SMARTER SCHOOLS NATIONAL PARTNERSHIP (NP) FOR IMPROVING TEACHER QUALITY FACT SHEET

The Australian Government is providing significant funding to improve teacher quality, boost literacy and numeracy and raise achievement in disadvantaged school communities in the form of National Partnerships with states and territories.

This investment aims to generate better outcomes for all students to ensure every child progresses successfully through their schooling.

Focus
- The National Partnership for Improving Teacher Quality (Teacher Quality NP) targets critical points in the teacher ‘lifecycle’ to attract, train, place, develop and retain quality teachers and leaders in our schools and classrooms.
- These reforms will provide a platform for raising student performance and will also support other Smarter Schools National Partnerships targeting low socio-economic status (SES) school communities and literacy and numeracy outcomes.

Funding
- Of the $550 million funding for the Teacher Quality NP, $444 million will be paid to states and territories over five years from 2008-09 to 2012-13 to implement a suite of mandatory facilitation and optional reward reforms.
- In addition, states and territories are required to co-invest a total of $29.6 million over this time.
- The level of facilitation funding, reward funding and individual state and territory investments was calculated on the basis of state shares of the number of national full-time equivalent teaching staff.
- $106 million has been retained by the Australian Government ($50 million to support principal professional development and $56 million to support joint national activity).

Funding allocation to jurisdictions over 5 years

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<th>NSW</th>
<th>VIC</th>
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<tr>
<td>$</td>
<td>142.2m</td>
<td>112.9m</td>
<td>87.6m</td>
<td>32.4m</td>
<td>45.0m</td>
<td>10.5m</td>
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<td>%</td>
<td>32.0%</td>
<td>25.4%</td>
<td>19.7%</td>
<td>7.3%</td>
<td>10.1%</td>
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Impact
- The Teacher Quality NP is intended to deliver system-wide reforms over five years (2008-09 to 2012-13).

Areas of reforms
The Teacher Quality NP will focus on the following six priority areas:
- attracting the best graduates to teaching through additional pathways
- improving the quality of teacher training in partnership with universities
- developing national standards
- national consistency in teacher registration to aid teacher mobility and retention
- developing and enhancing the skills and knowledge of teachers and school leaders through their careers
- improving retention by rewarding quality teachers and school leaders
- improving the quality and availability of teacher workforce data.
Reform strategies

States and territories are implementing a range of reform strategies that will complement national initiatives to improve teacher quality. The reforms include:

- **National Professional Teacher Standards Framework** – promote national consistency in recognition of quality teaching by articulating the professional elements required for effective teaching at different stages of a teacher’s career. Standards are linked to registration, accreditation, professional learning and career progression.

- **National Process for Accreditation/Certification of Teachers** - provide a national system to underpin performance appraisal; identify professional development needs; enhance career progression; and to identify teachers who have the appropriate skills and aptitude for teaching disadvantaged students.

- **National Consistency in the Registration of Teachers** - promote national consistency in the standards for teacher registration at each level of entry i.e. graduate and competent.

- **National Consistency in Pre-service Course Accreditation** - improve teacher education courses through ensuring courses are accredited against nationally agreed graduate teacher and program standards specifying the knowledge and skills that beginning teachers need.

- **Professional Development and Support for Principals** - empower school leaders and principals to better manage their schools to achieve improved student results. The commitment to a national curriculum has increased the focus on achieving national consistency around teacher quality and the importance of more targeted and effective interventions around leadership development.

- **Teach for Australia – New Pathways into Teaching** - attract high-quality entrants to the profession from a wider pool of applicants, selected on a number of criteria beyond just academic performance, and train them via a new accredited employment-based Postgraduate Diploma in Teaching that involves a two-year supported placement in disadvantaged secondary schools, including six weeks of intensive pre-placement residential training and ongoing study, and the ongoing support of an in-school mentor and Educational Adviser over the two years.

- **Improved Availability of Teacher Workforce Data reform** - conducting, maintaining and using a Longitudinal Teacher Workforce Study for workforce planning.

- **Improved Pay Dispersion to Reward Quality Teaching reform** - creation of new staffing classification and rewards for high quality teachers, with an additional focus of teachers developing other staff.

- **Better Pathways into Teaching** - an employment-based pathway into teaching for career changers and non-teaching graduates with in-demand skills and experience.

- **Indigenous Education Workforce Pathways** - build professional pathways for Indigenous people and education workers who wish to progress into teaching.

- **School Centres of Excellence** - specialising in pre-service teacher education, increasing the quantity of professional experience places, draw on highly accomplished teachers and work in partnership with higher education providers to design and deliver teacher education courses.

- **Improved reward structures and support for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools** - introduce newly developed alternative career/salary pathways for teachers, principals and school leaders. This will also lead to a reorganisation of work teams into multidisciplinary teams, which distinguish between the role of teachers and role of teachers’ assistants, as well as provide greater access to in-school support for high performing teachers and school leaders.

- **Increased School-Based Decision Making** - increased principal autonomy through school-based decision-making about recruitment, staffing mix and budget to enable flexibility at the local level.

- **Continual Improvement Program for All Teachers** - improve the quality of the teacher in the classroom through professional learning and performance and development linked to national standards.

- **Indigenous Teachers and School Leaders’ Engagement with Community Members** - enhanced engagement between school leaders and community members to better support Indigenous teachers and increase their numbers.

**Status of Implementation**

- A summary of state and territory Implementation Plans for the Teacher Quality NP have been published on the DEEWR Smarter Schools National Partnership website: