

SMARTER SCHOOLS - IMPROVING TEACHER QUALITY NATIONAL PARTNERSHIP 2011-12 REWARD MILESTONES
SOUTH AUSTRALIA

Reward Reform 1: Improved Pay Dispersion to Reward Quality Teaching
<p>Government Sector</p> <p>Development and introduction of processes to implement Step 9 as a reward of teacher quality</p> <p>Resources developed to support site leaders recognise and evaluate teacher quality</p>
<p>Independent Sector</p> <p>Information provided to schools on options to modify remuneration arrangements to further reward quality teaching, including a discussion paper</p> <p>The AISSA informs school leaders of opportunities to enhance rewards for quality teaching</p> <p>The AISSA provides assistance to schools or systems seeking to introduce changes to remuneration arrangements</p>
Reward Reform 2: Improved Reward Structures for Teachers and Leaders who Work in Disadvantaged Indigenous, Rural/Remote and Hard-to-Staff Schools
<p>Government Sector</p> <p>All school leaders access 0.1 salary support for each eligible Beginning Teacher.</p> <p>Please note the intention of this strategy was always based on beginning teachers being identified as graduate teachers employed in a contract or permanent position of at least 12 months</p> <p>Evaluation of site use of 0.1 salary</p>
<p>Independent Sector</p> <p>Information provided to disadvantaged Indigenous, rural/remote and hard-to-staff schools and school systems on options to modify remuneration arrangements. This includes an initial information paper by June 2011</p>
Reward Reform 3: Improved In-school Support for Teachers and Leaders, particularly in Disadvantaged Indigenous, Rural/Remote and Hard-to-Staff Schools
<p>Government Sector</p> <p>Review of DECS Enterprise RTO conducted by KPMG</p>

Productivity places are applied for to pilot classroom support literacy and numeracy
Paraprofessional training is scoped and informed by site requirements including a systemic survey to review current skills and qualifications para-professional ACEO / SSOs have
Choice of at least two accredited work skills short courses and/or full certificate courses provided to paraprofessionals SSOs / ACEOs working in sites
Identification of sites with demonstrated commitment to collaborate and conduct multi-disciplinary team trials
Contract with University in South Australia for further implementation of DECS data to identify medium and long term teacher supply and demand
Review of practicum scholarship offerings to support pre-service teacher placements in hard to staff, rural and remote schools
Scarce Skills Attraction Package developed and implemented
Develop attraction and retention initiatives to recruit quality teachers and leaders to Low SES schools
Evaluation of Teach for Australia trial with a view to enhancing/developing SA models
Independent Sector Additional professional consultants engaged by AISSA to provide in-school support for teachers and leaders by June 2010. For clarification, professional consultants are considered to be occupational therapists, speech pathologists etc
Activities undertaken in schools by AISSA's educational consultants and educational employees increased by December 2010
Activities and services for country principals and teachers increased by December 2010
Options to increase the skill and qualifications of non-teachers, particularly employees in classroom support positions, explored and advised to schools and formal training opportunities available by June 2011
Catholic Sector Early Career Teacher Consultant employed
Early Career Teachers Program reviewed with respect to support and professional learning of Early Career Teachers
Programs and materials developed for teachers and school leaders to support Early Career Teachers
Improved data collection, storage and reporting in Early Career Teacher program

Processes established for Consultants to support middle managers in induction and formation of Early Career Teachers
At least 50 Deputy Principals participated in the CESA Deputy Support Program
At least 50 aspiring leaders participated in the CESA Discernment and Foundation Program
Leadership for Learning program development commenced
Reward Reform 5: Continual Improvement Program for All Teachers
Government Sector
Quality Performance Development Pilot conducted with up to 30 sites and Aboriginal Community Management Officers
Training of 12 leaders in coaching and mentoring skills
Implement improved induction programs for new and beginning teachers and principals (and teachers aspiring to leadership)
Delivery of innovative best-practice, evidence-based professional learning, resources and materials (including via online delivery) that are shared nationally
Establishment of mentor training for Accomplished and Leading teachers to facilitate expanded involvement by them in mentoring programs
Develop partnerships with Higher Education providers that support ongoing professional development
Launch of the Induction website – providing a suite of induction information and resources including Professional Teacher Standards
Update sites on the collaborative research relating to quality professional experiences using the Induction Website
Pilot one (1) School Centre of Excellence – Implementation review
Independent Sector
A school organisational review program implemented by June 2011. The program includes a range of school improvement models, and incorporates improvement arrangements for teachers
Assistance provided to schools in the use of school performance information to achieve continuous improvement by December 2010
Assistance provided to schools in planning for and implementing the Australian Curriculum through a continuous improvement approach

Catholic Sector
Sector and school leadership and staff professional learning needs identified in relation to the Australian Curriculum
Professional learning sessions held for school leaders and staff in relation to Australian Curriculum implementation
Response provided to draft Australian Curriculum for 4 Phase 1 subjects
Australian Curriculum consultancy established for first 4 Subjects
Reward Reform 6: Indigenous Teachers and School Leaders' Engagement with Community Members
Government Sector
Identify number of ACEOs who have career plans that identify teaching pathways as long term goal
Identify number of ACEOs who have enrolled for teaching degrees claiming recognised prior learning credits from Training Programs
Establishment of mentor training for Accomplished and Leading teachers including Aboriginal teachers to facilitate expanded involvement by them in mentoring programs
Develop partnerships with Higher Education providers that support ongoing professional development and recognition of prior learning that build pathways into teaching and leadership for Aboriginal people
Independent Sector
Commenced a program providing cultural awareness training to school leaders and teachers by June 2011. The training includes advice on culturally inclusive curriculum and community resources.
A resource developed which may be known as a "Communication and Engagement Handbook for Schools and Aboriginal Families and Communities" by December 2010.
One or more schools invited to pilot the resource by June 2011
Catholic Sector
Additional 0.1 FTE appointment of Project Officer/Case Manager to enable increased engagement with the families/ caregivers of Indigenous students who have indicated an interest in teaching/early childhood education careers.
Extra targeted support in place for Indigenous students (Years 8-12) who have identified teaching/early childhood education as a possible pathway, including personalised University/TAFE tours and connections with University Indigenous student support units.