

Legislative Assembly of the Northern Territory

Response to Written Question

Minister	The Hon Peter Chandler MLA
Portfolio	Education
Agency	Department of Education

Question Reference	WQ321 – Professional Development of Staff
From	Ms Nicole Manison MLA

Question

Professional Development of Staff

1. What investment and programs has the Department of Education got in place for the professional development of teachers?
2. What investment and programs has the Department of Education got in place for the professional development of principals and school leaders?

Answer

The department is committed to developing and strengthening the capacity of our principals, schools leaders and teachers in order to provide the highest quality teaching, learning and training programs.

The department has implemented a range of system-wide and targeted professional development programs for teachers, principals and school leaders that build the capability of quality staff in our schools. These professional development programs are offered through regional offices, central office divisions and at the school level. In addition to this, high quality school leadership programs are delivered through the Centre for School Leadership (CSL). These programs are aimed at 4-year trained teachers, principals and aspiring education leaders. The Department also supports school staff participation in high impact leadership development programs for emerging leaders. These leadership programs are coordinated by the Office of the Commissioner for Public Employment.

Through the *A Share in the Future Indigenous Education Strategy 2015-2024*, the department will be implementing professional development opportunities to enhance the capability of teachers and principals in remote schools. The professional development opportunities will also be extended to urban school teachers and principals to strengthen their capability and capacity to provide quality

education.

Through the Indigenous Education Strategy, the following professional development opportunities will be offered to teachers:

- Orientation program incorporating awareness about student languages and cultures;
- Local school induction that incorporates teaching and learning programs offered at the respective school;
- Online professional development package for new recruits including Remote Teacher Guide, Cultural Awareness, English as a Second Language and Working in Teams; and
- Professional development on how to establish and maintain effective professional learning communities in remote school contexts.

For principals and school leaders, the professional development will be focused on:

Mentoring and coaching for newly appointed and existing remote school principals focused on targeted aspects of the leadership role and on the principal's needs as identified in their performance plans; and

Cultural competency training for all remote school principals.

What investment and programs has the Department of Education got in place for the professional development of teachers?

The professional development opportunities for teachers are aligned with the Australian Teacher Performance and Development Framework which outlines the characteristics of a successful system and the culture that needs to be in place for sustained improvements to occur in schools. The Framework provides a structure for appraising, developing and improving teaching practice as well as recognising the entitlement of teachers to meaningful feedback and support.

The following is the range of professional development offered to teachers by the department.

<p>Orientation and Induction</p>	<p>The professional development opportunities for teachers commence with orientation that includes cultural awareness training, and local school inductions which include cultural competency training in remote schools. Orientation is aimed at:</p> <ul style="list-style-type: none"> providing key information with a focus on the Northern Territory education sectors; resources, obligations, support services and strategic directions of the department; • providing an opportunity to establish professional networks and to enhance cultural competency; and • provide an exploration of the Australian Professional Standards for teachers and the Australian Curriculum.
<p>Mentoring</p>	<p>The department offers mentoring support for new teacher graduates in their first year of teaching and for all other teachers, mentoring is offered when required in alignment with their performance and development needs.</p>
<p>Highly Accomplished Lead Teacher Certification</p>	<p>The Teacher Registration Board provides certification for Highly Accomplished and Lead Teachers that recognises and promotes quality teaching with opportunities for teachers to</p>

	reflect on their practice.
<p>Early Childhood Education and Care Programs</p> <ul style="list-style-type: none"> • Abecedarian Training <ul style="list-style-type: none"> ○ Train the Trainer ○ Train the Coach • Families as First Teacher (FaFT) orientation and Planning • National Quality Standards (NQS) Planning and Documentation Assessment & Rating Process • NQS standard specific training for preschool • First Aid & Anaphylaxis Training • Birth – 5 Educators 	<p>Within each region – Darwin, Arnhem, Katherine, Alice Springs and the Barkly the programs are supported by Program Advisors who visit and work with teachers and principals on preschool programs, mentoring staff and meeting the standards of the National Quality Framework. Meeting together in teams, follow up through site visits and regular contact facilitates continual improvement and builds rigour and fidelity of programs. The central and regional professional learning builds a strong community of practice amongst teachers and indigenous educators.</p> <p>In each region the Family as First Teacher (FaFT) programs are supported by the Program Advisors. The FaFT program is run by a qualified Family Educator (FE) teacher who guides each FaFT program and works with FLOs (Family Liaison Officer) to work with families of children across birth to 3 years. The FEs and FLOs also work in the communities to forge partnerships with stakeholder organisations such as Child Health.</p> <p>All FEs and FLOs are trained in the Abecedarian Approach Australia (3a). There is formal ongoing training for FaFT Educators and FLOs in the key components of the program and this is ongoing depending on need. The sites are supported from the regions and from The Professional Learning Manager in Early Childhood Programs. Preschool professional learning is being provided to support the implementation of the National Quality Standard NQS and the QECNT Assessment and Rating process.</p>

<p>Visible Learning</p> <p>Direct Instruction</p>	<p>Professional development programs are offered by School Support Services to teachers, school leaders and principals across all school contexts covering a range of areas involving teaching and learning, student support and wellbeing. Two major projects that are being implemented and supported by the division are Visible Learning and Direct Instruction.</p> <p>Visible Learning is designed to enhance the capability of system leaders, school leaders and teachers in order to enhance student capability and achievement outcomes. The department has made a significant investment (in Schools North approximately \$403 916) in professional development with workshops including; Foundation Day, Impact coach, Inside Series, Evidence into Action and Relationship-based Learning.</p> <p>Under the Australian Government Flexible Literacy in Remote Schools project, 15 government schools participated in extensive professional learning to deliver Direct Instruction in literacy. Approximately one hundred and fifty-six NT Government school principals, teachers and assistant teachers received training delivered by international experts from the National Institute for Direct Instruction in Darwin from 24-30 January 2015.</p>
<p>Teaching and Learning, Curriculum and Assessment</p>	<p>Ongoing professional development is offered to teachers relating to teaching and learning, curriculum implementation, national assessment and reporting, along with the implementation of online courses to build the capacity of our workforce to support students with disabilities.</p>

Leadership Programs for Teachers	
Indigenous Teacher Leadership Program (ITLP)	This program is aimed at high performing Indigenous teachers and senior teachers who aspire towards a school leadership roles such as senior teacher, assistant principal, teaching principal and principal positions. The aim of this program is to prepare Indigenous teachers for school leadership roles in schools through enhancing personal leadership capabilities, strategic thinking and opportunities for networking and mentoring. The program engages participants with practical and theoretical concepts of leadership and provides study pathways into Charles Darwin University's Master of Education International (MEDi) program.
School Leaders for Success Program (SLSP)	This program is aimed at high performing teachers aspiring or moving into leadership roles. The goal is to build confidence through the development of practical skills and support to enable participants to become highly effective and influential leaders in their schools. The program helps develop participant insights into own leadership style, what leadership is and develop strategies to influence change agendas. It develops understanding of leadership strategies transferable across contexts and provides study pathways into CDU's MEDi program.
Building Principal Leadership in Remote Aboriginal Schools Program	This program is open to all four-year trained teachers. The goal of this program is to develop the leadership and management capacities of leaders in remote schools, though it has direct relevance to all schools.
LogicMills SQ Teacher Professional Development Program	This program is aimed at Middle Years teachers. They learn how to teach students General Capabilities (Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding, and Ethical Understanding).

Advancing Science and Engineering through Laboratory Learning (ASELL) for Schools

The ASELL for Schools is a three year (2015–2017) national project that aims to develop partnerships between teachers and academics to produce and disseminate inquiry-based practical activities aligned with all three strands of the Australian science curriculum. Its purpose is to improve the laboratory and practical based teaching skills of middle school teachers (Years 7–10).

The Centre for School Leadership also offers short courses throughout the year, such as Cognitive Coaching and Deep Democracy. Cognitive Coaching provides teachers and leaders with skills for peer coaching to reflect on and improve teaching practices. The Deep Democracy Co Resolve Program provides skills and methods in dialogue and shared decision-making.

What investment and programs has the Department of Education got in place for the professional development of principals and school leaders?

The department offers professional development for principals and school leaders based on their respective development needs in addition to the system wide professional development opportunities. Key focus areas of these professional development opportunities include operational school business, leadership development and teaching and learning. These professional development opportunities are mainly delivered through regional offices, school support services and by the Centre for School Leadership.

The following is the range of professional development offered to principals by the department:

<p>Orientation</p>	<p>The professional development opportunities for principals also commences with orientation for new principals to provide key information with a focus on the Northern Territory education sectors; resources, obligations, support services and strategic directions of the department.</p>
<p>Coaching and Mentoring</p>	<p>To assist principals to undertake their role, they have access to Coaching and Mentoring Instructional Rounds. Once a term, a group of principals attend a coaching and mentoring day. This one day instructional round is followed by ongoing coaching and mentoring to ensure continuous improvement in practice. Coaching and mentoring is focused on targeted aspects of the leadership role and on each principal's needs as identified in their performance plans.</p>
<p>Human Resources and Finance</p>	<p>Professional development opportunities are offered to principals to support them in effectively managing operational school business. These include training on merit selection, performance and development aligned to professional standards, anti-discrimination and global school budgets.</p>
<p>Leaders Conference</p>	<p>In April 2015 the Department conducted the 2015 Leaders' Conference, an annual two day conference for Principals. This conference provides a forum for the presentation and discussion of departmental priorities and the latest research in education. It also provides opportunities for principals and leaders from across the Northern Territory (NT) to network and connect with each other and the department. Approximately 130 School Leaders and Executive Officers attended the two day Conference.</p>

Leadership Programs for Principals and School Leaders	
Tomorrow's School Leaders Program (TSLP)	This program is for high performing early career principals and assistant principals aspiring to an executive contract principal position. The goal is to develop and enhance participants' ability to lead effective teaching and learning and lead school improvement and innovation. This program develops participant abilities to lead effective teaching and learning, lead self and others and lead improvement, innovation and change. It provides study pathways into CDU's MEDi program.
Executive Leadership Coaching Accreditation Program (CAP)	This program is aimed at Principals and senior educational leaders who want to develop their coaching and mentoring skills. The program's goal is to provide participants' with the coaching skills to develop the performance of staff. The program develops understandings of leadership and coaching theories and practices. It provides study pathways into CDU's MEDi program.
Executive Development for Educational Leaders Program (EDELPE)	This is a program for experienced executive contract principals who are in or will transition into complex and challenging contexts. The goal is to strengthen participants' capacities to lead school improvement, adapt to changing policy environments and engage, influence and collaborate at the highest levels with the school and broader education and professional community. This program includes an international study tour. The program enables participants to contribute to and lead the NT's response to existing and emerging policies and directions. It provides study pathways into CDU's MEDi program (up to 40 credit points).
As financial services are finalising the 2014-2015 financial year expenditure, the investment related to professional development for teachers and principals is unavailable at this time.	