

Teaching Academies of Professional Practice

Project implementation 2017-18



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Melbourne Aug-17

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Education
and Training

Introduction

This Project Implementation Template provides the basis for planning for all Teaching Academies of Professional Practice for 2017 and 2018. The plan will provide the basis for your work together and providing progress reports to the Department of Education and Training each semester.

The document contains three sections:

1. Partnership details
2. Implementation plan
3. Budget

It is a requirement that Teaching Academies develop the implementation plan through discussions with all partners.

While one or two Teaching Academy members may take responsibility for documenting the plan, we ask that all parties are consulted in drafting and support the final version before submission.

To submit your plan, please sign and complete the following:

This plan is submitted by:

Chair: Teaching Academy Management Committee

Name: Jeremy Ludowyke

Position: Principal, Melbourne High School

Signature

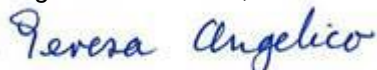


University representative (if different from Chair)

Name: Teresa Angelico

Position: Program Coordinator, Master of Teaching

Signature



School representative (if different from Chair)

Name

Position

Signature

on behalf of the [Melbourne Teaching Academy for Professional Practice].

Please forward the signed and completed plan to de.fazio.adria.a@edumail.vic.gov.au. Please contact Adria De Fazio with any queries.

Section 1. Partnership details

MELBOURNE TEACHING ACADEMY FOR PROFESSIONAL PRACTICE

1. OVERVIEW

Overview			
Region(s)		NE, SE, SW	
Total no. of schools		8	
School type	Primary	2	
	Secondary	6	
	Specialist	-	
	Primary/Secondary	-	
Sector(s)	Government	7	
	Non-government	1	
	Specialist	-	

2. PARTNERSHIP GOVERNANCE

Please refer to Figure 1: Governance arrangements for Teaching Academies on the following page

Melbourne-University of Melbourne Teaching Academy – Governance Structure

Department of Education and Training

DET Representative – Anita Brown
 Manager, Teacher Education Reform
 03 9637 3825

Note: An overview of roles and responsibilities for each party can be found in the Funding and Service Agreement.

Teaching Academy Management Committee

1. **Jeremy Ludowyke**, Principal (Melbourne High School), 03 9826 0711 (**Chair**)
2. **Teresa Angelico**, Program Coordinator, Master of Teaching, MGSE 03 8344 8834
3. **Steve Cook**, Principal (Albert Park College), 03 8695 9000
4. **Toni Meath**, Principal (The Mac.Robertson Girls High School), 03 9864 7700
5. **Denis Moore**, Principal (Parade College), 03 9568 3300
6. **Vincent Sicari**, Principal (Eltham High School), 03 9430 5111
7. **Philip Edwards**, Assistant Principal (Kambrya College), 03 9707 7600
8. **Davide Lombardi**, Principal (Footscray North Primary School), 03 9317 9047
9. **Paul Busuttil**, Principal (St Albans East Primary School), 03 9366 2071
10. **Gemma Barry**, Program Support Officer, MGSE 03 8344 5467 (**Executive Officer**)

KEY

→ = reporting

- - - → = communication

Schools

Coordinating School
Melbourne High School
 Jeremy Ludowyke
 03 9826 0711

Parade College
 Denis Moore
 03 9568 3300

Footscray North Primary School
 Davide Lombardi
 03 9317 9047

Albert Park College
 Steve Cook
 03 8695 9000

Eltham High School
 Vincent Sicari
 03 9430 5111

St Albans East Primary School
 Paul Busuttil
 03 9366 2071

The Mac.Robertson Girls High School
 Toni Meath
 03 9864 7700

Kambrya College
 Philip Edwards
 03 9707 7600

University

Melbourne Graduate School of Education
The University of Melbourne

Dr Teresa Angelico
 03 8344 4834

Dr Daniela Acquaro
 03 9035 4698

Dr Melody Anderson
 03 8344 8321

Dr Harry Galatis
 03 8344 7282

Jim Tangas (critical friend)

Management Committee and operation

Name	Role	Contact number
Jeremy Ludowyke	Principal, Melbourne High School	03 9826 0711
Teresa Angelico	Deputy Director, Learning and Teaching, MGSE	03 8344 8834
Steve Cook	Principal, Albert Park College	03 8695 9000
Toni Meath	Principal, The Mac. Robertson Girls High School	03 9864 7700
Steve Cook	Principal, Albert Park College	03 8695 9000
Denis Moore	Principal, Parade College	03 9568 3300
Vincent Sicari	Principal, Eltham High School	03 9430 5111
Philip Edwards	Assistant Principal, Kambrya College	03 9707 7600
Davide Lombardi	Principal, Footscray North Primary School	03 8695 9000
Paul Busuttil	Principal, St Albans East Primary School	03 9317 9047
Gemma Barry	Program Support Officer, MGSE	03 8344 5467

Meeting frequency: 4 times per year

How will your Management Committee communicate decisions to all of your Teaching Academy schools and partners?

Communications will occur through an LMS (Learning Management System) community.

Teaching Academy Coordinator(s)

Teresa Angelico
Daniela Acquaro
Melody Anderson
Harry Galatis

Participating Schools

School	Representative	Role	Contact phone
Melbourne High School	Jeremy Ludowyke	Principal	03 9826 0711
Albert Park College	Steve Cook	Principal	03 8695 9000
The Mac.Robertson Girls' High School	Toni Meath	Principal	03 9864 7700
Parade College	Denis Moore	Principal	03 9568 3300
Eltham High School	Vincent Sicari	Principal	03 9430 5111
Kambrya College	Philip Edwards	Assistant Principal	03 9707 7600
Footscray North Primary School	Davide Lombardi	Principal	03 9317 9047
St Albans East Primary School	Paul Busuttil	Principal	03 9366 2071

3. PRE-SERVICE TEACHER (PST) PLACEMENTS

University courses supplying PSTs to the Teaching Academy

Courses available to pre-service teachers at your university/ies						
Course Name	Year levels involved Teaching Academy	Total course enrolments per year	Teaching Academy placements Sem 1, 2017	Teaching Academy placements Sem 2, 2017	Teaching Academy placements Sem 1, 2018	Teaching Academy placements Sem 2, 2018
MTeach (Secondary)	All levels	366 (2017) 750* (2018 expected)	366 (total) 47 [#]	343 (total) 41 [#]	750 (total) 101 [#] (predicted)	375 (total) 57 [#] (predicted)
MTeach (Primary)	All levels	258 (2017) 258 (2018)	258 (total) 8 [#]	258 (total) 6 [#]	258 (total) 10 [#] (predicted)	258 (total) 10 [#] (predicted)

[#] Figures limited to schools listed in Teaching Academy list

Teaching Academies are encouraged to consider how the Department's *Student Teacher Rural Practicum Placement Scheme* may support pre-service teachers to complete their practicum placement requirements. For more information, please contact your university course coordinator or placement office.

Placement type

MTeach Secondary:

- Mix of block and dispersed lead in days, the distribution changing each placement:
 - 1st placement: 4 weeks of 2 days a week lead in, followed by a 3 week block
 - 2nd placement: 3 weeks of 2 days a week lead in, followed by a 3 week block
 - 3rd placement: 1 day induction followed by a 4 week block
- Each TC will undertake 3 placements of 21 days across the first 3 semesters of the course. These are undertaken at different schools.

MTeach Primary:

- Mix of block and dispersed lead in days, the distribution changing each placement:
 - 1st placement: 5 weeks of 2 days a week lead in (with a 2 week break after the first and fifth weeks), followed by a 2 week block.
 - 2nd placement: 5 weeks of 2 days a week lead in (with a week break after the first week and a three week break after the fifth), followed by a 2 week block.
 - 3rd placement: 1 week of 1 day, 2 weeks of 2 days a week lead in (with 1 week break after) followed by a 3 week block.
 - 4th placement: 1 week of five days a week (with a 2 week break after), followed by 2 weeks of 2 days a week and 1 week of 1 day.
- Each TC will undertake 4 placements, 3 of 20 days and 1 of 10 days, across the 4 semesters of the course. The 1st and 2nd are undertaken at different schools, the 3rd and 4th are undertaken in the same school.

4. KEY FOCUS AND FEATURES OF THE TEACHING ACADEMY

Overall structure of the Teaching Academy

In the MGSE Master of Teaching, all placements are embedded in assessed subjects (units of study). For ten years, the Master of Teaching has been committed to a clinical approach, a key aspect of this is the integration of theory and practice, which is supported by the key roles of Teaching Fellow - an expert Teacher Educator located in a base or hub school, who works with up to 25 MGSE Teacher Candidates in a geographically determined cluster of schools, and supports Mentor Teachers, and a Clinical Specialist-- a University based Teacher Educator who also works with and supports Teacher Candidates while on placement.

Teaching Fellows and Clinical Specialists are integral to connecting academic and practicum experiences, and contribute to the assessment of academic subjects through the Clinical Practice Exam, a high-stakes assessment that coalesces academic subjects and practicum learning. Professional learning is provided for these staff twice per semester, and Teaching Fellows are then charged with supporting Mentor Teachers to understand the MGSE programs, and mentor Teacher Candidates.

As will be outlined below, the next Stage of the Melbourne TAPP project will be to enhance this professional learning, through the development of a suite of online and face-to-face resources called 'Building your mentoring capacity: a clinical approach'. As part of the development of these resources collaborative Course Management meetings and workshops are planned for staff involved in the Master of Teaching at MGSE and TAPP partnership schools.

Innovative or distinctive features

This TAPP project will collaboratively develop a suite of professional learning digital and face-to-face resources that support shared understanding of the Australian Professional Standards for Graduate Teachers the MGSE Clinical approach to Initial Teacher Education and empower expert mentoring for Pre-service teachers. The modular nature of these resources will enable both general approaches to be shared and the design of more bespoke resources that reflect schools' professional learning needs.

Additionally, this project will include Course Management meetings and workshops through which University and school-based staff work together to support a shared understanding of Australian Professional Standards, develop criteria for high-quality mentoring and a continuum of professional growth that moves across the career, from the pre-service to in-service stages.

For existing Teaching Academies, how will your Teaching Academy build on its work from 2015-2016?

The TAPP 2017-2018 project will consolidate the work of the previous project by collaboratively developing a module on differentiation (amongst the suite of modules to be developed). This will enable the work of the first TAPP project to be disseminated more widely and sustained. The 2017-2018 TAPP project will also utilise face-to-face professional learning led by University Staff, as did the previous project.

This project will expand the focus of the previous project in that it will consider mentoring more broadly through the development of a range of professional learning online modules with face-to-face sessions, extending the reach and ensuring the sustainability of the previous TAPP project.

DET funding will be utilised to support the development of online modules, and time release for school staff to undertake professional learning.

Section 2. Implementation plan

The implementation plan will form the basis of planning and progress reporting requirements

5. NUMBER OF PRE-SERVICE TEACHER PLACEMENTS BY SCHOOL

This information will help schools and universities in discussing the capacity of schools to support PST placements through the Teaching Academy. Teaching Academies can review the number of placements each semester.

School	School preference for PSTs*	Semester 1, 2017 # of PSTs	# of placement days	Semester 2, 2017 # of PSTs	# of placement days	Semester 1, 2018 # of expected PSTs	# of placement days	Semester 2, 2018 # of expected PSTs	# of placement days
Melbourne High School	n/a	10	210	10	210	12	252	12	252
Albert Park College	n/a	14	280	11	231	20	420	11	231
The Mac.Robertson Girls' High School	n/a	2	40	0	0	8	168	3	63
Parade College	n/a	9	190	7	147	30	630	15	315
Eltham High School	n/a	1	20	0	0	9	189	4	84
Kambrya College	n/a	11	230	13	273	22	462	12	252
Footscray North Primary School	n/a	5	118	3	71	6	120	6	100
St Albans East Primary School	n/a	3	69	3	71	3	60	3	50

* School preference for PSTs may include, for example, primary or secondary focus where PSTs are undertaking a dual qualification, teaching methods (secondary) or primary subject specialisations.

6. TEACHING ACADEMY OBJECTIVES AND ACTIVITIES

We ask that you **set milestones for the next two years, and specific key performance indicators (KPIs) for each semester**. We encourage you to do this based on discussions and reflections of your partnerships and how you would like to strengthen and extend them over the coming two years. These milestones and KPIs will form the basis of your progress reports each semester.

Please note example milestones and KPIs have been provided to illustrate the types of activities that may help you achieve the objectives and actions for all Teaching Academies. However, we encourage each management committee to discuss these examples and set the most appropriate milestones and activities for your Teaching Academy.

Objective 1: Identifying a shared school-university perspective of evidence-based high-quality teaching practices

Please set one to two milestones for each action and key performance indicators for the work your Teaching Academy will undertake each semester to achieve the milestones. Please ensure your KPIs are tangible actions and outputs that you will be able to report against and substantiate in your Teaching Academy's progress reports each semester.

Actions	Milestones	December 2017 KPIs	June 2018 KPIs	December 2018 KPIs
1 Schools and university staff work with mentors and PSTs to unpack and understand what the Australian Professional Standards for Teachers (APSTs) look like in practice at the graduate and proficient level	<ul style="list-style-type: none"> Schools and MGSE staff with mentors and PSTs use the graduate professional standards and the clinical teaching cycle to agree on the purpose and focus of the practical experience across stages of professional experience. Teaching Academy reviews tools used to assess the attainment of graduate professional standards through designated tools, i.e. the Assessment for Graduate Teachers (AfGT), the Clinical Praxis Exam (CPE) and the Interim and Final teaching practice Report. 		<ul style="list-style-type: none"> Implement Workshop 1 to facilitate discussion with and gather input from mentors, Teaching Fellows and Clinical Specialists regarding the testing and trialling of MGSE's professional development program 'Building your mentoring capacity: a clinical approach'. This meeting will focus on the question of how best to link APSTs to performance of PSTs, in particular, to clinical teaching and the final Teaching Performance Assessment (Assessment for Graduate Teaching - AfGT) tool Discussions at Teaching Academy meetings will address the question of how best to assess the attainment of graduate professional standards through specific tools (i.e. the AfGT, the CPE and the Interim and Final teaching practice Report). 	<ul style="list-style-type: none"> MGSE and school staff develop a continuum describing the attainment of APSTs at graduation and during the early years of teaching through meetings with Teaching Fellows, TAPP school leaders and Clinical Specialists.

<p>2 Schools and universities share information about pedagogical models and teaching strategies (including subject specific teaching strategies) used in Teaching Academy schools (e.g. collaborative lesson planning, team teaching, lesson observations and feedback) and latest research on best practice in these areas.</p> <p>• Teaching Academies use this shared understanding to prepare and develop PSTs for placements in Teaching Academy schools</p>	<p>• Schools and MGSE staff understand the clinical teaching approach, in particular how to implement the clinical teaching cycle.</p> <p>• PSTs placed in Teaching Academy schools have had opportunities through their academic subjects to build their knowledge about the clinical teaching approach, the use of the clinical teaching cycle and the graduate professional teaching standards.</p>	<p>• Building mentors' knowledge about the clinical teaching approach and the capacity to implement the clinical teaching cycle through MGSE's professional development program 'Building your mentoring capacity: a clinical approach'.</p> <p>• Implementing a common approach to supporting PSTs to attain APSTs using a clinical teaching approach, through not only academic subjects but also the MGSE - school partnerships model (whereby Teaching Fellows and Clinical Specialists work collaboratively to support mentors to work with PSTs through participation in the orientation program, the seminar program and other school based meetings).</p>	<p>• Building mentors' knowledge about the clinical teaching approach and the capacity to implement the clinical teaching cycle through MGSE's professional development program 'Building your mentoring capacity: a clinical approach'.</p> <p>• Implementing a common approach to supporting PSTs to attain APSTs using a clinical teaching approach, through not only academic subjects but also the MGSE - school partnerships model (whereby Teaching Fellows and Clinical Specialists work collaboratively to support and mentors to work with PSTs through participation in the orientation program, the seminar program and other school based meetings).</p>
	<p>• Academic staff, Clinical Specialists, Teaching Fellows and mentors work collaboratively to support PSTs prior, during and post placement.</p>	<p>• Embedding the clinical teaching approach in the core academic subjects requiring application of theory through assessment tasks, in particular, the Clinical Praxis Exam (CPE), and the final practicum assessment (AfGT).</p> <p>• Clinical Specialists and Teaching Fellows collaborate and share knowledge through the seminar program and school based meetings designed to support PSTs in their placement, including the</p>	<p>• Embedding the clinical teaching approach in the core academic subjects requiring application of theory through assessment tasks, in particular, the Clinical Praxis Exam (CPE), and the final practicum assessment (AfGT).</p> <p>• Clinical Specialists and Teaching Fellows collaborate and share knowledge through the seminar program and school based meetings designed to</p>

		completion of critical assessment tasks that require them to connect with the context of their schools' school improvement agenda.	support PSTs in their placement, including the completion of critical assessment tasks that require them to connect with the context of their schools' school improvement agenda.
3 University staff visit PSTs participating in the Teaching Academies during practicum	<ul style="list-style-type: none"> Clinical Specialists visit Teaching Academy schools during placements each semester to facilitate the integration of theory and practice. 	<ul style="list-style-type: none"> Clinical Specialists who are appointed by MGSE to visit schools both to liaise with mentors and to observe and provide feedback to PSTs during placement. Clinical Specialists, Teaching Fellows and Mentor Teachers will undertake MGSE's online professional development program 'Building your mentoring capacity: a clinical approach' to build their mentoring capacity. There will also be opportunities for shared learning and discussion. 	<ul style="list-style-type: none"> Clinical Specialists who are appointed by MGSE to visit schools both to liaise with mentors and to observe and provide feedback to PSTs during placement. Clinical Specialists, Teaching Fellows and Mentor Teachers will undertake MGSE's online professional development program 'Building your mentoring capacity: a clinical approach' to build their mentoring capacity. There will also be opportunities for shared learning and discussion.
4 Where possible, schools link PST work to school improvement initiatives or priorities. For example, PST applied curriculum and action research projects focus on issues and priorities important for participating schools.	<ul style="list-style-type: none"> Management committee discusses school improvement priorities and initiatives that could inform the work of mentors and PSTs in schools. MGSE staff make links with academic content of subjects and strengthen capacity of PSTs to connect with school improvement initiatives and conduct relevant research (through their teaching practice and assessment tasks). The key mechanism for doing this is through the 	<ul style="list-style-type: none"> Encourage PSTs to be responsive to the needs of schools through the implementation of CPEs. These critical assessment tasks require PSTs to contextualise their approach to teaching and encourage them to focus on attaining an in-depth understanding of learners in their environment, identifying their needs and working out what needs to be done to move them to the next level. In particular, the first CPE requires PSTs to explore the school context, i.e. the overall environment in which students work. 	<ul style="list-style-type: none"> Encourage PSTs to be responsive to the needs of schools through the implementation of CPEs. These critical assessment tasks require PSTs to contextualise their approach to teaching and encourage them to focus on attaining an in-depth understanding of learners in their environment, identifying their needs and working out what needs to be done to move them to the next level. In particular, the first CPE requires PSTs to explore

clinical teaching approach, which focuses on school improvement and is designed to ensure that each student is supported to grow along a developmental continuum.

explore the school context, i.e. the overall environment in which students work.

the school context, i.e. the overall environment in which students work.

Objective 2: Identifying expert mentor practitioners to model high-quality teaching & exemplary professional practices

Actions	Milestones	December 2017 KPIs	June 2018 KPIs	December 2018 KPIs
1 Schools and universities work together to select high quality mentors	<ul style="list-style-type: none"> MGSE and schools have a common understanding of what constitutes a 'quality mentor' and an agreed approach to selecting high-quality school-based mentors for the Teaching Academy. 		<ul style="list-style-type: none"> Management Committee facilitate the documentation of existing approaches to the selection of mentors and selection criteria used by schools. These criteria will be published in the Clinical Teaching handbook for all schools. 	<ul style="list-style-type: none"> In addition to the informal dialogue between school and MGSE staff, Workshop 4 will be held to co-develop criteria for selecting high quality mentors. These criteria will be published in the Clinical Teaching handbook for all schools. Criteria will continually be reviewed and updated in the handbook.
2 Provide mentor professional learning for school-based PST mentors that equips mentors with the skills necessary to support PSTs to develop overall effective teaching practice. Mentor professional learning includes training focused on the specific aims of the Teaching Academy	<ul style="list-style-type: none"> All mentors undertake MGSE's professional development program 'Building your mentoring capacity: a clinical approach'. A key incentive is the provision of one day's CRT for mentors to support their professional learning. They will also have the opportunity to share their experience and learning with their peers. 	<ul style="list-style-type: none"> Promote MGSE's professional development program 'Building your mentoring capacity: a clinical approach' to all mentors. 	<ul style="list-style-type: none"> Hold Workshop 3 with mentors to complement the online professional development program and to assist them to contextualise and apply their learning. Feedback from mentors will inform continuous improvement of the online professional learning program. 	<ul style="list-style-type: none"> Use feedback collected through the research project, (designed to evaluate the effectiveness and impact of the online professional learning program) to improve the design and delivery of professional learning to mentors.

Objective 3: Immersion & engagement of pre-service teachers in school environments e.g. curriculum planning, team teaching, extra-curricular activities

Actions	Milestones	December 2017 KPIs	June 2018 KPIs	December 2018 KPIs
<p>1. Partnership identifies opportunities for PSTs to participate in broader school environment and community</p> <p>2. Schools integrate PSTs into the every-day activities of the school</p>	<ul style="list-style-type: none"> Teaching Academy encourages PSTs to participate in schools (throughout the year both during practicum and outside of practicum times) through a range of school-based activities, including general school operational processes. 	<ul style="list-style-type: none"> PSTs, through their professional experience placements, participate in everyday activities of the school. This process is led by Teaching Fellows and Clinical Specialists. PSTs, through the clinical teaching approach, in particular, the two CPEs, ensure that they understand the school context, and connect with the broader community. 	<ul style="list-style-type: none"> PSTs, through their professional experience placements, participate in everyday activities of the school. This process is led by Teaching Fellows and Clinical Specialists. PSTs, through the clinical teaching approach, in particular, the two CPEs, ensure that they understand the school context, and connect with the broader community. Hold Workshop 2 inviting MGSE and school staff to explore additional strategies for connecting PSTs with the broader school environment and community. Address key questions, such as - How can PSTs and schools benefit from this? What can schools offer? 	<ul style="list-style-type: none"> PSTs, through their professional experience placements, participate in everyday activities of the school. This process is led by Teaching Fellows and Clinical Specialists. PSTs through the clinical teaching approach, in particular, the two CPEs ensure that they understand the school context, and connect with the broader community.

Objective 4: Better integration of theory & practice, enabling pre-service teachers to systematically observe, study and demonstrate quality teaching

Actions	Milestones	December 2017 KPIs	June 2018 KPIs	December 2018 KPIs
<p>1. Partnership identifies opportunities for the integration of theory and practice during placements that is relevant to theory currently being studied in the ITE courses</p> <p>2. Schools are aware of and are able to ensure integration of relevant and up-to-date theory and practice during practica</p>	<ul style="list-style-type: none"> PSTs, MGSE and school staff consider the professional experience component of the MTeach to be integrated with the academic content of the course. 	<ul style="list-style-type: none"> Ensure the integration of theory and practice, by connecting campus based academic curriculum content with the professional experience program, requiring PSTs to make theory - practice connections during placements. A key mechanism is requirement for PSTs to prepare for two CPEs (i.e. assessment tasks shared across two or more compulsory academic subjects), and the AfGT. Support mentors to undertake MGSE's professional development program 'Building your mentoring capacity: a clinical approach', requiring them to appreciate the centrality of theory –practice integration. 	<ul style="list-style-type: none"> Ensure the integration of theory and practice, by connecting campus based academic curriculum content with the professional experience program, requiring PSTs to make theory - practice connections during placements. A key mechanism is requirement for PSTs to prepare for two CPEs (i.e. assessment tasks shared across two or more compulsory academic subjects), and the AfGT. Support mentors to undertake MGSE's professional development program 'Building your mentoring capacity: a clinical approach', requiring them to appreciate the centrality of theory –practice integration. 	<ul style="list-style-type: none"> Ensure the integration of theory and practice, by connecting campus based academic curriculum content with the professional experience program, requiring PSTs to make theory - practice connections during placements. A key mechanism is requirement for PSTs to prepare for two CPEs (i.e. assessment tasks shared across two or more compulsory academic subjects), and the AfGT. Support mentors to undertake MGSE's professional development program 'Building your mentoring capacity: a clinical approach', requiring them to appreciate the centrality of theory – practice integration.

Objective 5: Professional learning for existing teaching staff to support improved pedagogical expertise and professional practice

Actions	Milestones	December 2017 KPIs	June 2018 KPIs	December 2018 KPIs
<ul style="list-style-type: none"> School staff and mentors in the Teaching Academy have consistent expectations of PSTs' capabilities during placements (by degree type and year level) Mentor Teachers are supported by school leadership to share their learning with school staff re curriculum content, and pedagogical content underpinning the clinical approach to learning and teaching. 	<ul style="list-style-type: none"> Teaching Academy builds the capacity for schools and mentors to work in partnership with MGSE to develop PSTs. 	<ul style="list-style-type: none"> MGSE staff (Clinical Specialists) work with school staff (Teaching Fellows, TAPP school leaders and Mentor Teachers) to ensure a consistent approach to supporting PSTs during placement, through moderation and identification, implementation and review of learning and teaching strategies. MGSE promotes the online professional development program 'Building your mentoring capacity: a clinical approach' and participate in the research project to evaluate effectiveness and inform improvement strategies. 	<ul style="list-style-type: none"> MGSE staff (Clinical Specialists) work with school staff (Teaching Fellows, TAPP school leaders and Mentor Teachers) to ensure a consistent approach to supporting PSTs during placement, through moderation and identification, implementation and review of learning and teaching strategies. MGSE encourages Teaching Fellows, TAPP school leaders and mentors to undertake the online professional development program 'Building your mentoring capacity: a clinical approach' and participate in the research project to evaluate effectiveness and inform improvement strategies. Mentors are provided with opportunities to share their learning with staff re content and pedagogy underpinning the clinical approach to learning and teaching. 	<ul style="list-style-type: none"> MGSE staff (Clinical Specialists) work with school staff (Teaching Fellows, TAPP school leaders and Mentor Teachers) to ensure a consistent approach to supporting PSTs during placement, through moderation and identification, implementation and review of learning and teaching strategies. MGSE encourages Teaching Fellows, school leaders and mentors to undertake the online professional development program 'Building your mentoring capacity: a clinical approach' and participate in the research project to evaluate effectiveness and inform improvement strategies. Mentors are provided with opportunities to share their learning with staff re content and pedagogy underpinning the clinical approach to learning and teaching.

Objective 6: Co-design between schools and university in the content and implementation of pre-service teacher education

Actions	Milestones	December 2017 KPIs	June 2018 KPIs	December 2018 KPIs
<p>1. Schools and universities work together to design and deliver units of study and/or tutorials</p>	<ul style="list-style-type: none"> School and MGSE staff develop shared ownership of the MTeach curriculum as a result of collaborative work in designing, implementing and reviewing the curriculum. 	<ul style="list-style-type: none"> Through MGSE's school partnership model, Clinical Teaching Practice Coordinators and Clinical Specialists work collaboratively with Teaching Fellows through the seminar program (which supports PSTs during placement) to respond to needs of PSTs and school communities. 	<ul style="list-style-type: none"> Through MGSE's school partnership model, Clinical Teaching Practice Coordinators and Clinical Specialists work collaboratively with Teaching Fellows through the seminar program (which supports PSTs during placement) to respond to needs of PSTs and school communities. Hold Workshop 2 inviting Teaching Fellows and mentors to provide feedback regarding the effectiveness of the delivery of academic subjects to PSTs. Reflect on feedback and consider implications for continuous improvement. 	<ul style="list-style-type: none"> Through MGSE's school partnership model, Clinical Teaching Practice Coordinators and Clinical Specialists work collaboratively with Teaching Fellows through the seminar program (which supports PSTs during placement) to respond to needs of PSTs and school communities.

Objective 7: Build a shared evidence base about quality teaching and initial teacher education, including through action research

Actions	Milestones	December 2017 KPIs	June 2018 KPIs	December 2018 KPIs
1. University, school-based staff and PSTs conduct research on the integration of the schools' identified pedagogical models in the Teaching Academy model.	<ul style="list-style-type: none"> Research is conducted and findings are disseminated to Teaching Academy members and other Teaching Academies more broadly. 	<ul style="list-style-type: none"> PSTs undertake action research to improve student learning, through the two CPE assessment tasks and more generally through the clinical teaching approach and use of the clinical teaching cycle. 	<ul style="list-style-type: none"> PSTs undertake action research to improve student learning, through the two CPE assessment tasks and more generally through the clinical teaching approach and use of the clinical teaching cycle. 	<ul style="list-style-type: none"> PSTs undertake action research to improve student learning, through the two CPE assessment tasks and more generally through the clinical teaching approach and use of the clinical teaching cycle.
2. Where possible, partnerships link research to school improvement initiatives		<ul style="list-style-type: none"> MGSE ensures that PSTs are provided with professional learning to enhance their capacity to differentiate their teaching to cater for diverse needs of teachers. A tool was developed as part of TAPP (Phase 1) to assist teachers to implement a differentiated approach in the classroom. This tool could be further trialled and tested as part of TAPP phase 2. PSTs contextualise their teaching through the preparation of the two CPEs. These assessment tasks require PSTs to work within the overall policy, strategic and operational framework of schools. They are required to both analyse students' needs and respond to the local context. Their solutions and implications arising from an assessment of the impact of their teaching has the capacity to inform school improvement processes. 	<ul style="list-style-type: none"> MGSE ensures that PSTs are provided with professional learning to enhance their capacity to differentiate their teaching to cater for diverse needs of teachers. A tool was developed as part of TAPP (Phase 1) to assist teachers to implement a differentiated approach in the classroom. This tool will be further trialled and tested through Workshop 3. 	

Objective 8: Improve readiness of pre-service teachers to enter the profession

Actions	Milestones	December 2017 KPIs	June 2018 KPIs	December 2018 KPIs
1. Partnership identifies key areas of focus to improve readiness and preparedness of PSTs.	<ul style="list-style-type: none"> Schools and MGSE staff work collaboratively to ensure that PSTs are ready to teach by the time they graduate. 	<ul style="list-style-type: none"> Schools invited to engage in the trial for the Assessment for Graduate Teaching (AfGT), the AITSL funded project led by the University of Melbourne that involves 10 Universities across three States and two territories developing a final teacher performance assessment designed to show classroom readiness. 	<ul style="list-style-type: none"> Schools contribute to the implementation of the AfGT by participating in the assessment of elements 1-3. 	<ul style="list-style-type: none"> Schools contribute to the implementation of the AfGT by participating in the assessment of elements 1-3.
2. Universities and schools work together to develop a plan based on identified key areas to support PSTs during placements, to improve readiness of teaching graduates.		<ul style="list-style-type: none"> Modification of the MTeach final Third Placement Interim Report to strengthen focus on readiness and preparedness of PSTs by including relevant questions for PSTs to address. Implementation of a strengthened focus on classroom readiness in newly accredited MTeach courses and within academic subjects. School and MGSE staff work collaboratively to identify key areas of support during placements through the MTeach school partnership approach. The focus is on supporting PSTs to meet teaching performance requirements and in so doing facilitate effective preparation and readiness to teach. 	<ul style="list-style-type: none"> Teaching Fellows and mentors contribute to the completion of the final Third Placement Interim Report. Implementation of a strengthened focus on classroom readiness in newly accredited MTeach courses and within academic subjects. School and MGSE staff work collaboratively to identify key areas of support during placements through the MTeach school partnership approach. The focus is on supporting PSTs to meet teaching performance requirements and in so doing facilitate effective preparation and readiness to teach. 	<ul style="list-style-type: none"> Teaching Fellows and mentors contribute to the completion of the final Third Placement Interim Report. Implementation of a strengthened focus on classroom readiness in newly accredited MTeach courses and within academic subjects. School and MGSE staff work collaboratively to identify key areas of support during placements through the MTeach school partnership approach. The focus is on supporting PSTs to meet teaching performance requirements and in so doing facilitate effective preparation and readiness to teach.

Objective 9: Ensuring that pre-service teachers have exposure to relevant policy and the Australian Professional Standards for Teachers (APST)

Actions	Milestones	December 2017 KPIs	June 2018 KPIs	December 2018 KPIs
<p>1. Partnership ensures relevant policy and the APST underpins the Teaching Academy model and that PSTs have opportunity to regularly explore, discuss and put these into practice in the classroom</p>	<ul style="list-style-type: none"> Relevant policy and the APST underpins the Teaching Academy model. 	<ul style="list-style-type: none"> Ensure that mentors have an understanding of the APSTs through completion of the MGSE online professional development program 'Building your mentoring capacity: a clinical approach' Provision of information to mentors through the online Clinical Teaching Practice manual, regarding observation of teaching practice and provision of feedback. Provision of opportunities for mentors to explore and discuss how the APSTs (including those associated with differentiation), are applied at the graduate and proficient levels, through engagement in assessment tasks that are correlated with APSTs. 	<ul style="list-style-type: none"> Ensure that mentors have an understanding of the APSTs through completion of the MGSE online professional development program 'Building your mentoring capacity: a clinical approach' Provision of information to mentors through the online Clinical Teaching Practice manual regarding observation of teaching practice and provision of feedback. Provision of opportunities for mentors to explore and discuss how the APSTs (including those associated with differentiation), are applied at the graduate and proficient levels, through engagement in assessment tasks that are correlated with APSTs. 	<ul style="list-style-type: none"> Ensure that mentors have an understanding of the APSTs through completion of the MGSE online professional development program 'Building your mentoring capacity: a clinical approach' Provision of information to mentors through the online Clinical Teaching Practice manual regarding observation of teaching practice and provision of feedback. Provision of opportunities for mentors to explore and discuss how the APSTs (including those associated with differentiation), are applied at the graduate and proficient levels, through engagement in assessment tasks that are correlated with APSTs.

Objective 10: Building sustainable partnerships

Actions	Milestones	December 2017 KPIs	June 2018 KPIs	December 2018 KPIs
<p>1. Teaching Academy details plans to build the partnership model into 'every day business', reducing reliance on external funding</p>	<ul style="list-style-type: none"> Partnership agrees upon a plan for sustainable approach to delivery. 	<ul style="list-style-type: none"> Ensure that new mentors have ongoing access to professional development support through provision of access to MGSE's online professional development program 'Building your mentoring capacity: a clinical approach'. Capacity for schools to work collaboratively with MGSE will be built and supported over time, through continual update and expansion of MGSE's online professional development program 'Building your mentoring capacity: a clinical approach'. 	<ul style="list-style-type: none"> Ensure that new mentors have ongoing access to professional development support through provision of access to MGSE's online professional development program 'Building your mentoring capacity: a clinical approach'. Capacity for schools to work collaboratively with MGSE will be built and supported over time, through continual update and expansion of MGSE's online professional development program 'Building your mentoring capacity: a clinical approach'. 	<ul style="list-style-type: none"> Ensure that new mentors have ongoing access to professional development support through provision of access to MGSE's online professional development program 'Building your mentoring capacity: a clinical approach'. Capacity for schools to work collaboratively with MGSE will be built and supported over time, through continual update and expansion of MGSE's online professional development program 'Building your mentoring capacity: a clinical approach'.

Section 3. Budget

Teaching Academy: Melbourne Academy for Professional Practice TAPP (2017-2018)					
Funds available		2017	2018		
	DET funds	\$25,000	\$25,000		
	University provided funds/in-kind support				
Total:			\$50,000		
				2018	Total
Staffing	Assumptions	# of units	Unit cost		
	Site based grant for each school based on number of mentors undertaking online professional learning				
Allocation of grant to school re TAPP coordination and facilitation of workshops and sharing of Mentor professional learning with staff	<5 mentor teachers (3 @ \$700 each) 5-10 mentor teachers (1 @ \$1200 each) 10+ mentor teachers (4 @ \$1700 each)	8	varying	10100	\$ 10,100
Allocation to MGSE re TAPP coordination, delivery of workshops, preparation of management group meetings and reporting of activities and accountability		TBD	TBD	5119	\$ 5,119
Professional learning	Key assumptions				
Mentor professional learning	1 CRT day per mentor to a maximum of 100 – compensation for undertaking 12 hours of PD	100	\$347.81	34781	\$ 34,781
					\$ 50,000

* Please note that the CRT rate will increase after 1 April 2018. Mentor teacher numbers are approximate and open to change.