risk, Audit and Finance Committee supports the Board by reviewing the appropriateness of these risk management activities.



The AITSL Board reviews the strategic risks and risk appetite statements on a regular basis against the current risk environment to ensure they are fit-for-purpose and align with AITSL's strategic priorities.

Independent internal auditors provide objective assurances against an agreed audit plan. In 2021–22, the internal auditors reviewed AITSL's Risk Management Framework, and the recommendation of this review will lead to further improvements to the Framework.

The following table lists the strategic risks identified by the AITSL Board and a high-level summary of current mitigation strategies. The mitigations are reviewed every 6 months, and the risks themselves annually.

Internal Control and Oversight (Contd.)

Strategic Risk	Mitigations
Stakeholder support	<ul style="list-style-type: none"> Clearly articulate AITSL's value add Cooperate with other agencies to create value and ensure role clarity
Authorising environment	<ul style="list-style-type: none"> Policy development work to present a compelling case for improving teaching and school leadership Regular meetings with senior stakeholders
Evidence base supporting AITSL's work	<ul style="list-style-type: none"> Regular engagement with evidence Partnerships to ensure evidence base is up to date
Implementation of AITSL's policies and programs	<ul style="list-style-type: none"> Work closely with implementation partners to support implementation and clarify roles and responsibilities Advocate for policy change where issues arise
Inadequate funding	<ul style="list-style-type: none"> Advocacy for AITSL's value and ongoing role Careful budget management Rigorous costing of new projects
Retention and recruitment	<ul style="list-style-type: none"> Workforce and succession planning linked to work planning Creating a positive staff culture
Cyber security	<ul style="list-style-type: none"> Cyber security, privacy, and information management policies and associated procedures Monitoring of emerging cyber security threats Staff education
Delivery of products	<ul style="list-style-type: none"> Skilled digital team Implement digital strategy to ensure coherence

Fraud Control

As part of its Risk Management Framework, AITSL has been focused on improving its ability to prevent, identify, investigate, and respond to fraud and corrupt conduct. We review our Fraud and Risk Control Plan on an annual basis to ensure the appropriateness of fraud prevention and detection controls and alignment with best practice as set out by the Commonwealth Fraud Prevention Centre.

AITSL will continue to monitor and improve its controls to prevent, detect, and respond to fraud. As part of this, we have a dedicated Fraud Control Officer, who will ensure fraud awareness and processes are maintained and provide organisational advice on fraud and corruption. AITSL staff will continue to undertake mandatory annual training on fraud and corruption. Detection controls include internal audits, reporting to the Risk, Audit and Finance Committee and the AITSL Board of Directors, and an annual internal fraud survey to test comprehension and promote reporting of suspected incidents of fraud.

Procurement

AITSL's effectiveness depends on strong partnerships with a range of suppliers across all areas of our operations. Effective procurement provides the best possible support to AITSL while achieving value for money.

In order to establish a strong foundation for procurement management over the next 4 years, AITSL has developed a Procurement Policy and Procedures in line with best practice to ensure the highest levels of probity and value for money, which has been vetted by an internal audit. Through a strong implementation and training program, our Procurement Policy and Procedures are now embedded as business as usual in the company and overseen by a dedicated Senior Procurement Officer. Additionally, AITSL has implemented a customised contract management system, which is supported by the in-house Legal team, to enact appropriate controls over procurement and contracting approvals to minimise risks of fraud and delegation breaches. Risks are actively monitored and mitigated through the Procurement and Contract Risk Register.

During 2021–22, AITSL has focused on developing closer relationships with key suppliers. AITSL has also developed and implemented an Indigenous Procurement Policy and Protocols, in line with our Reconciliation Action Plan. These priorities will continue into the period of this Corporate Plan, as we seek to create value from supplier relationships and implement procurement procedures in line with our Reconciliation Action Plan.



AITSL Strategic Plan 2022–2026 | Overview

About AITSL

Our Vision

Australia has a high-quality education system in which teachers and leaders have the greatest impact on the educational growth and achievement of every learner.

Mission

Promoting excellence so that teachers and leaders have the maximum impact on learning in all Australian schools and early childhood settings.

Our strategic priorities

Expertise is at the core of AITSL's work. We know that it is the expertise residing in Australia's teachers, leaders and our Key Partners that will most help our learners succeed. This expertise, with a solid evidence base, has been embodied in our national Standards as well as AITSL's tools and resources. The importance of expertise is the very reason we have used it to frame our strategic priorities over the next four years.

Strategic priorities

Shaping expertise

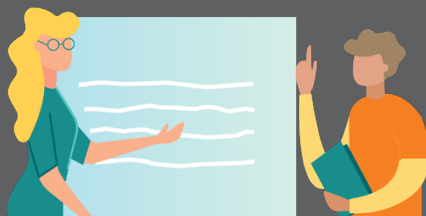
PURPOSE

To lead a high quality and nationally consistent approach to teaching and leadership in schools and education settings.

- Provide leadership for the 9 national policy frameworks, with the Teacher, Principal and ITE Standards (the Standards), at the centre.
- Work with the profession to make sure the Standards remain fit for purpose and demonstrate teaching excellence.
- Provide national policy advice to support informed and innovative education systems and sectors.
- Champion an inclusive and equitable education system, with a focus on the outcomes of Aboriginal and Torres Strait Islander students.
- Bring together the voices of our Key Partners (teachers and leaders in schools and early childhood and other education settings, and representatives from government systems, Catholic and independent school sectors, teacher regulatory authorities, initial teacher education providers, teacher unions, principal and other professional associations and community organisations) to help shape national reform priorities.

OUTCOME

Quality teaching and leadership is underpinned by relevant, fit for purpose national Standards that are understood and implemented by all teachers and leaders throughout Australia.



Influencing expertise

PURPOSE

To encourage the national adoption of practices and policies that help lift quality teaching and leadership in schools and education settings.

- Be passionate advocates for evidence-based practices that lead to improvements in quality teaching and leadership.
- Convene our Key Partners to help shape and implement nationally agreed policies and practices.
- Champion the growth and impact of national teacher certification.
- Help lead the national workforce supply conversation, with informed outcomes based on national data.
- Provide states and territories with access to quality teachers from outside Australia.

OUTCOME

AITSL's Key Partners across all Australian states and territories participate in the development and adoption of nationally informed practices and policies that help lift quality teaching and leadership in schools and education settings.



Strategic priorities (Contd.)

Enhancing expertise

PURPOSE

To provide solutions, informed by evidence and practice, to help the profession implement the national Standards and frameworks.

- Lead research that shapes reform agendas and resources for the profession.
- Engage with our Key Partners in the development of evidence-based tools and resources that have teacher and leader expertise at their core.
- Curate and create content that supports teachers and leaders in changing contexts like emergency education scenarios and increased wellbeing needs.
- Showcase diverse learning environments in evidence-based tools and resources for teachers and leaders.

OUTCOME

The delivery of high quality, practical and evidence-based tools and resources that are created in partnership with the profession, and support quality teaching and leadership.



Esteeming expertise

PURPOSE

To recognise and raise awareness of the lasting impact of teacher and leader expertise.

- Encourage and support teachers and leaders to be innovative in applying the Teacher and Principal Standards.
- Promote positive messages on the impact of teachers by showcasing their practice, expertise and stories.
- Bring together teachers and leaders to share and celebrate their expertise and knowledge.

OUTCOME

The expertise of Australia's teachers and leaders is highlighted, recognised and celebrated, supporting an increased status of the profession.



Strategic priorities (Contd.)

Supporting expertise

PURPOSE

To have a healthy, high-performing culture, and strong and adaptive operational foundations, that support our purpose.

- Cultivate a healthy, high-performing culture that lives and breathes AITSL's Values and engages our people in our strategy.
- Prioritise diversity and inclusion at all levels of the organisation.
- Leverage our people to realise our potential and constantly lift our capability.
- Be accountable and transparent in our everyday business activities.
- Ensure our business is underpinned by good governance.
- Deliver fit for purpose systems and processes that support the organisation to work efficiently and effectively.

OUTCOME

AITSL's culture is healthy, culturally safe, adaptive and inclusive, and facilitates the effective deployment of resources to achieve strategic outcomes.

List of Requirements

The Corporate Plan has been prepared in accordance with the requirements of:

- **subsection 95(1) of the PGPA Act; and**
- **subsection 16E(2) and 27A of the PGPA Rule 2014.**

The table details the requirements met by the AITSL's 2022–2026 Corporate Plan and the page reference(s) for each requirement.

Requirement	Page Ref.
Introduction	p. 1
Statement of Preparation	p. 1
Reporting period for which the plan is prepared	p. 1
Reporting periods covered by the plan	p. 1
Purpose	p. 2
Key Activities	p. 2
Operating Context	pp. 3–8
Environment	p. 3
Capability	p. 5
Risk Management and Oversight	pp. 6–7
Co-operation	p. 3
Performance	p. 4

