



AITSL Corporate Plan 2017–2018

AITSL is funded by the Australian Government

aitsl Australian Institute
for Teaching and
School Leadership
Limited

AITSL Corporate Plan 2017–2018

Introduction

The Australian Institute for Teaching and School Leadership (AITSL) has prepared its 2017–18 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 2017 to 30 June 2021¹.

Purpose

AITSL was formed to provide national leadership for Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government.

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

Placing impact of initial teacher education, 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
Supporting the professional education community to make evidence-based decisions	Affirming the status of the profession	

AITSL's priorities and goals are described in our Strategic Plan 2017–2020, which can be found online at www.aitsl.edu.au/about-aitsl. An overview of the Strategic Plan is attached as Appendix 1 at the back of this document.

¹ AITSL's current Commonwealth funding arrangements expire on 30 June 2019.

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 Commonwealth of Australia. The Commonwealth Government is the sole company member and is represented by the federal Minister for Education and Training (the Minister).

AITSL periodically receives directions in writing from the Minister in addition to the agreed work plan. These are not necessarily reflected in our Grant Agreement with the Department of Education and Training, so our 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. We work with all jurisdictions to:

- build, enhance and sustain effective teaching and leadership at every level of the education system to support strong career paths for teachers and leaders.
- support the professional education community to make evidence-based decisions at all levels to improve the use of evidence.
- seek opportunities to celebrate professionals' expertise and impact to affirm the status of the profession.

AITSL is responsible for delivering on the above priorities, including those set by the Department of Education and Training, 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 remit to provide leadership in the profession of teaching and school leadership, including:



Performance Measures

To ensure that AITSL delivers on its priorities and has maximum impact, the following measures of success have been developed:

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.

Increased awareness, positive attitudes toward, knowledge of and use of the Australian Professional Standards for Teachers, the Australian Professional Standard for Principals and AITSL tools, measured through a biannual survey.

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 our performance against these measures is provided to the Board every six months as part of the company'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. We also provide a report on progress against the work plan to the AITSL Board at each meeting, as well as to Education Council every six months.

Capability

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

1 Excellence

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

2 Ethical Behaviour

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

3 Engagement

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

4 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.

5 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. Our employees have skills and expertise in a range of areas, including: teacher education, school leadership, teaching practice, public policy, government liaison, data and research, governance, audit and risk, stakeholder engagement, communication and information technology.

AITSL has recently hired 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 the company's objectives.

AITSL's key strategic, operational and IT risks are monitored and controlled through our Risk Management Strategy and Plan. This is reviewed every two years and Business Continuity testing is also undertaken on a regular basis.

In addition, we have implemented a Project Management Framework that highlights the importance of managing project-related risk.

In compliance with Section 98 of the PGPA Act, AITSL is independently audited each financial year. We have also appointed an independent internal auditor to provide objective assurance and consulting activities designed to add value and improve our operations.

AITSL's Audit and Risk Committee has a key role in assisting the Board in reviewing and monitoring our 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.



AITSL Strategic Plan 2017–2020: Overview

AITSL's strategic plan is based on its Guiding Principles and structured around clear Focus Areas, Actions and Goals.

Guiding principles

Our Guiding Principles describe how we go about our work and what values we serve in its conduct.

Every child experiences a quality education.

Graduate teachers are well-prepared to teach when they enter the profession.

Improving professional practice is central to maximising impact on learners.

Leadership is a team effort at all levels.

Aboriginal and Torres Strait Islander education needs are understood, respected and supported in all actions.

Evidence and knowledge drive our decisions and we evaluate and learn as we progress.

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.

Focus Areas

Actions

Goals

Placing impact of initial teacher education, 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

Supporting the professional education community to make evidence-based decisions

Affirming the status of the profession

- Promote and support implementation of the *Australian Professional Standards for Teachers* and the *Australian Professional Standard for Principals* in partnership with jurisdictions to increase their impact
- Strengthen leadership engagement, broaden participation in leadership and enhance the capability of aspiring and emerging leaders
- Consult with the Indigenous community and stakeholders to identify services to benefit Indigenous teachers and teachers of Indigenous students and studies
- Play a key role in national initiatives to support quality teaching and leadership
- Promote Australian Curriculum-mapped formative and diagnostic tools to better enable teachers and leaders to understand more clearly their impact and support individual learner progress
- Strengthen the evidence base about the teaching profession, sponsor research and support the use of evidence in decision making and professional practice
- Drive and support improvement of excellent initial teacher education (TEMAG)
- Develop and implement a strategy to affirm the status of the teaching profession and seek to enhance teacher professionalism through all projects and initiatives
- Provide accurate and efficient skills assessments for teacher migration to Australia
- Strengthen collaboration and cooperation with stakeholders and all educators
- Use new technologies to enhance and strengthen AITSL's capacity and capabilities
- Consolidate and strengthen our resource base and use resources efficiently to maximise our impact

Strengthened capability and a shared commitment to professional growth

Use of evidence to inform practice and improve learner outcomes

A valued profession

