

Establishing the National Institute for Quality Teaching and School Leadership: Issues Paper

AN INITIATIVE OF THE AUSTRALIAN GOVERNMENT QUALITY TEACHER PROGRAMME

December, 2003

Commonwealth of Australia 2003

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Chapter 1

Introduction to the project and the Issues Paper

Project origins and approach

On 17 July 2003, the Australian Government Minister for Education, Science and Training, the Hon Dr Brendan Nelson MP, announced that the Australian Government would establish a National Institute for Quality Teaching and School Leadership (NIQTSL) in Canberra early in 2004.

The NIQTSL will aim to build the professional capacity, professionalism and status of teachers and leaders¹ as both are vital to improving student learning outcomes. The Australian Government intends that the NIQTSL will be managed by the profession² for the profession and will complement and add value to the support already being provided for school teachers and leaders at the State and Territory level.

The Australian Government Department of Education, Science and Training (DEST) has engaged a consortium involving The Allen Consulting Group, Dr Gregor Ramsey and Deloitte Touche Tohmatsu (The Consortium) to develop **An Implementation Strategy for the Establishment of the NIQTSL**. The project requires extensive stakeholder consultation and analysis of information gained via desktop research, including drawing on the experiences of overseas professional bodies in education and arrangements in other professions.

The implementation strategy will emerge from the consideration of a wide range of issues including (but not necessarily limited to):

- roles and functions;
- governance arrangements;
- relationships with other relevant education bodies, including universities;
- operational matters;
- performance indicators; and
- funding arrangements.

The Institute's roles and functions will be defined by the consultation process but are expected to cover:

- development of school leadership capabilities;
- development of professional standards;
- provision and co-ordination of professional learning;

¹ For the purposes on this paper, 'leaders' or 'school leaders' refers to principals and teachers with identified leadership responsibilities in schools.

² To assist with clarity, throughout the paper, when reference is made to 'the profession', the term is considered inclusive of school teachers and leaders.

- quality assurance of Australian teacher education courses, other professional learning courses and overseas qualifications; and
- research.

The views of the profession and other key stakeholders on these potential roles and functions are crucial to ensuring the Institute is established to meet their needs.

Timeline

The project commenced in the week beginning 17 November 2003 and is expected to take four months to complete. The timeline and major activities of the project are in Table 1.

TABLE 1: PROJECT TIMELINE, KEY STAGES AND OUTPUTS

Timeline	Key Stage	Output
November and December 2003	Initial consultation and desktop research.	Identification of issues associated with the establishment of the NIQTSL.
End-January 2004	Preliminary findings and options and recommendations paper to DEST.	Present the preliminary report setting out issues and options for establishing the NIQTSL, including their relative strengths and weaknesses. Make preliminary recommendations on key issues.
Mid- February 2004	Final options and recommendations paper through DEST to the Minister.	Present the final report setting out issues and options for establishing the NIQTSL, including their strengths and weaknesses. Make final recommendations on key issues.
February and March 2004	Prepare business plan.	Develop a business plan for the NIQTSL, building on the findings of stakeholder consultation and the recommendations paper.
March 2004	Submit business plan through DEST to the Minister.	Present a business plan that covers all issues required for the effective establishment of the NIQTSL.

To help keep interested parties informed of project progress, a project website is operating at:

<http://www.allenconsult.com.au:16080/NIQTASL/>

Project Advisory Group

A Project Advisory Group (PAG) has been established to support the project. The PAG is a source of expert advice to the Consortium for the development of the Implementation Strategy. The PAG includes representatives from teacher and school leader associations, universities, employer groups, unions and a wide range of other education-related associations and interest groups.

The first meeting of the PAG took place in Melbourne on 1 December 2003. The purpose of that meeting was to provide a briefing to the PAG on the project and to obtain advice to inform the development of this Issues Paper.

Initial consultation phase

In this initial consultation phase, the Consortium is also conducting face-to-face meetings with stakeholders in each capital city including:

- principals' associations and teachers' associations;
- universities;
- teacher registration and accreditation authorities;
- employer representatives, including State/Territory education and training departments, independent and Catholic school representatives;
- unions; and
- other education-related associations, such as education research associations, and interest groups, such as parent groups.

The initial consultation phase also includes an opportunity to submit ideas in writing.

The Issues Paper

This Issues Paper has been developed to guide individuals and organisations making written submissions in relation to the establishment of the NIQTSL.

The Issues Paper is structured as follows:

- Chapter 1 provides an introduction to the project and the Issues Paper;
- Chapter 2 identifies various factors that contribute to the wider recognition of the need for a NIQTSL and canvasses issues where advice of the profession is sought; and
- Chapter 3 contains a series of questions about key issues. Stakeholders are able to provide responses to these questions and provide general comments in the Issues Paper Response document.

The Issues Paper is being distributed to a wide range of stakeholders, including organisations taking part in face-to-face stakeholder consultation, individuals and organisations that have identified themselves to the project team as being interested in the progress of the project. To facilitate the broadest possible distribution, the Issues Paper is also available on the project website.

Chapter 2

Context

2.1 The background to the establishment of the NIQTSL

The NIQTSL initiative is premised on the knowledge and understanding that excellent teaching and leadership are significant factors in producing highly effective schools that improve student-learning outcomes. The importance of teaching and leadership is supported by research from both Australia and overseas. For example, following a review of research into the factors affecting school outcomes, Rowe reported that

“the quality of teaching and learning provision are by far the most salient influences on students’ cognitive, affective, behavioural and experiential outcomes of schooling.”³

Luke’s research into literacy and numeracy in the middle school in 2002 led him to conclude that leadership and related issues play a significant role in a school’s ability to improve student outcomes.⁴

In contemporary workplaces, leadership is increasingly complex and the school environment is no exception. Leaders routinely juggle pressures in managing the fundamental changes in structures, relationships and communication that arise from the knowledge economy and the resultant social changes that are occurring. In addition, the increasing value of knowledge and innovation in economic growth is moving the role of education to centre stage and expectations for quality learning are accelerating. As a number of principals’ associations have explained,⁵ the delivery of high levels of learning is inextricably linked to quality teaching and leadership.

There has been strong interest in recent years in Australia and overseas in the development of professional standards for teaching and leadership. It is now widely recognised that descriptions of the knowledge, skills and values involved in quality teaching and leadership - professional standards - are important tools in teacher and school leader development and recognition. Some professional associations and employers have developed generic or subject specific standards and, in July 2003, the Ministerial Council on Education, Training and Youth Affairs endorsed a National Framework for Professional Standards for Teaching to support and help align the work at the State and Territory level. A group of key professional associations, unions and other bodies released a National Statement from the Teaching Profession on Teacher Standards, Quality and Professionalism in May 2003, which identified agreed understandings about professional teaching standards and their relationship to teacher quality and professionalism.

³ Ken Rowe *What really matters – the ‘Pimple’ or the ‘Pumpkin’?: Exploring the evidence for ‘real’ factors affecting girls’ and boys’ experiences and outcomes of schooling* Paper presented at Boys’ Education and Beyond Conference WA 2001.

⁴ Alan Luke et al *Beyond the middle: a report about literacy and numeracy development of target group students in the middle years of schooling* 2003

⁵ *An Essential Element Proposal for a National Institute of School Leadership, An In Principle Position*, June 2003

The profession is large and varied. There are around 225 000 fulltime equivalent teachers teaching in the nation's schools — 68 per cent in government schools and 32 per cent in non-government schools. Around 65 per cent are in major cities, 33 per cent in regional locations and 2 per cent in remote locations.⁶ Australian schools number around 9 700 and the size of the teaching staff and number of leadership positions in a particular school varies depending largely on the number of students.

The wide variety of roles and interests in education are reflected in the extensive range of existing teacher and school leadership professional bodies – with some estimates suggesting that these bodies number in the hundreds, with a group of around 40 bodies being the most influential. The groupings are by leadership responsibility, subject disciplines, school sectors, school levels, employment status, union affiliation and many other areas of educational interest.

The independent Committee for the Review of Teaching and Teacher Education (led by Professor Kwong Lee Dow, Deputy Vice-Chancellor, The University of Melbourne), which was established by the Australian Government in 2002, recommended the establishment of a coordinated and collaborative national approach to the advancement of the teaching profession.⁷ As a principal means for achieving that end, the Review Committee strongly endorsed the creation of the NIQTSL, an initiative its' work helped inform. The Review Committee envisaged that the work of the NIQTSL would complement the work of, and be undertaken in consultation with, State and Territory bodies with related responsibilities, Curriculum Corporation, the Australian Council for Educational Research (ACER), education.au limited and other organisations which undertake work to support teaching and teacher education in Australia.

2.2 Consultation Purpose

The consultations are geared to capturing the experience and views of participants in Australia's education community, particularly those with an interest in the school sector, with the aim of consolidating the commitment and enthusiasm of teachers and school leaders, the wide range of educational bodies and stakeholders more broadly. These views and suggestions will be synthesised into one set of proposals that identify options and make recommendations for the establishment of the NIQTSL and, following advice from the PAG and instruction from Government, facilitate the development of a three year business plan.

Bringing together the individual roles and functions of the NIQTSL into an organisation that operates with a clear sense of direction and purpose is a complex task. This process will certainly continue after the commencement of the NIQTSL in April 2004 and will be the major task for the new organisation in its early stages.

A significant challenge in developing the implementation strategy is to facilitate the effective commencement of the NIQTSL alongside its on-going development. To balance commencing the NIQTSL in 2004 with the complexities of the full suite of roles and functions, a phased approach to implementation is being adopted.

⁶ Australian Bureau of Statistics 2003, *Schools*, catalogue number 4221.0.

⁷ *Australia's Teachers: Australia's Future - Advancing Innovation, Science, Technology and Mathematics* (see volume 1, *An Agenda for Action*, pp 29-30: October 2003<http://dest.gov.au/schools/teachingreview/documents/Agenda_for_Action.pdf>),

Established Parameters

In a number of areas, parameters have been established to facilitate the NIQTSL's establishment. The NIQTSL will:

- be based in Canberra;
- commence in the first half of 2004 with a phased introduction of the Institute's functions;
- have national coverage;
- be established with initial funding of \$10 million from the Australian Government Quality Teacher Programme; and
- involve universities, particularly the three Canberra based universities (Australian Catholic University, Australian National University and University of Canberra).

Based on advice from the PAG and early stakeholder consultations, the Consortium has developed four guiding principles for the NIQTSL.

These are that the NIQTSL should:

- impact positively on the quality of teaching, school leadership and learning outcomes for students across all schools;
- be managed by the profession for the profession;
- complement without duplicating existing relevant activities; and
- promote national perspectives and consistency.

For the purpose of this paper, these statements are being adopted as guiding principles for the NIQTSL.

Key Issues for consultation

The views of the profession and other key stakeholders are being sought on the following issues in order to build the professional capacity, professionalism and status of teachers and leaders:

- roles and functions of the NIQTSL;
- governance arrangements;
- relationships with other relevant education bodies;
- operational matters;
- performance indicators; and
- funding arrangements.

2.3 Request for your input

Chapter 3 of this paper outlines the areas for consultation and you are invited to make a written submission addressing areas of interest and relevance to you and/or your organisation.

Preparing a submission

Accompanying this Issues Paper is a response document, which provides a *pro forma* for you to use in preparing a submission. Pro forma sections follow each of the key issues for consultation and the questions they pose. Please provide your responses to the questions in the relevant space. Your response can be returned via email or mail.

Not all the questions need be answered, only those on which you have views.

If you choose not to answer some questions, just leave the space blank. Your comments need not be narrowly confined and you are invited to address broader relevant issues.

If you wish to present a submission in continuous prose, papers of ten or more pages will require an executive summary of 250 words or less.

Contact details

The Issues Paper response document includes a cover page for your contact details. We require these details to verify submissions.

If the submission is from an individual, emailed submissions must include your name, phone number and postal address. Hard copy submissions must be signed.

If the submission is from an organisation, please indicate this clearly on the cover. Include the signatory's position, and at what level the submission was authorised. Hard copy submissions must be signed.

Please note that we might contact you during the consultation process to clarify or seek further information on any issues raised in your submission. If you do not wish to be contacted, please indicate this on the cover page of your submission.

Submission format

If possible, please provide submissions by email or on computer disk (include a hard copy). Electronic submissions should be provided as a Word document. Hard copy submissions should be typed or written clearly in black ink on A4 paper. Submissions should not be bound in any way or presented in ring binders. One copy of the submission is sufficient — multiple copies are not necessary.

Confidentiality and publication of submissions

If you wish your submission or executive summary to be kept confidential, please indicate clearly at the front of the submission, or in a covering note. If you want part of the submission or executive summary to be confidential, please indicate this clearly and put that part on a separate page(s). Please note that obligations of confidentiality will not apply to any part of your submission that is available from the public domain or from any other source without restriction.

Copies of your submission and the executive summary (if provided) will be made available (on a confidential basis if you have notified us of the confidentiality) to personnel of The Allen Consulting Group, Dr Gregor Ramsey, Deloitte Consulting and the Australian Government Department of Education, Science and Training (DEST), for consideration as part of the consultation process.

However, you should note that DEST will not be in breach of its obligation to maintain the confidentiality of your submission or executive summary if it is disclosed by DEST to the Minister for Education, Science and Training, or in response to a request by a House or a Committee of the Parliament of the Commonwealth of Australia, or is authorised by law to be disclosed.

Unless you request that your submission or executive summary be treated confidentially, they may be made publicly available on the NIQTSL website and authorship will be acknowledged. Before making your submission, you must have obtained each author's consent to the inclusion of this acknowledgement on the NIQTSL website. Where submissions contain executive summaries, these may be published instead of your submission. DEST reserves the right in its absolute discretion to determine whether any particular submission, executive summary will be published.

If you have any concerns about these matters relating to confidentiality or personal information, it is suggested that you should seek your own legal advice.

Acknowledgement of submissions will be provided in writing by email or by post. If you do not receive acknowledgement, please contact The Allen Consulting Group (details below).

Where do I send my response?

Submissions can be made in writing or on disk and forwarded by mail or electronically to:

The Allen Consulting Group
Level 4, 128 Exhibition St
Melbourne Vic 3000
'The NIQTSL Project'

or

NIQTASL@allenconsult.com.au

The closing date for making submissions to the Issues Paper is 4.00 pm, Friday, 9 January 2004.

If you have any questions or problems, please contact Andrew Read, ph. (03) 9654 3800.

Chapter 3

Issues for Consultation

3.1 Information about the respondent

Please describe the nature of your organisation's activities or your interest in the NIQTSL.

3.2 NIQTSL general characteristics

Chapter 2 identified four guiding principles for the NIQTSL. These are that the NIQTSL should:

- impact positively on the quality of teaching, school leadership and learning outcomes for students across all schools;
- be managed by the profession for the profession;
- complement without duplicating existing relevant activities; and
- promote national perspectives and consistency.

Question 1

Comment on the appropriateness and adequacy of these as guiding principles for the NIQTSL.

Question 2

Should the NIQTSL have additional guiding principles? If so, what might they be?

Question 3

There are several ways that the NIQTSL could interact with members of the profession. For example, the NIQTSL could have a direct relationship with individual school teachers and leaders (such as individuals being members of the NIQTSL) or an indirect relationship (such as through registration bodies, professional associations).

To achieve its objectives most effectively, how should the NIQTSL interact with individual teachers and school leaders? Please explain the benefits of your proposed model of interaction.

Question 4

If you have proposed a direct relationship between the NIQTSL and individual teachers and/or school leaders, would you expect that this would involve every teacher and/or school leader in Australia? If so, how do you propose this could be achieved?

Question 5

Would the nature of the relationship between the NIQTSL and teachers and NIQTSL and school leaders differ? If so, outline ways and reasons.

3.3 Roles and functions

The roles and functions of the NIQTSL will be determined with a view to achieving the NIQTSL's agreed objectives. It has been suggested that the NIQTSL may have the following functions as a means of achieving its objectives:

- *development of school leadership capabilities* — supporting both current and potential school leaders.
- *development of professional standards* — developing and implementing national professional standards by the profession, including through the MCEETYA endorsed National Framework for Professional Standards for Teaching; a national framework of standards for both professional growth and accreditation for school leaders; and by recognising/accrediting those who achieve high professional standards.
- *developing professional learning* — recognising the need to support the national development and implementation of a national framework for professional learning aligned with professional standards.
- *quality assurance of Australian teacher education courses, other professional learning courses and overseas qualifications* — contributing to national quality assurance of Australian teacher education courses, other professional learning courses (particularly those developed to facilitate the implementation of professional standards) and the qualifications of people wishing to migrate to Australia to teach.
- *research* — providing national leadership, direction setting and sharing on research into best practice principles and approaches for quality school leadership and teaching.

Question 6

Are there other roles/functions that the NIQTSL should perform to meet the guiding principles identified in chapter 2? If so, what might they be?

Developing school leadership capabilities

Question 7

Identify up to three activities, in order of importance, that the NIQTSL could undertake to have a significant and positive impact on the development of school leadership capabilities.

Why do you consider these activities to be the most important? For example, they are not currently provided, they are available but not of satisfactory quality, they are available but not well understood/publicised.

Question 8

Identify up to three activities, in order of importance, that the NIQTSL could undertake to have a significant and positive impact on the capacity of school leaders to develop and support teacher quality.

Why do you consider these activities to be the most important? For example, they are not currently provided, they are available but not of satisfactory quality, they are available but not well understood/publicised.

Developing professional standards

Question 9

There has been considerable investment in the development of professional standards for educators both in Australia and overseas. In Australia, standards have been developed by some State and Territory education authorities and some professional teacher associations for a range of purposes, including providing a framework for:

- pre-service education, teacher registration and induction;
- continuous professional learning;
- reflection on and appraisal of professional teaching practice;
- recognition and certification of teachers who attain standards for highly accomplished professional practice; and
- recognition of leadership capabilities.

Some of the potential activities of the NIQTSL discussed by stakeholders to date include:

- identifying the need for standards;
- initial and/or on-going development of standards
- monitoring and managing the application of standards;
- working to see standards introduced in schools; and
- identifying overseas developments in standards.

Comment on whether you consider that there is a need for the NIQTSL to take a role in determining whether professional standards for school teachers and leaders are nationally consistent.

Question 10

If you consider that there is a need for the NIQTSL to take such a role, what activities do you see it undertaking?

Developing professional learning

Question 11

The NIQTSL has the potential for two main roles in relation to professional learning – delivery/support and/or national co-ordination.

Taking into account existing activities that support professional learning for teachers and school leaders, comment on whether and how the NIQTSL should:

- a) engage directly in the development and delivery of professional learning;
- b) provide support for organisations which currently offer professional learning activities; and
- c) co-ordinate at a national level the provision of professional learning activities.

Question 12

If the NIQTSL were to engage directly in the development and delivery of professional learning, what methods would be most effective and consistent with the NIQTSL achieving its aims? For example, would the use of on-line learning be a necessary and sufficient method or would school-based, action research projects or other methods be appropriate?

Question 13

In order to be most effective, it would be preferable for the NIQTSL to operate in a manner that allows it maximum flexibility and responsiveness to need.

In regard to professional learning, comment on ways in which the NIQTSL could maximise its capacity to identify and respond to need. Should it, for example, build in an approach which allows it, from time to time, to focus its activities on a specific group of teachers and school leaders, for example, entry level teachers, advanced teachers, aspiring leaders, existing leaders? Where would you place the highest priority – in the initial stages, and then when the NIQTSL is fully established?

Quality assurance**Question 14**

Areas in which the NIQTSL could be involved in quality assurance activities include: professional standards and competencies, teacher education courses, other professional learning, and recognition of overseas teaching qualifications.

What role do you consider the NIQTSL could play in quality assurance related to the areas listed above? What other areas can you suggest?

Research**Question 15**

What role do you consider the NIQTSL could play in relation to research supporting quality teaching and school leadership? What would be the relationship between this role and the traditional role of universities in this area?

Question 16

What model could be used so that any NIQTSL research function incorporated the expertise available from the three Canberra universities, universities outside Canberra, other professional researchers, teachers and school leaders?

Other issues**Question 17**

In which areas or activities mentioned above, or of an additional nature, is there a need to promote national perspectives and consistency in school teaching and leadership? How might the NIQTSL achieve this consistency?

Question 18

In consultations to date, some stakeholders have identified that the NIQTSL should disseminate information. What type of information might be disseminated and what should have the highest priority? How could such dissemination occur? What are the advantages and disadvantages of the NIQTSL performing such a role?

Question 19

To best achieve its objectives, how should the NIQTSL prioritise its roles and functions? Provide a ranking starting at 1 for the highest priority activity and using each number once. If you believe that a listed function is not appropriate for the NIQTSL please indicate this by 'NA'.

- developing school leadership capabilities;
- developing professional standards;
- developing professional learning;
- providing quality assurance of Australian teacher education courses, other professional learning courses and overseas qualifications;
- research; and
- information dissemination
- other (please specify)
- other (please specify)

3.4 Governance

The governance structure for the NIQTSL raises many issues to be resolved. These include corporate form, management structure, financial framework, decision making mechanisms, accountability and reporting requirements. For these consultations, however, we wish to focus on options for board/council structure and accountability.

In determining the structure of a board or council of management, the aims of making the body representative must be balanced by the necessity to operate effectively and efficiently. The desire for representativeness has led some professional and related organisations to establish large governing bodies that are unwieldy and often ineffective. The results can be a lack of real voice, poor decision-making, frustration with meetings and the appropriation of power by small in-groups.

It is in this context that a number of issues regarding structure of a board/council would be determined. These include:

- representation of organisations, or experts in the field (or both);
- state, federal or national arrangements;
- election or nomination, and by whom; and
- mechanisms to include other professional bodies.

Question 20

What structure would enable the governing body of NIQTSL to be most focussed and effective, given the points raised above about size and operations?

Question 21

What would be the hallmarks of an effective system of governance that should be adopted? What would be some of the marks of an ineffective system of governance that should be avoided?

3.5 Relationship with other relevant education bodies

Aside from governance arrangements, it is envisaged that the NIQTSL will have clear relationships with existing professional teaching bodies, employing authorities and the State and Territory organisations and institutions with roles in promoting and supporting quality teaching and school leadership.

Question 22

What relationship do you anticipate your organisation having with the NIQTSL? For example, how can you or your organisation contribute to the NIQTSL, and how can the NIQTSL contribute to your organisation's goals?

Questions 23 - 25

To be effective, what relationships would be appropriate between the NIQTSL and existing:

- (a) principals' associations;
- (b) teachers' associations; and
- (c) other professional groups?

How should these relationships be progressed?

Question 26

To be effective, what relationship would be appropriate between the NIQTSL and State and Territory teacher registration and accreditation authorities? How should this relationship be progressed?

Question 27

To be effective, what relationship would be appropriate between the NIQTSL and employing authorities? How should this relationship be progressed?

Question 28

To be effective, what relationship would be appropriate between the NIQTSL and unions? How should this relationship be progressed?

As set out in Chapter 2, the NIQTSL will have a relationship with the three universities with a presence in Canberra.

Question 29

Please describe the nature of the relationship between the NIQTSL and the three Canberra universities that would best meet the NIQTSL guiding principles.

Question 30

What relationship should the NIQTSL work to establish with universities outside Canberra to help meet its guiding principles? What role would the Canberra universities play in this?

Question 31

To be effective, what relationship would be appropriate between the NIQTSL and the Australian Government Department of Education, Science and Training? How should this relationship be progressed?

Question 32

Are there other relationships critical to success that the NIQTSL should pursue? For example, other professions? the learned academies? research bodies? teaching in VET and higher education?

3.6 Operational matters

The later stages of this project will involve the development of a business plan after there is a clearer view of roles and functions and related matters. At this stage, there are some preliminary questions to consider on the operational dimensions of the NIQTSL.

Question 33

In consultations to date, stakeholders have discussed various operating models for the NIQTSL. Examples of models include a 'hub and spoke' model that would involve physical facilities in different locations and 'networked models' that would have a physical location in Canberra only, with formal relationships (without physical facilities) with relevant bodies. What operating model would be most effective for the NIQTSL?

Question 34

What operating characteristics would most effectively support national coverage of the NIQTSL?

Question 35

What operating characteristics would most effectively support the engagement of teachers and school leaders?

Question 36

What operating characteristics would most effectively support raising the professional standing of teachers and school leaders within the broader community?

Question 37

Considering the likely roles and functions of the NIQTSL:

- what facilities will be required?
- should facilities be located on a university campus or should they be free standing and why?
- what staff will be required?
- what skills and expertise will key staff require?

Question 38

What products would the NIQTSL offer?

3.7 Performance indicators

A key matter is to identify how stakeholders will know if the NIQTSL is performing its role effectively. It will therefore be important that appropriate performance indicators are developed for the NIQTSL. A robust system of performance measurement and evaluation is critical so that the functions and activities of the NIQTSL remain focused on its core objectives.

In general, it is desirable that a set of performance indicators be:

- *focused* on the organisation's aims and objectives;
- *appropriate* to and useful for the stakeholders; and
- *balanced*, giving a picture of what the organisation is doing, covering all significant areas of its work.

Question 39

What will determine whether the NIQTSL is considered a success?

Question 40

Considering the guiding principles of the NIQTSL, what type of performance indicators would be appropriate in relation to quality in the areas of:

- teaching;
- school leadership;
- student learning;
- involvement and engagement of the profession with NIQTSL;
- complementing without duplicating existing relevant activities; and
- promoting national perspectives and consistency.

3.8 Funding Arrangements

Minister Nelson has announced that the Australian Government will provide initial funding of \$10 million to establish the NIQTSL. In consultations we would like to concentrate on sources of ongoing operational funding for the NIQTSL.

There is a range of possible sources of funding and revenue for the NIQTSL, although these are linked to the nature of the organisation and its roles and functions.

Questions 41

How should the NIQTSL be funded in the future?

3.9 Further comments

Please provide any additional comments that you consider would be helpful in developing the implementation strategy for the NIQTSL.

Thank you for providing your or your organisation's views on this important initiative of the Australian Government. You may be contacted for follow-up information or comment.