ABOUT GREAT TEACHING, INSPIRED LEARNING – A BLUEPRINT FOR ACTION

Research shows that quality teachers are crucial for achieving an overall improvement in student learning outcomes.

In 2013, the NSW Government released Great Teaching, Inspired Learning – a Blueprint for Action (GTIL), which outlines 47 actions to improve the already high standards of teaching in NSW.

Responding to extensive community feedback about teaching quality, the plan includes actions to:

- better understand and share what makes an excellent teacher
- ensure beginning teachers are well suited and thoroughly prepared for the classroom
- make the Australian Professional Standards for Teachers central to delivering fair and accountable performance and accountable processes and high quality professional development for all teachers
- ensure career pathways and improved support for school leaders.

The Blueprint is designed to help students to achieve better results by researching and sharing what makes an excellent teacher, and supporting the career long professional development of all teachers.

BOSTES, the NSW Department of Education and Communities, the Catholic Education Commission NSW and the Association of Independent School of NSW are working together to implement the Blueprint’s reforms across NSW.

Visit nswteachers.nsw.edu.au to find out how the Blueprint is improving the quality of teaching and student leaning outcomes in NSW schools.

FIGURE 1: INSPIRED LEARNING DIAGRAM

The Blueprint is designed to help students to achieve better results by researching and sharing what makes an excellent teacher.
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| **GTIL 1.1** | **What:** Entrants to NSW undergraduate programs will require HSC Band 5 results in a minimum of three subjects, one of which must be English.  
**When:** The requirement will be applied to the approval of Initial Teacher Education (ITE) programs from January 2015. | The BOSTES and the NSW Vice-Chancellor’s Committee (NSW VCC) have agreed on the implementation of the three Band 5 requirement. From 2016, entrants to undergraduate ITE programs who apply on the basis of an HSC must achieve three HSC Band 5 results, including one in English. | Achieved |
| **GTIL 1.2** | **What:** Teacher education students will need to pass a literacy and numeracy assessment before their final-year professional experience placement.  
**When:** The literacy and numeracy assessments will be implemented in 2015.  | The Teacher Education Policy Advisory Committee (TEPAC) is providing advice to the BOSTES on clarification of alternative pathways to ensure comparability with the three Band 5 benchmark. Agreement with ITE providers on guidelines for the approval of alternative entry pathways is expected during 2015. | Achieved |
<p>| <strong>GTIL 1.3</strong> | <strong>What:</strong> | | On track for delivery |</p>
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| **Entrants into teacher education will be high academic performers, have well-developed literacy and numeracy skills and show an aptitude for teaching.** | **GTIL 1.3**  
**What:** A framework of attributes for assessing suitability for teaching will be developed for use by teacher education providers and schools.  
**When:** The framework will be developed by end 2014. Protocols for use will be agreed with ITE providers by 2015. | The Australian Institute of Teaching and School Leadership (AITSL), Universities Australia and the BOSTES have developed draft guidelines for the selection of entrants into ITE programs. Once finalised the Quality Teaching Council (QTC) will endorse guidelines for use in NSW and protocols will be negotiated with ITE providers on the use of the selection guidelines in 2015. | ✔                     |
| **Teaching will attract more of the brightest and motivated school leavers and career changers.** | **GTIL 2.1**  
**What:** Incentives will be created to attract more of the best and brightest school leavers into teaching.  
**When:** Not specified. | In 2014, in addition to its current scholarship program, the Department of Education & Communities (DEC) introduced new teach. Rural scholarships and a new cadetship program for high-achieving final year school students to be employed part time as paraprofessionals and placed in schools from the time they start their ITE program.  
The Catholic sector has scholarships and incentive programs to support school leavers to engage in ITE programs. It currently has a program where targeted school students can start ITE courses in their senior years of schooling. The sector also supports and encourages holiday programs where senior students enrol in introductory university programs.  
Within the independent sector, some schools offer scholarships or incentives to encourage students to undertake ITE programs. | ✔                     |
| **Teaching will attract more of the brightest and motivated school leavers and career changers.** | **GTIL 2.2**  
**What:** More options will be offered for the qualification and employment of teachers and attraction of career changers into teaching.  
**When:** Not specified. | **Primary ITE Programs with specialist elective strands**  
The BOSTES will work with school authorities and ITE providers to develop primary teacher education course patterns that allow specialist elective strands in key primary learning areas.  
ITE students undertaking these specialist pathways will be given priority into professional experience placements within DEC schools.  
The BOSTES will consult with school authorities to establish appropriate recognition of graduates who have completed specialist elective strands  
These specialisations could be available within existing ITE programs by 2015. | ✔                     |
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| Teaching will attract more of the brightest and motivated school leavers and career changers. | GTIL 2.2  
What: More options will be offered for the qualification and employment of teachers and attraction of career changers into teaching.  
When: Not specified. | Recognition of Prior Learning (RPL) and Career Changers  
The BOSTES will consult with stakeholders to develop changes to the Subject Content Knowledge requirements policy in order to give greater RPL for entry to ITE programs.  
The DEC scholarship programs are also available to career changers. | Achieved |
| Teaching will attract more of the brightest and motivated school leavers and career changers. | GTIL 2.3  
What: More options will be available for earlier entry into teaching for high performing pre-service students.  
When: Options will be identified, provisions will be determined and guidelines and protocols will be established during 2013. | In 2014, the DEC introduced a new internship program to employ high-achieving teacher education students as educational paraprofessionals in schools while completing their final year of teacher training.  
The NSW Catholic sector is working closely with universities in providing internship programs to enhance the transition from undergraduate to classroom teacher. These programs allow the intern to work closely with school-based mentors in the demonstration of the Graduate level Teaching Standards. A number of these placements result in full-time employment within the school offering the internship.  
Within the independent sector, some schools are working with universities to support internship programs. Participating schools support the interns in their final year of initial teacher education. | Achieved  
On track for delivery |
| NSW teacher education programs will produce high quality graduates with personal attributes suited to teaching. | GTIL 3.1  
What: The quality of initial teacher education programs will be assessed and publicly reported on an annual basis.  
When: The National Priority Areas of Classroom Management and Special Education will be examined in 2013. | A report on the preparation of teachers in the National Priority Areas of Classroom Management and Students with Special Education Needs is published on the BOSTES Teacher Accreditation website.  
A report on the preparation of teachers to teach the curriculum content of NSW syllabuses focusing on the adequacy of ITE programs in addressing literacy learning in the early years of schooling is published on the BOSTES Teacher Accreditation website. | Achieved  
✓ |
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| NSW teacher education programs will produce high quality graduates with personal attributes suited to teaching. | **GTIL 3.2**  
**What:** Teachers will be better prepared to interpret student assessment data to evaluate student learning and modify teaching practice.  
**When:** Exemplars of effective current practices will be available for ITE providers during 2014. | The BOSTES has developed data analysis professional development materials for teachers and schools for the Results Analysis Package for the HSC, Preliminary and Stage 5 grades, and is currently developing similar professional development materials for NAPLAN.  
The BOSTES is currently working with ITE providers to incorporate these materials into ITE courses.  
On request from ITE providers, the BOSTES does conduct sessions on data analysis for pre-service teachers.  
BOSTES stakeholder feedback has revealed a significant need for professional development around data analysis for current NSW teachers. It is proposed to expand GTIL action 3.2 to incorporate professional development on interpreting and using student assessment data for practising teachers. | ✓ |
| NSW teacher education programs will produce high quality graduates with personal attributes suited to teaching. | **GTIL 3.3**  
**What:** Teachers will be better prepared to engage with parents and the school community.  
**When:** Not specified. | Professional development and support materials for ITE providers are available. | ✓ |
| All teacher education students will receive high quality professional experience as part of their teacher education program. | **GTIL 4.1**  
**What:** A new framework will be developed that sets out the expectations for high quality professional experience placements in NSW schools.  
**When:** The framework will be completed by 2014. | The Framework for High-Quality Professional Experience in NSW Schools (the Professional Experience Framework) was released by the Minister in June 2014. | ✓ |
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| All teacher education students will receive high quality professional experience as part of their teacher education program. | GTIL 4.2  
What: There will be much closer matching of the supply of graduate teachers with the demand for graduate teachers.  
When: Not specified. | Sectors and ITE providers will develop templates and data protocols which will be approved through the BOSTES Initial Teacher Education Committee (ITEC) and TEPAC.  
The DEC is developing a template for professional experience agreements to be negotiated between the DEC and ITEP providers in 2015. The template is based on the BOSTES professional experience framework.  
Data obtained through professional experience agreements will inform negotiated plans to meet future workforce needs and provide more certainty for providers around the availability of professional experience places. | Achieved |
| All teacher education students will receive high quality professional experience as part of their teacher education program. | GTIL 4.3  
What: Specialist professional experience schools will showcase high quality professional placement practice.  
When: Not specified. | As part of the negotiation of professional experience agreements with ITE providers, the DEC will identify up to 15 schools to be showcase hubs for quality professional experience across the State.  
The NSW Catholic sector is engaged with universities at the local level. The Diocesan school systems and schools work with universities to achieve the highest possible output for professional placements. There has been recent discussion around expectations and implementation structures. The Catholic sector is committed to excellence across the system.  
The independent sector supports high-quality professional experience placement practice. Individual schools will work with the universities to demonstrate high-quality professional experience. The Association of Independent Schools NSW (AIS) will provide support to the sector through the project Pre-Service Teacher Professional Experience-Building a Whole School Approach. | Achieved |
| All teacher education students will receive high quality professional experience as part of their teacher education program. | GTIL 4.4  
What: Teachers supervising professional experience placements will be required to undertake professional learning.  
When: Professional learning will be available from 2014. | The Professional Learning Endorsement and Advisory Committee (PLEAC) endorsed online professional development modules for professional experience supervision.  
Under the Professional Experience Framework, schools agree that teachers supervising professional experience placements will undertake professional learning related to supervision. | Achieved |
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| All teacher education students will receive high quality professional experience as part of their teacher education program. | **GTIL 4.5**  
What: Accredited Highly Accomplished and Lead Teachers will lead the professional experience activities of schools.  
When: Not specified. | The BOSTES developed support materials for teachers to show how professional experience supervision can contribute to evidence for accreditation at higher levels.  
Under the Professional Experience Framework, schools will, where possible, use accredited Highly Accomplished and Lead Teachers to lead the professional experience activities of schools. | ✓ On track for delivery |
| All teacher education students will receive high quality professional experience as part of their teacher education program. | **GTIL 4.6**  
What: Initial teacher education providers will maintain a proportion of teaching program load carried by staff with recent teaching practice.  
When: Not specified. | The BOSTES is assessing the number of current teachers involved in the delivery of ITE programs.  
This will inform guidelines and recommendations for partnerships between schools and ITE providers for greater engagement of current teachers in ITE program delivery. | ✓ Achieved |
| All teacher education students will receive high quality professional experience as part of their teacher education program. | **GTIL 4.7**  
What: Assessment of professional experience will be rigorous and consistent across teacher education programs.  
When: Available in 2014. | The Professional Experience Framework includes:  
- Best Practice Professional Experience Guidelines for Teachers, Teacher Educators and Teacher Education Students  
- Evidence Guide for Supervising Teachers  
- Common Roles and Responsibilities, and  
- Data Exchange Participation Guidelines. | ✓ Achieved |
| All teacher education students will receive high quality professional experience as part of their teacher education program. | **GTIL 4.8**  
What: Commonwealth support will be sought to improve the quality of the professional experience through more explicit requirements in university funding agreements.  
When: Not specified. | On 23 June 2014 Minister Piccoli signed a letter to Minister Pyne requesting collaboration between NSW and the Commonwealth to develop improved financial arrangements to support professional experience. | ✓ Achieved |
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<td><strong>The quality of the teaching workforce in NSW will be informed by a strong evidence base.</strong></td>
<td><strong>GTIL 5.1</strong>&lt;br&gt;&lt;strong&gt;What:&lt;/strong&gt; Data will be collected and shared to create a nationally and internationally benchmarked workforce profile of the NSW teaching profession.&lt;br&gt;&lt;strong&gt;When:&lt;/strong&gt; First report published in 2014.</td>
<td>Data sharing protocols between the DEC, BOSTES and ITE providers are being developed. These protocols will lead to better sharing of data, and will inform future reports on ITE and the NSW teaching profession.&lt;br&gt;The 2014 NSW Teacher Workforce Profile report is published on the DEC website. The 2014 State of the NSW Teaching Service report will be released shortly.</td>
<td>Achieved</td>
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<td><strong>The quality of the teaching workforce in NSW will be informed by a strong evidence base.</strong></td>
<td><strong>GTIL 5.2</strong>&lt;br&gt;&lt;strong&gt;What:&lt;/strong&gt; Information about the quality of initial teacher education programs will be publicly reported.&lt;br&gt;&lt;strong&gt;When:&lt;/strong&gt; Ongoing annual reports.</td>
<td>The BOSTES, along with ITE providers and school authorities, will develop guidelines for the annual provision of information covering student assessment information, destination surveys, employer and stakeholder feedback to drive program improvement.&lt;br&gt;The 2014 Initial Teacher Education Report will be published on the BOSTES Teacher Accreditation website.</td>
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<td><strong>The quality of the teaching workforce in NSW will be informed by a strong evidence base.</strong></td>
<td><strong>GTIL 5.3</strong>&lt;br&gt;&lt;strong&gt;What:&lt;/strong&gt; The extent and quality of online study in teacher education will be examined.&lt;br&gt;&lt;strong&gt;When:&lt;/strong&gt; Report published by the end of 2014.</td>
<td>The 2014 Online Initial Teacher Education in NSW is published on the BOSTES Teacher Accreditation website.</td>
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<td><strong>All beginning teachers will receive a high quality induction program to support their entry into the teaching profession.</strong></td>
<td><strong>GTIL 6.1</strong>&lt;br&gt;&lt;strong&gt;What:&lt;/strong&gt; The induction each permanent beginning teacher receives will be strengthened.&lt;br&gt;&lt;strong&gt;When:&lt;/strong&gt; Guidelines for good practice in induction support will be developed by school authorities in 2013 and used to provide high quality induction.</td>
<td>In 2014, the DEC published a new online resource, &lt;i&gt;Strong start, Great teachers&lt;/i&gt;, to assist schools in strengthening their induction support.&lt;br&gt;The Catholic system’s induction for permanent beginning teachers continues to improve using the Australian Professional Standards for Teachers (APST). Methods include: workshops, mentor-facilitated practice, online materials and research projects. The sector has also invested in developing mentoring skills and materials.&lt;br&gt;In addition to school-based processes, the AIS revised all its course material to assist schools with induction. Courses for supervisors and beginning teachers align with the APST and requirements for accreditation at Proficient Teacher. Professional learning courses such as Supporting a Successful Start are also available.</td>
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| All beginning teachers will receive a high quality induction program to support their entry into the teaching profession. | **GTIL 6.2**  
**What:** Casual and short-term temporary teachers will be able to access better induction support.  
**When:** Quality induction support will be available from 2014. | Casual and temporary teachers are now able to access better induction support through *Strong start, Great teachers.*  
As success in this reform in the Catholic sector relies on the cooperation of casual and part-time staff, the approach is at the school level where a relationship can potentially develop. Casual and part-time staff are invited to collaborate with the school in their individual development. Practices in this field are discussed and shared across the Catholic sector via The Accrediting Authorities Reference Group and the NSW Catholic Teacher Development Working Party.  
To support the independent sector, the AIS developed online professional learning courses including child protection and supporting the new BOSTES syllabuses. Schools can use the courses to supplement their support for casual and temporary teachers.  
The BOSTES has developed induction support for casual teachers who are unable to access existing employer support. BOSTES will deliver annual half-day forums, advertised in areas with high numbers of casual teachers. The focus is on the requirements of accreditation, and on understanding and collecting evidence that demonstrates the Standards.  
The first forum was held on 17 September 2014 and the forum content is available online. | Achieved |

| All beginning teachers will receive high quality support to enhance their teaching skills during their first year of teaching. | **GTIL 7.1**  
**What:** The responsibilities or teaching loads for permanent beginning teachers should be restructured so they can be supported by mentoring and collaborative practices.  
**When:** Not specified. | In 2014, the DEC introduced a new model of support for beginning teachers. For each permanent on probation beginning teacher in 2014, schools received the equivalent of two hours per week release time for the beginning teacher and an additional one hour per week release for an experienced teacher to provide mentor support.  
The Catholic sector has various means of developing and supporting the beginning teacher in the early years. This almost always involves the commitment to provide release time to enable collaborative practices involving mentor support.  
Independent schools use a variety of approaches to support beginning teachers. These approaches include mentoring and collaborative practices. | Achieved |
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| All beginning teachers will receive high quality support to enhance their teaching skills during their first year of teaching. | **GTIL 7.2**  
**What:** Casual and short-term temporary beginning teachers will have access to mentoring support and collaborative practice.  
**When:** Not specified. | In 2014, the DEC established eight new full-time Teacher Mentor positions to support communities of schools with significant numbers of beginning temporary teachers. Their locations in 2014 were: Tamworth, Bathurst, Gunnedah, Wagga Wagga, Holroyd, Warringah, Fairfield and Liverpool. In addition, casual and short-term temporary teachers are able to access support through the DEC’s new online resource, *Strong start, Great teachers*.  
In the Catholic sector, success in this reform relies on the cooperation of the casual and part-time staff, and the approach is at the school level where a relationship can potentially develop. Casual and part-time staff are invited to collaborate with the school in their individual development. Practices in this field are discussed and shared across the Catholic sector via the Accrediting Authorities Reference Group and the NSW Catholic Teacher Development Working Party.  
Independent schools use a variety of approaches to support beginning teachers, including mentoring and collaborative practices. | ✔️ |
| Teachers returning to the profession will be required to refresh and update their knowledge of curriculum, pedagogy and educational expectations. | **GTIL 8.1**  
**What:** All teachers returning to the profession after an absence of five years or more will be required to complete a refresher course program.  
**When:** The program will be available in 2014 | Amendments to the *Teacher Accreditation Act 2004* provide the capacity for the BOSTES to introduce specific professional development requirements for teachers returning to teaching after an absence of five years, and for overseas trained teachers applying for provisional accreditation to teach in NSW for the first time.  
Refresher courses are currently available and can be required of returning and overseas trained teachers.  
The Professional Teaching Council (PTC) has completed a review of existing BOSTES Registered Professional Development (PD) courses to identify those suitable for this action. | ✔️ |
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| **Accreditation and probation processes in NSW government schools will be aligned to create one system for beginning teachers.** | **GTIL 9.1**  
*What:* Department processes for teacher probation and provisional accreditation will be aligned to the BOSTES’ processes for accreditation and the Department’s performance management and development processes.  
*When:* From 2014. | In 2014, the DEC commenced implementation of revised *Accreditation at Proficient Teacher Procedures* that describe a new two-year period to achieve accreditation for teachers appointed as permanent on probation. | Achieved |
| **Accreditation and probation processes in NSW government schools will be aligned to create one system for beginning teachers.** | **GTIL 9.2**  
*What:* A streamlined reporting system will be implemented to make it easier for government teachers to satisfy the requirements of both the BOSTES and the Department.  
*When:* Operational in 2014. | DEC’s revised accreditation and new performance management processes are informing the rebuild of BOSTES information systems to allow direct uploading of Proficient Teacher accreditation reports to enable streamlined transfer of employing authority decisions and faster alignment of teacher records. DEC has also scoped its requirements for recording professional learning to align with BOSTES requirements. | ✓ |
| **The Australian Professional Standards for Teachers will apply to all NSW teachers.** | **GTIL 10.1**  
*What:* Legislation and policy will be amended to bring all NSW teachers within the scope of the Teacher Accreditation Act 2004.  
*When:* Implementation and transition proposals will be provided to the Minister by December 2013. | Implementation and transition proposals were provided to the Minister in December 2013.  
The *Teacher Accreditation Act 2004* has been amended to require the accreditation of all school teachers in NSW.  
The Government wants all teachers working in NSW schools to be accredited by 31 December 2017. | ✓ |
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| **The Australian Professional Standards for Teachers will apply to all NSW teachers.** | **GTIL 10.2**  
*What:* Early childhood teachers in NSW will be considered for inclusion within the scope of the *Teacher Accreditation Act 2004*.  
*When:* Options will be presented to the Minister by the end of 2013. | Options for the accreditation of teachers working in early childhood settings were presented to the Minister in 2013.  
The *Teacher Accreditation Act 2004* has been amended to require the accreditation of all early childhood teachers in NSW.  
Ongoing consultation with the early childhood sector will determine the timeframe for the accreditation of teachers working in early childhood settings. | ✓ |
| **All teachers will be supported by high quality performance and development processes.** | **GTIL 11.1**  
*What:* Annual teacher performance management and development will be explicitly linked to the APST and the ATPDF.  
*When:* Performance management and development processes will be revised and aligned from 2014. | New annual performance and development processes for DEC teachers have been agreed under the 2014 Teachers Award. The NSW Government has committed $17m to schools for professional learning, an increase of 50%. The Performance and Development Framework will be implemented for the 2015 school year for all NSW public schools.  
All NSW Catholic schools support the Australian Teacher Performance and Development Framework (ATPDF) processes. Most Catholic schools do have such measures but in some cases not in the structure described in the ATPDF. The NSW Catholic sector has established a committee with representatives from all Dioceses to progress this agenda and to share resources as appropriate.  
All Diocesan systems have or are implementing structures to ensure that all teachers have individual professional learning plans and are supported in achievement of their individual goals.  
Within the independent sector, schools provide a range of performance and development processes. To support the sector, the AIS has evaluated and re-designed Appretio, to provide a structured development & review process which balances teacher development with opportunities for review. | ✓ |
| **All teachers will be supported by high quality performance and development processes.** | **GTIL 11.2**  
*What:* Reporting requirements for maintaining accreditation will be streamlined.  
*When:* Not specified | The BOSTES is developing simplified maintenance of accreditation processes. The implementation of the ATPDF and its integration with the APST will provide a context and opportunity to shape these policy changes. | ✓ |
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| All teachers will be supported by high quality performance and development processes. | GTIL 11.3
What: The decision as to whether teachers should be accredited as Proficient should be made at the school level.
When: Not specified. | Government school principals will be Teacher Accreditation Authorities (TAA) from 2015.
In Catholic schools the accreditation process is managed at the school level and the decision is validated by the TAA in the relevant Catholic Education Office or school where the school is a registered TAA.
In many Independent schools the principal is the TAA. The AIS is the TAA for some small AIS member schools. | Achieved |
| The processes of the Institute and school authorities will be streamlined to reduce duplication and give greater recognition to school-based, classroom-focused professional learning. | GTIL 12.1
What: Greater recognition will be given to professional learning undertaken in the school.
When: BOSTES policy and processes will be redesigned by 2014. | Several schools have trialled school-based PD endorsement and registration processes to allow for the registration of school-based PD activities directly with the BOSTES.
The BOSTES has amended policy to alter the ratio of Registered PD and Teacher Identified PD to allow greater recognition for school-based registered PD and to establish a more streamlined process for schools and school systems to register school-based PD.
Revised BOSTES registration and endorsement processes simplify the registration of school-based professional learning and the endorsement of schools as providers of professional learning. | Achieved |
| The processes of the Institute and school authorities will be streamlined to reduce duplication and give greater recognition to school-based, classroom-focused professional learning. | GTIL 12.2
What: Processes for the registration of school-based professional learning and endorsement of schools as providers of professional learning will be simplified.
When: Revision of BOSTES registration and endorsement processes will be completed by 2014. | Several schools have trialled school-based PD endorsement and registration processes to allow for the registration of school-based PD activities directly with the BOSTES.
The BOSTES has amended policy to alter the ratio of Registered PD and Teacher Identified PD to allow greater recognition for school-based registered PD and to establish a more streamlined process for schools and school systems to register school-based PD.
Revised BOSTES registration and endorsement processes simplify the registration of school-based professional learning and the endorsement of schools as providers of professional learning. | Achieved |
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| The processes of the Institute and school authorities will be streamlined to reduce duplication and give greater recognition to school-based, classroom-focused professional learning. | **GTIL 12.3**  
**What:** Processes for recording and evaluating professional learning for accreditation purposes will be streamlined.  
**When:** BOSTES systems revised by 2014. | The BOSTES PD policy is being revised to streamline processes for recording and evaluating professional learning for accreditation purposes. Processes for recording and evaluating professional learning depend on changes to the BOSTES information technology (IT) systems. | ✓                      |
| Underperforming teachers and school leaders will be treated in an efficient and fair way. | **GTIL 13.1**  
**What:** Existing professional management policies and processes dealing with underperformance will be simplified.  
**When:** Not specified. | The DEC revised its procedures for managing teacher performance issues, and new efficiency procedures for teachers, executive teachers and principals were published online for the start of Term 3, 2014. Key features of the agreed efficiency procedures include a streamlined 10-week improvement program consisting of 5 weeks support and guidance and 5 weeks support, guidance and assessment, with the maximum time for implementation of the improvement program no longer than 12 school weeks. | ✓                      |
| Underperforming teachers and school leaders will be treated in an efficient and fair way. | **GTIL 13.2**  
**What:** Teachers found unable to meet the Professional Teaching Standards will be removed from the profession.  
**When:** Not specified. | Government school teachers who fail improvement programs will undergo disciplinary action, which may include being removed from the profession. This is part of the Performance and Development Framework released in November 2014.  
In the Catholic Sector existing human resources (HR) and industrial relations (IR) structures for this purpose have proven effective and the intention is that they will be maintained. Existing human resources (HR) and industrial relations (IR) structures for this purpose have proven effective and the intention is that they will be maintained.  
Recent amendments to the Teacher Accreditation Act 2004 provide the basis for strengthened processes for the revocation of a teacher’s accreditation where they are unable to meet the Professional Teaching Standards. | ✓                      |
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| Underperforming teachers and school leaders will be treated in an efficient and fair way. | **GTIL 13.3**  
What: Professional support will be provided for a strengthened annual performance management and development process.  
When: Not specified. | Registered PD to strengthen annual performance management and development processes can be accessed from the BOSTES Teacher Accreditation website.  
School employing authorities are implementing measures to ensure appropriate support for school leadership involved in annual performance management and development processes.  
Professional learning is an essential aspect of school endeavour in NSW Catholic schools. The links between individual teacher’s needs, the school plan and the content of professional learning will be strengthened with the continued introduction of the ATPDF.  
To support the performance development and review processes in independent schools, the AIS has made available professional learning to support independent schools implement the ATPDF. | Achieved |
| Teaching excellence will be recognised and rewarded through mechanisms that include remuneration and new leadership responsibilities for accredited Highly Accomplished and Lead Teachers. | **GTIL 14.1**  
What: Teacher career pathways should be expanded to provide new responsibilities and salary progression based on the attainment of the Professional Teaching Standards.  
When: Not specified. | The DEC will introduce a standards-based remuneration structure for teachers in NSW public schools, agreed as part of the 2014 Teachers Award. Under the new structure teachers who achieve Highly Accomplished accreditation will be paid an annual salary in excess of $100,000.  
The NSW Catholic sector is in the process of Enterprise Agreement negotiations. The discussion involves the introduction of a standards based classification and remuneration structure.  
With school support, some independent school teachers at the higher levels of accreditation have opportunities through the AIS to facilitate professional learning for the wider sector. Some independent schools provide salary progression based on the attainment of higher level teaching standards through the Independent Schools Teacher Accreditation Authority (ISTAA). | Achieved |
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| Teaching excellence will be recognised and rewarded through mechanisms that include remuneration and new leadership responsibilities for accredited Highly Accomplished and Lead Teachers. | **GTIL 14.2**  
**What:** Accredited Highly Accomplished and Lead Teachers should be recognised so they can contribute to the development of other teachers.  
**When:** Not specified. | The DEC will introduce a standards-based remuneration structure for teachers in NSW public schools, agreed as part of the 2014 Teachers Award. Under the new structure teachers who achieve Highly Accomplished accreditation will be paid an annual salary in excess of $100,000.  
The NSW Catholic sector is in the process of Enterprise Agreement negotiations. The discussion involves the introduction of a standards based classification and remuneration structure  
With school support, some independent school teachers at the higher levels of accreditation have opportunities through the AIS to facilitate professional learning for the wider sector. Some independent schools provide salary progression based on the attainment of higher level teaching standards through the Independent Schools Teacher Accreditation Authority (ISTAA.). | **Achieved**

| Teachers who aspire to be principals will have achieved the higher levels of teacher accreditation and undertaken professional learning to prepare them to be leaders of a school. | **GTIL 15.1**  
**What:** There will be better succession planning for school leaders.  
**When:** Not specified. | In 2014, the DEC developed a new leadership pathways strategy to enhance leadership learning for aspiring, novice and highly experienced school leaders. New professional learning and coaching modules are being developed to support the new strategy. In 2014, the DEC also established new Principal, School Leadership positions to increase support to schools leaders.  
The Catholic sector is exploring the concept to benefit the individual and the sector. The sector sees the Australian Professional Standard for Principals (APSP) as central to this process. All Dioceses either have or are enhancing processes in this area. Most are working with outside agencies or academic partners in this important developmental work. The approaches being used, considered and/or trialled vary and attempt to cater for local needs and the background of those involved.  
Some independent schools provide opportunities for leadership development through professional learning such as those offered by the AIS Leadership Centre. School leaders can access support to drive great teaching in their schools through the AIS Professional Learning Program and the AIS Consultants. | **Achieved**

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| Teachers who aspire to be principals will have achieved the higher levels of teacher accreditation and undertaken professional learning to prepare them to be leaders of a school. | **GTIL 15.2**  
*What:* School leaders will be better supported so they can drive great teaching in their schools.  
*When:* Not specified. | In 2014, the DEC developed a new leadership pathways strategy to enhance leadership learning for aspiring, novice and highly experienced school leaders. New professional learning and coaching modules are being developed to support the new strategy. In 2014, the DEC also established new Principal, School Leadership positions to increase support to schools leaders.  
The Catholic sector is exploring the concept to benefit the individual and the sector. The sector sees the Australian Professional Standard for Principals (APSP) as central to this process. All Dioceses either have or are enhancing processes in this area. Most are working with outside agencies or academic partners in this important developmental work. The approaches being used, considered and/or trialled vary and attempt to cater for local needs and the background of those involved.  
Some independent schools provide opportunities for leadership development through professional learning such as those offered by the AIS Leadership Centre. School leaders can access support to drive great teaching in their schools through the AIS Professional Learning Program and the AIS Consultants. | Achieved                                                                 |
| Teachers who aspire to be principals will have achieved the higher levels of teacher accreditation and undertaken professional learning to prepare them to be leaders of a school. | **GTIL 15.3**  
*What:* New school leadership credentials will be developed to provide pathways to employment as a school leader.  
*When:* Credentials will be available from 2014. | The DEC is developing an entry level principal credential aligned to the APST and APSP. It plans to introduce it in 2015.  
The NSW Catholic sector is in the process of negotiating separate enterprise agreements for teachers and principals. Discussions are continuing around current leadership structures and the introduction of a standards based classification structure, including the introduction of the Highly Accomplished teacher standard.  
The AIS Leadership Centre Flagship Program includes Masters level credit at UNSW. | Achieved                                                                 |
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| **Excellence in teaching and professional learning will be identified, shared and developed through professional collaboration and learning.** | **GTIL 16.1**  
**What:** Teachers should have the opportunity to learn through observing the practices of others.  
**When:** Not specified. | The DEC has contracted ClassMovies to assist schools to make mini-documentaries to share their school stories and classroom practice. The DEC has also entered into a research partnership with the University of Newcastle to undertake a two-year research project into the effectiveness of Quality Teaching Rounds as a collaborative approach to teacher professional learning. The research project has commenced in 24 selected schools.  
Professional Learning is an essential aspect of school endeavour in NSW Catholic schools. The links between individual teacher’s needs, the school plan and the content of professional learning will be strengthened with the introduction of ATPDF. The ATPDF will support the observation of teaching for the mutual benefit of all involved.  
The AIS supports independent schools to undertake projects, such as Schools Leading Learning, to enable teachers to engage in collaborative lesson preparation, classroom observations and feedback. The revised Appretio system will enable teachers to engage in collaborative sharing within the online environment.  
The BOSTES’s updated policy includes lesson observation as evidence for Highly Accomplished and Lead Teacher submissions. | ![Checkmark] Achieved  
On track for delivery |
| **Excellence in teaching and professional learning will be identified, shared and developed through professional collaboration and learning.** | **GTIL 16.2**  
**What:** Evidence of professional learning that improves teacher practice and student outcomes will be shared.  
**When:** Not specified. | In 2014, the DEC’s Centre for Education Statistics and Evaluation (CESE) developed the Online Professional Learning Clearinghouse as an online source of research evidence into effective professional learning.  
The NSW Catholic sector has numerous mechanisms for sharing high-quality practice. The sector is continuously looking to improve structural aspects of sharing opportunities and the content of materials. | ![Checkmark] Achieved  
On track for delivery |
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| Excellence in teaching and professional learning will be identified, shared and developed through professional collaboration and learning. | GTIL 16.3  
What: The research evidence into effective professional learning will be applied to the BOSTES’ processes for the registration of professional learning.  
When: Not specified. | The Catholic sector works closely with teachers to improve their understanding of the links between teaching practices, the Australian Professional Teaching Standards, Professional Learning and teacher registration.  
The AIS is a BOSTES-endorsed provider of registered professional learning for the maintenance of accreditation at Proficient, Highly Accomplished and Lead.  
AITSL-funded action research on the AIS Flagship Program will be shared on the AITSL Clearing House site. | ✔ |
| Excellence in teaching and professional learning will be identified, shared and developed through professional collaboration and learning. | GTIL 16.4  
What: The profession will be supported to inform and provide registered teacher professional learning.  
When: Not specified. | The BOSTES has commissioned subject associations through the PTC to map existing professional learning and provide additional opportunities for online and face-to-face content-based courses. | ✔ |