

Non-Government Reform Support Work plan

2020

Association of Independent Schools of the ACT

Non – Government Reform Support Fund

AISACT – Work plan 2020

Summary of Work plan for 2020

Executive Summary

The Association’s Strategic Intent has guided the decisions and work of the Association and articulates the key directions needed to achieve the Association’s goals. The Strategic Intent is supported by a number of operational plans.

This work plan outlines the key activities of the Association to meet Member School needs and to positively advance the actions designed to achieve the objectives of the School Education Reform Agenda and the Bi-lateral Reform Agreement with the ACT Government

Since 2018, AISACT built and further developed the capacity of Independent schools in the ACT to meet the Australian Government’s school education reform priorities for non-government schools and has continued to build on this work in 2019 and through this work plan, will enhance the activities and further embed best practice support across the Association member schools in 2020 .

To this end, AISACT will provide a strong supportive range of programs beginning in January 2020.

Leadership development, staff and student wellbeing, mental health as well as **coaching for school improvement** will be a focus during 2020. We will continue to build on previous work on the **quality assurance, moderation and support for the continued improvement of Nationally Consistent Collection of Data on School Students with Disability** the organisation will continue to focus on leadership development in addition to the provision of expert advice from an experienced staff member providing both hotline support and advice through on-site support at individual For the **implementation of online delivery of the National Assessment program**, AISACT will continue to work to ensure that all 18 Member Schools have access to advice and assistance with regard to their readiness for the implementation of the online delivery of the National Assessment program

The priority **addressing the improvement of governance and financial management practices in non-government schools** saw the provision of a program provided by the Australian Institute of Company Directors available to all member schools Board Directors in 2018 and 2019. In 2020 the focus through the provision of these short courses and sessions will addressed the practice, monitoring, planning and sustaining of good governance

AISACT will continue to provide specialist professional learning programs as identified in the Bilateral Agreement addressing **Australian Curriculum, including general capabilities, reporting against the achievement standards, School Leadership, STEM, Cross sectoral Aboriginal and Torres Strait Islander histories and cultures elaborations for Science and literacy and Numeracy.**

The Association will continue to collaborate and contribute with all education sectors in the ACT to provide input through reform specific governance mechanisms in regard to the implementation the agreed priorities of the Bilateral Agreement.

Relationship with the ACT government

As the representative body for the Independent School sector, the Association represents the sector's view to Territory and Federal governments on matters of significance and importance in education and its Member Schools. The Association continues to work closely with the ACT Minister for Education and Early Childhood, Ms Yvette Berry MLA, ministerial advisors, and senior officials from the ACT Education Directorate. The Association also worked closely with The Archdiocese of Canberra and Goulburn, Catholic Education to continue to advance the specific issues relating to Non-Government Schools in the ACT.

The Government, Catholic and Independent schooling sectors will continue to work collaboratively in the implementation of reforms outlined in the bi-lateral agreement through quarterly cross-sectoral executive meetings to share progress and challenges and by maintaining cross-sectoral reform-specific governance mechanisms such as NAPLAN Online Steering Group, Australian Curriculum Assessment working group.

Summary of budget

Project	Activities	Reform support funding	Funding from other sources	Total project funding
NCCD	Inclusion and Student well Being	\$2000		\$2000
	Education Support Action Research	\$6000		\$6000
Governance	Best practice Governance - Strategic Planning and Managing Risk – Adrienne Day	\$10300	\$1500	\$11800
	Legal Lens for Registrars SH&G	\$3450		\$3450
	Business managers - Managing Self and Managing Others NESLI	\$4550		\$4550
Bilateral Agreement	Developing Problem Solving Skills (Primary/Secondary):	\$1800		\$1800
	Data Informed Instruction: Literacy and Numeracy (Primary/Secondary)	\$7200		\$7200
	Empowering Success through Numeracy (Secondary)	\$1800		\$1800
	Meaningful Assessment Task Development (Secondary)	\$2400		\$2400
	Formative Assessment: an approach to maximising learning (Primary /Secondary):	\$1800		\$1800
	Evidence into Action Workshops Tanya Vaughan	\$4000		\$4000
	First Nation Science Project	\$2500		\$2500
Leadership & Wellbeing	NESLI Principal Wellbeing Program	\$15300	\$1500	\$16800
	Staff Wellbeing Exhale	\$22810		\$22810
	Public Learning Courses AIM	\$18000		\$18000
	Enhancing Leadership Capabilities NESLI	\$15700	\$2000	\$17700
	Instructional Coaching – Growth Coaching	\$13850	\$3000	\$16850
	Coaching Community of Practice	\$7540		\$7540
Agreements	Legal Support and Advice SH&G	\$13000		\$13000
	Employer Assist Program – Catholic Care	\$4000		\$4000
	C2C	\$6000		\$6000
Events	Colloquium	\$10000	\$20000	\$30000
	Leadership Breakfast Series	\$12000	\$6000	\$18000
	Celebrating Teaching and Learning	\$6000		\$6000
Staffing *	STAFFING AISACT office	\$269000		\$269000
	TOTAL	\$461000	\$34000	\$495000

*The AISACT office is staffed with five people which equates to 3.9 FTE. All staff contribute in some way to the range of programs and services provided to member schools through the above programs and those activities specified in the ACT Bilateral Agreement. It is therefore not appropriate to allocate a realistic proportion of their time to each activity. The Reform Funding allocated to staff contributes approximately 50% of the total cost of the staff

Non-Government Reform Support Work plan – AISACT 2020

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Governance</p> <p>2018/2019 priority Governance and Financial Management Practices</p> <p>Governance Workshops</p>	<p>How do we implement better governance & the Boards role in Monitoring & Measuring Performance, Mastering Financial Governance</p> <p>Adrienne Day, Director Day & Hodge Associates</p> <p>Workshop 1: The ‘why’ and ‘how’ of strategic planning for Boards Workshop 2: Risky business: identifying and managing risk</p> <p>Sneddon Hall &Gallop Legal implications around enrolment</p> <ul style="list-style-type: none"> • Policies -what they are, how enforceable? • How can policies be binding?, and on who? • Enrolment policies • Discrimination laws • Ethos of the school 	<p>Reform support funding:</p> <p>\$10,300</p> <p>\$3450</p>	<p>Improved understanding of agile governance implementation.</p> <p>Make it easier for participating member schools to turn theory into practice by providing practical tools/templates to support best practice governance, strategic planning, risk management, advocacy and communication.</p> <p>Participants will have an appreciation of the range of legislative implications and laws in the ACT which impact on enrolment practices in Member schools</p>	<p>50% of AISACT member schools engage with the workshop series.</p> <p>Post workshop data indicates that higher than 80% of participants reported growth and an enhanced understanding of the range of information presented.</p>

	<ul style="list-style-type: none"> • Ongoing policies • Best practice • Language of legislation <p>Managing Self and Others for Business Managers - NESLI</p> <p>A range of topics will be covered including:</p> <ul style="list-style-type: none"> • Thinking Strategically, • Purpose and Priorities, • Fostering Team work to meet the strategic directions of the schools <p>Communication, Negotiation and Influence.</p>	<p>\$4,550</p> <p>TOTAL \$18,300</p>		
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<p>NCCD</p> <p>2019/2020 Commonwealth Government priority</p> <p>Education Support: Inclusion and Student Wellbeing</p>	<p>This project encompasses a range of professional learning supports targeted at enhancing student learning and engagement. It focusses on the processes around the Nationally Consistent Collection of Data (NCCD), through developing capacity of teachers, leadership and support staff capacity in personalised planning and learning for all.</p> <p>Activities:</p> <ul style="list-style-type: none"> • NCCD Cross Sectoral Workshops- series of 4 • Positive Behaviour Support Planning- 4 hours of accredited professional learning • Individual Learning Planning-4 hours of accredited professional learning • Ongoing support networks- Students with Disabilities and Student Well-Being • Professional learning workshops for Learning Support Assistants <p>School specific support for gathering and maintain evidence for NCCD Collection</p>	<p>Reform support funding:</p> <p>\$2,000</p>	<p>Enhanced understanding and knowledge for attendees of:</p> <ul style="list-style-type: none"> • Developing and Implementing Individual Learning Plans • Developing and Implementing Positive Behaviour Support Plans • Quality differentiation of content, strategies, assessment and reporting • Teaching and learning needs of students with disabilities and additional needs • Teaching and Learning within a student well-being framework • Collaborative approaches to student support 	<p>Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding (repeat for each focus)</p> <p>ACT TQI independent evaluation against the criteria: “I gained useful knowledge and understanding through participating in this program”</p> <p>Strongly Agree/Agree ≥ 80% (applicable for only the PL that is accredited)</p>

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<p>NCCD</p> <p>2019/2020 Commonwealth Government priority</p> <p>Education Support: Action Research</p>	<p>This project is an enhancement of 2019 Action Research Project. School teams develop, implement and reflect on a school specific goal focused on supporting students with additional needs. The project is developed and facilitated by Dr Michael Arthur-Kelly, conjoint professor from the University of Newcastle. The format for 2020 is:</p> <ul style="list-style-type: none"> 2 half-day workshops for school project leader 1 half day workshop for school project partners Online coaching and support from Dr Arthur-Kelly and AISACT Education Support Manager Site visits to schools for reflection and refinement of projects Ongoing support to develop presentations and article 	<p>Reform support funding: \$6,000</p>	<p>Enhanced understanding and knowledge for project partners of:</p> <ul style="list-style-type: none"> • The role of action research and implementation science in enhancing learning outcomes for all students • Collaborative practices in implementation of Action Research in schools. • Developing and utilising professional networks in ongoing research and practices <p>Developing and implementing project plans.</p>	<p>Post workshop data indicating that higher than 80% of participants reported an enhanced appreciation of teaching and learning strategies.</p> <p>Strongly Agree/Agree ≥ 80%</p>

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<p>Bilateral Agreement</p> <p>Bilateral Reform Direction A: Support students, student learning and achievement</p> <p>Developing Problem Solving Skills (Primary/Secondary):</p>	<p>This professional learning provides teachers with the tools and understanding to help their students to develop problem-solving skills. The Australian Curriculum acknowledges that developing thinking skills is a primary purpose of education and ‘the importance of critical thinking is expected to increase as the world becomes ever more augmented by artificial intelligence and other emerging technologies’ (Daniel T. Willingham, <i>How to Teach Critical Thinking; Education</i>, Future Frontiers Occasional Paper Series – May 2019).</p> <p>Workshop – Developing Problem Solving Skills (2 hrs)</p>	<p>Reform support funding: \$1,800</p>	<p>Developing of teacher capacity to:</p> <ul style="list-style-type: none"> • teach problem-solving skills, in turn, developing critical thinking self-efficacy in students • use range of tools and strategies to engage students problem-solving • enhance the teaching of the general capability of Critical Thinking <p>Professional Standards Proficient Teacher Standards 1.2.2, 3.1.2</p>	<p>Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding how to effectively teach problem solving skills.</p> <p>ACT TQI independent evaluation against the criteria: “I gained useful knowledge and understanding through participating in this program”</p> <p>Strongly Agree/Agree ≥ 80%</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Bilateral Agreement</p> <p>Bilateral Reform Direction A: Support students, student learning and achievement</p> <p>Data Informed Instruction: Literacy and Numeracy (Primary/Secondary)</p>	<p>This professional learning course continues on from previous Literacy and Numeracy workshops. It provides an in-depth look into using data to inform planning for the classroom and schoolwide. At the conclusion of these workshops, participants will be equipped to begin an action research project.</p> <ul style="list-style-type: none"> • Workshop 1 – Planning for Adaptation (2hrs) • Workshop 2 – Planning for Continuance(2hrs) • Workshop 3 – Planning for Action (2hrs) 	<p>Reform support funding: \$7,200</p>	<p>Enhanced capacity of participants to:</p> <ul style="list-style-type: none"> • use data and other evidence, in conjunction with the National Literacy and Numeracy Progressions to: • inform classroom teaching and learning decisions related to the general capabilities - Literacy and Numeracy • inform school wide planning related to Literacy and Numeracy <p>Professional Standards Proficient Teacher Standards 2.5.2, 3.1.2, 3.2.2, 5.1.2, 5.4.2</p>	<p>Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding of participant sot use data and other evidence, in conjunction with the National Literacy and Numeracy Progressions.</p> <p>ACT TQI independent evaluation against the criteria: “I gained useful knowledge and understanding through participating in this program”</p> <p>Strongly Agree/Agree ≥ 80%</p>

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<p>Bilateral Agreement</p> <p>Bilateral Reform Direction A: Support students, student learning and achievement</p> <p>Empowering Success through Numeracy (Secondary)</p>	<p>This professional learning provides secondary teachers with an in-depth look at the Australian Curriculum general capability of numeracy, its relationship with mathematics and how it pertains to subjects other than mathematics. Numeracy is an essential tool for accessing information and demonstrating knowledge in all areas of the curriculum. Explore how numeracy skills can be utilised in all subject areas to enhance student learning.</p>	<p>Reform support funding: \$1,800</p>	<p>Developing of teacher capacity to:</p> <ul style="list-style-type: none"> • use a range of tools and strategies to engage students’ numeracy skills across all Australian Curriculum areas • enhance the teaching of the general capability - Numeracy • use the National Literacy and Numeracy Learning Progressions to inform teacher planning <p>Professional Standards Proficient Teacher Standards 1.2.2, 1.5.2, 2.5.2</p>	<p>Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced teacher capacity to intentionally engage student numeracy skills in all AC areas.</p> <p>ACT TQI independent evaluation against the criteria: “I gained useful knowledge and understanding through participating in this program”</p> <p>Strongly Agree/Agree ≥ 80%</p>

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<p>Bilateral Agreement</p> <p>Bilateral Reform Direction A: Support students, student learning and achievement</p> <p>Meaningful Assessment Task Development (Secondary):</p>	<p>This professional learning session unpacks the National Literacy and Numeracy Learning Progressions and familiarises participants with this valuable tool. Teachers examine their current units of work, scrutinising the literacy and numeracy demands and opportunities present. Through the application of the learning progressions, participants will plan future assessment tasks aimed at producing accurate and meaningful results.</p>	<p>Reform support funding: \$2,400</p>	<p>Enhance capacity of the participants to:</p> <ul style="list-style-type: none"> • use the National Literacy and Numeracy Learning Progressions to design differentiated assessment tasks • examine their current units of work, scrutinising the literacy and numeracy demands and opportunities present • plan future differentiated assessment tasks <p>Professional Standards Proficient Teacher Standards 1.2.2, 3.1.2</p>	<p>Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced capacity to use the National Literacy and Numeracy Learning Progressions to design differentiated assessment tasks.</p> <p>ACT TQI independent evaluation against the criteria: “I gained useful knowledge and understanding through participating in this program”</p> <p>Strongly Agree/Agree ≥ 80%</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Bilateral Agreement</p> <p>Bilateral Reform Direction A: Support students, student learning and achievement</p> <p>Workshop Model and Formative Assessment: an approach to maximising learning (Primary /Secondary):</p>	<p>This practical session gives an in-depth look at how teachers can organise class time to allow for students to be the ones doing the reading, writing, thinking - and therefore the learning. Using current lessons, participants will unpack the Workshop Model as a tool for planning, conferencing and formative assessment.</p> <ul style="list-style-type: none"> • Unpacking the Workshop Model • Applying the Workshop Model 	<p>Reform support funding: \$1,800</p>	<p>Enhance capacity of the participants to:</p> <ul style="list-style-type: none"> • use the National Literacy and Numeracy Learning Progressions to design differentiated assessment tasks • examine their current units of work, scrutinising the literacy and numeracy demands and opportunities present • plan future differentiated assessment tasks <p>Professional Standards Proficient Teacher Standards 1.2.2, 3.1.2</p>	<p>Pre and post workshop data indicating that higher than 80% of participants reported growth and an enhanced capacity to use the Workshop Model as a tool for planning, conferencing and formative assessment.</p> <p>ACT TQI independent evaluation against the criteria: “I gained useful knowledge and understanding through participating in this program”</p> <p>Strongly Agree/Agree ≥ 80%</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Bilateral Agreement</p> <p>Bilateral Reform Direction B: Support teaching, school leadership and school improvement</p> <p>Evidence into Action Workshop series</p>	<p>This project is based on structuring change based on evidence. The EAP encourages evidence-informed decision making and the gathering of practice-based evidence. The workshop will prompt participants to use the EAP as a road map for an improvement journey, and assist educators to answer three important questions:</p> <ul style="list-style-type: none"> • Where are you going? • How will you get there • What will tell you that you've arrived? <p>Workshop 1 - Using the Education Action Plan to turn evidence into action</p> <p>Workshop 2 - Practice-based evidence – what is your evidence telling you?</p>	<p>Reform support funding: \$4,000</p>	<p>Participating schools will:</p> <ul style="list-style-type: none"> *investigate the hierarchy of evidence (Deeble & Vaughan, 2018) and the latest evidence within the Teaching & Learning Toolkit , including a focus on feedback, metacognition and self-regulation. *learn about how to structure a change in their school based on evidence through the Education Action Plan (EAP). *use the EAP as a road map for an improvement journey. *look at the practice-based evidence that they have gathered after implementing their Education Action Plan for 6 months. The educators will investigate their quantitative and qualitative evidence and answer the questions of: <p>Has there been an improvement in students' learning?</p> <p>What are the active ingredients involved in the implementation of the approach?</p>	<p>Post program data indicating that higher than 80% of participants reported growth and an enhanced understanding of the how to structure a change in their schools via the EAP</p> <p>Post program data indicating that higher than 80% of participants reported growth and an enhanced understanding of the how to investigate their quantitative and qualitative data to support teaching, school leadership and school improvement.</p> <p>ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program"</p> <p>Strongly Agree/Agree ≥ 80%</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Bilateral Agreement</p> <p>Bilateral reform Direction A Support students, student learning and achievement</p> <p>First Nations Science – Cross Sectoral Project</p>	<p>AC: New Science elaborations addressing Aboriginal and Torres Strait Islander Histories and Cultures Workshop Series. The project participants will include secondary schools from each of the three sectors. A Project Charter will underpin an Action Learning Cycle. A professional learning team, with assistance from sector mentors and critical friends from ACARA will work with schools to develop their project in alignment with goals of their school’s annual improvement plan, incorporating respective Aboriginal Education priorities.</p> <ul style="list-style-type: none"> Secondary science teachers focus 	<p>Reform support funding</p> <p>\$2,500</p>	<p>Participating schools will:</p> <ul style="list-style-type: none"> Develop and improve ways of using the Australian Curriculum: Science Achievement Standards, Content Descriptions and Aboriginal and Torres Strait Islander Elaborations to design learning opportunities for students Embrace a ‘truly Australian perspective’ (ACARA Curriculum Directors Meeting, August 2018) by using the cross curriculum perspective as a context for learning <p>Initiate and conduct an inquiry project tailored to school contexts, based on the principles of Action Learning</p>	<p>Pre and post program data indicating that higher than 80% of participants reported growth and an enhanced understanding of the Australian Curriculum: Science Achievement Standards, Content Descriptions and Aboriginal and Torres Strait Islander Elaborations to design learning opportunities for students.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Leadership and Wellbeing</p> <p>Bilateral Reform Direction B: Support teaching, school leadership and school improvement</p> <p>Principals' Wellbeing Program provided by National Excellence in School Leadership Initiatives NESLI</p>	<p>The Principals' Wellbeing Program (PWP) supports principals to better understand and proactively manage their day to day health and wellbeing so as to be more effective role models within their schools</p> <p>Key themes:</p> <ul style="list-style-type: none"> • Sustaining individual and organisational health • Physical, mental and emotional health • Self-awareness and self-regulation • Responding to organisational trauma and stress • Relationships and their impact on our wellbeing 	<p>Reform support funding \$15,300 Other: \$1,500</p>	<p>The program connects principals across member schools of the Association of Independent Schools Canberra and is built around the concept of a supportive community of practice.</p> <p>Learning intentions:</p> <ul style="list-style-type: none"> • Understand the links between social capital and wellbeing • Explore practical strategies to enhance personal wellbeing • Understand how to have a meaningful dialogue around wellbeing in your school • Help increase social capital and inclusion in your school 	<p>Post workshop data indicates that higher than 80% of participants reported growth and an appreciation of the range of elements that assist them to better understand and proactively manage their day to day health and wellbeing so as to be more effective role models within their schools</p> <p>50% of AISACT member schools engage with the workshop series.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Leadership and Wellbeing</p> <p>Direction B Support teaching, school leadership and school improvement</p> <p>School Improvement and Wellbeing: Wellbeing Program for teachers provided by Exhale People company.</p>	<p>This 18 month programs has the overarching aim to create a holistic and sustainable wellbeing solution for teachers. Throughout the duration of the initiative, ACT Independent Schools can expect to gain benchmark data using the Adesso profiling tool, a tailored suite of programs based on developmental preferences, and wellbeing ambassadors in each school to drive long-term sustainable results.</p>	<p>Reform support funding \$22,810</p>	<p>The program connects teachers across member schools of the Association of Independent Schools Canberra and is built around the concept of a train-the-trainer best practice model.</p> <p>Outcomes: Pilot group, including ambassadors nominated by schools, to complete the Adesso profile. Data and trends identified to inform the rollout of the wellbeing initiative.</p> <p>Acquire knowledge of the key drivers of wellbeing acquired through information sessions covering strategies, learning theories and wellbeing frameworks.</p>	<p>Post workshop data indicates that higher than 80% of participants reported understanding of profiling data, strategies, learning theories and wellbeing frameworks.</p> <p>Post workshop data indicates that higher than 80% of participants reported capacity to support and implement staff wellbeing strategies</p> <p>50% of AISACT member school representatives engage with the workshop series.</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Leadership and Wellbeing</p> <p>Bilateral Reform Direction B: Support teaching, school leadership and school improvement</p> <p>AIM Access Public Professional Learning Courses</p>	<p>This is a partnership with the Australian Institute of Management Education and Training (AIM) to provide an opportunity for members to access an extensive range of AIM Access public courses.</p> <p>Example of courses: Performance Management Advanced Presentation Skills Effective Communication Time Management Leading with Emotional Intelligence</p>	<p>Reform support funding \$18,000</p>	<p>Enhanced knowledge of and understanding from material covered in AIM in courses such as: eg: Personal Leadership Course:</p> <ul style="list-style-type: none"> • Adopt behaviours to improve personal impact in AISACT schools • Understand the role of culture, stereotypes and bias in communication • Identify and develop one’s personal communication style • Use proven communication techniques to deal with difficult situations <p>Break down barriers to effectively communicate</p>	<p>Post workshop data indicating that higher than 80% of participants reported growth and an enhanced understanding of the selected course/s using AIM’s Independent evaluation program criteria:</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Leadership and Wellbeing</p> <p>Bilateral reform Direction B Support teaching, school leadership and school improvement</p> <p>NESLI Enhancing Leadership Capabilities</p>	<p>Emerging Leaders Enhancing Leadership Capabilities</p> <p>(Day 1 Workshop) Module 1: Vision, Values and Understanding</p> <p>(Webinar 1) Module 2: Building Reflective and Responsive Practice</p> <p>(Webinar 2) Module 3: Enhancing School Relationships</p> <p>(Day 2 Workshop) Module 4:& 5 Navigating Conflict and Fostering Connection & Committing to Leadership</p>	<p>Reform support funding \$15,700</p> <p>Other \$2,000</p>	<p>Enhanced understanding of effective communication and tools of influence.</p> <p>Clarification of best practice leadership styles.</p> <p>Development of insights and skills to think strategically and lead teams.</p>	<p>50% of AISACT member schools engage with the workshop series.</p> <p>Post program data indicates that higher than 80% of participants reported growth and an enhanced understanding of leadership capabilities.</p> <p>ACT TQI independent evaluation against the criteria: “I gained useful knowledge and understanding through participating in this program”</p> <p>Strongly Agree/Agree ≥ 80%</p>

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<p>Leadership and Wellbeing</p> <p>Bilateral reform Direction B Support teaching, school leadership and school improvement</p> <p>Leadership and School Improvement - Support for Coaching</p>	<p>A range of programs and activities will be provided to support member’s schools in further developing their knowledge of the use and the impact of coaching on enhancing staff and student outcomes.</p> <p>Establishment of an AISACT Instructional Community of Practice</p> <p>Instructional Coaching Implementation Science Workshops - Mark Dowley from Brighton Grammar and GROWTH Coaching International Challenging Conversations</p>	<p>Reform support funding \$21,390</p> <p>Other \$3,000</p>	<p>Coaching in Education is recognised as a key ingredient in school improvement, and an important way to build teaching and learning capacity, develop leadership skills and ultimately improve learning outcomes and wellbeing.</p> <p>Participants in all programs will develop specific skills and an understanding of how coaching can positively impact student learning outcomes and wellbeing.</p>	<p>Post program data indicates that higher than 80% of participants reported growth and an enhanced understanding of coaching and acquired skills.</p>

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<p>Agreements</p> <p>Improving governance Bilateral Reform Direction B Support teaching, school leadership and School improvement</p> <p>Supporting Member Schools through Agreements</p>	<p>The office of the AISACT enters agreements with a range of providers to provide expert advice and support on a needs basis to member schools.</p> <p>Legal Advice - Snedden Hall & Gallop</p> <p>Employee Assist and Counselling Advice – Catholic Care</p> <p>Access to Curriculum Resources – C2C</p>	<p>Reform support funding \$23,000</p>	<p>Schools are able to confidentially access the expert advice required as needed to meet a range of services</p>	<p>Providers report that Member schools access these services on a needs basis</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Events</p> <p>Bilateral Reform Direction A: Support students, student learning and achievement</p> <p>Colloquium - Student Engagement and Wellbeing Theme</p>	<p>The cross-sectoral collaboration in teaching school leadership and school improvement event provides the opportunity for all sectors of the ACT education community to engage in robust and stimulating professional conversations in relation to the theme.</p> <p>Through keynote presentations participants will be provoked to challenge their thinking and equip them to transform what is learned into practice within their schools.</p>	<p>Reform support funding \$10,000</p> <p>Other: \$20,000</p>		<p>Post workshop data indicating that higher than 80% of participants reported an enhanced appreciation of the student engagement and wellbeing focus</p> <p>Very high = >50%</p> <p>High = >80%</p> <p>ACT TQI independent evaluation against the criteria: "I gained useful knowledge and understanding through participating in this program"</p> <p>Strongly Agree/Agree ≥ 80%</p> <p>Cross sectoral representation was supported</p>

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<p>Events</p> <p>Bilateral Reform Direction A: Support students, student learning and achievement</p> <p>AISACT Celebrating Teaching & Learning</p>	<p>The AISACT Celebrating Teaching and Learning event is an opportunity to hear about and discuss the extensive range of teaching and learning projects and programs that have occurred in AISACT Member Schools. This event provides an opportunity for AISACT Member Schools to come together as a group and celebrate the successes enjoyed, challenges met and lessons learned.</p>	<p>Reform support funding \$6,000</p>	<p>Enhanced awareness of exemplary teaching and learning projects and strategies</p>	<p>Post workshop data indicating that higher than 80% of participants reported an enhanced appreciation of teaching and learning strategies.</p> <p>Strongly Agree/Agree \geq 80%</p>

Project title	Project description and activities	Indicative budget	Expected outcomes/ Overall achievements	Indicators of success
<p>Events</p> <p>Bilateral reform Direction B Support teaching, school leadership and school improvement</p> <p>Leadership Breakfast Series</p>	<p>The <i>AISACT Leadership Breakfast</i> engages school leaders across the ACT, irrespective of schooling sector, in issues of significance and importance in the education sphere; specifically, lessons in leadership as delivered by guest speakers, and how these lessons may be transferred to schools to enhance the learning achievements of all students</p> <p>Significant national speakers provide a breakfast talk on their journey and learnings about leadership</p> <p>AISACT hosts at least 3 breakfast each year</p>	<p>Reform support funding \$12,000</p> <p>Other: \$6,000</p>	<p>The speakers list is varied and highlights the fundamental desire in organising the breakfast series to bring speakers who are not necessarily part of the regular education speaking circuit. Rather, their expertise in leadership, and their leadership journey, provide transferable lessons in leadership for educators across Canberra.</p> <p>The challenges for leadership in educational settings are numerous, and school leaders increasingly look beyond their own environments to learn more and improve their leadership capacity. Develop cross-sectoral collaboration in school leadership.</p>	<p>Post program data indicates that higher than 80% of the AISACT school membership engaged in this leadership series.</p> <p>Cross sectoral representation was supported</p>