DEECD PROFESSIONAL LEARNING PROVIDER PANEL: PROVIDERS' GUIDE

February 2012

HISTORY OF THE PROFESSIONAL LEARNING PROVIDER PANEL

In December 2010, the School Improvement Division of the Department of Education and Early Childhood Development (DEECD) established a non-complusory Bastow Institute of Edcational Leadership Professional Learning Provider Panel (the Bastow Panel).

The primary objective of the Panel was to provide a vehicle to accommodate the signficant increase in the volume of procurements undertaken by Bastow for professional learning providers for school and early childhoood educators.

Additional benefits of the Panel included greater flexibility to respond to workforce demand, improved quality and consistency in tendering, and improved information management, monitoring and reporting. The Bastow Panel included the following four Categories:

Category A:	General Leadership
Category B:	Coaching/Mentoring
Category C:	Early Childhood
Category D:	Post-graduate

Successful providers were appointed to one or more of the Panel categories and these Panel providers have been eligible to quote. As the Panel has proven to be very successful, a Request for Tender (RFT) process was undertaken in November 2011 to refresh and extend the Panel to the whole Department.

Prior to the release of the RFT, a market research project was undertaken which included discussions with:

- numerous internal stakeholders who co-ordinate professional learning for school and early childhood.

- almost 180 market suppliers were surveyed online to incorporate market feedback in the development of the RFT.

BENEFITS TO BEING A PANEL MEMBER

Appointment to the Panel represents a considerable benefit to learning providers, as:

- Panel members are eligible to quote for a learning service in a Panel category

- responding to a Panel quotation process for a learning service contract is easier and more streamlined than a Request for Tender process, and also results in a shorter response time from DEECD; and

- there is no quotation threshold under the Panel, so providers appointed to the Panel have the potential to compete for more work at a higher program value.

In response to feedback, the following three new Panel categories were established:

Category E:	Wellbeing and Engagement of Students
Category F:	Students with a Disability or Additional Needs
Category G:	Teacher Practice (inc VET) and Education Support

The new Panel was renamed the DEECD Professional Leaning Provider Panel.

PANEL CATEGORIES

Panel Category	Description	Target Group	Key Areas of Focus

A. General Leadership	• Professional learning to develop the knowledge base and capabilities described in the *Developmental Learning Framework for School Leaders*.
	
	• Professional learning to develop leadership capabilities of school, early childhood and corporate staff.
	
	• Professional learning delivered through a variety of modes and link the theory of leadership to the practical context in which participants work.
		• Teachers
		
		• Early childhood professionals
		
		• School leaders and leadership teams
		
		• Education support class
		
		• Allied health professionals working in/with schools and early childhood centres
		
		• Corporate
			• Bastow module areas:
			  o Leading People
			  o Leading Organisations
			  o Leading Instruction
			  o Leading Futures
			
			• People management
			
			• Succession planning and management
			
			• Change management and innovation
			
			• Governance training
			
			• Technical leadership
			
			• Emerging leaders
			
			• Leadership for education support class
			
			• Leadership in early childhood settings
			
			• Leading teams (in schools, allied health, early childhood, education support)

Panel Category	**Description**	**Target Group**	**Key Areas of Focus**
B. Coaching / Mentoring	**Coaching** Coaching is: • a helping and facilitative process that enables individuals, groups and teams to acquire new skills and to improve existing skills and capabilities; and • aimed at assisting people to clarify and achieve their personal and professional goals and to enhance their personal effectiveness. **Mentoring** • Mentoring involves the commitment of an experienced practitioner, intentionally matched to a less experienced practitioner, to guide and support the latter, particularly as s/he transitions into a new role • The mentor supports the aspirant or new leader to develop the knowledge, skills and dispositions to become instructional leaders prepared	• Teachers • Early childhood professionals • School leaders and leadership teams • Education support class • Allied health professionals working in/with schools and early childhood settings • Corporate	• Programs include both the training of coaches/mentors and the provision of coaching and mentoring in school and early childhood settings. • Coaching for teachers and school leaders is aimed at developing better strategies and practices for whole-of-school improvement processes.

Panel Category	Description	Target Group	Key Areas of Focus
	to lift the quality of teaching and learning in schools.		
C. Early Childhood	• Early childhood leadership programs are designed to build the capacity of participants to act effectively as leaders in early childhood settings.	• Early childhood professionals	The programs will provide opportunities for early childhood professionals to: • strengthen their professional skills and practice; and • develop their ability to lead others to improve pedagogical practice in order to achieve better outcomes for children, families and communities.
D. Post-graduate	• DEECD sponsors a broad range of postgraduate courses whereby participants attain an accredited postgraduate qualification. • The courses provide high quality course modules and are open to teachers, assistant principals, principals and early childhood educators. • Accredited courses delivered by universities, TAFEs and RTOs.	• Teachers (including new, experienced teachers and casual relieving teachers) • Early childhood professionals • School leaders and leadership teams • Education support class • Allied health professionals working in/with schools and early childhood settings • Corporate	• Leadership • Student learning: e.g. literacy, numeracy, maths, science, languages • Student wellbeing e.g. mental health • Education support
Panel Category	**Description**	**Target Group**	**Key Areas of Focus**
E. Wellbeing and Engagement of Students	Professional learning to support: • Students' and children's wellbeing and engagement • Students and children with additional learning needs • Students/children at risk.	• Teachers (including new, experienced teachers and casual relieving teachers) • Early childhood professionals • Principals/assistant principals • Education support class • Allied health professionals working in/with schools and early childhood settings	• Student engagement and attendance • Parent, family and community engagement • Anti-bullying and respectful relationships • Alternative settings and challenging behaviours • Health promotion, Healthy lifestyles • Drug and sexuality education • Mental health promotion • Parent, family and community engagement • Students dealing with parental/family illness (e.g. mental health issues, cancer, alcoholism, drug use) • Chronic medical conditions (e.g. asthma, epilepsy, anaphylaxis, diabetes, cystic fibrosis, cancer) • Promoting wellbeing for refugee students

Panel Category	Description	Target Group	Key Areas of Focus
F. **Students with a Disability or Additional Needs**	Professional leaning and support initiatives to drive effective leadership and professional practice in education provision for children and young people with disabilities.	• Teachers (including new, experienced teachers and casual relieving teachers) • Early childhood professionals • Principals/Assistant Principals • Education support class • Allied health professionals working in/with schools and early childhood settings	Students with: • Autism spectrum disorders • Intellectual disability • Physical disability (e.g. wheelchair, paralysis) • Vision impairment • Deaf education • Language/speech development • Learning difficulties/language disorders • Mental health/Psychiatric conditions • Dual/multiple disability
Panel Category	**Description**	**Target Group**	**Key Areas of Focus**
G. **Teacher Practice and Education Support**	Professional learning to develop the capacity of teaching and education support staff in schools	• Teachers (including new, experienced teachers and casual relieving teachers) • Principals/assistant principals • Education support class	• Pedagogy • Literacy and numeracy • Finance • Aboriginal education and training • Cultural awareness training • Assessment, reporting and moderation • Use of multimedia technologies for teaching and learning • Data literacy • Induction for teachers seeking work in the Victorian government system • Re-training for returning teachers • School organisation and management • Evidence based planning • Program/course evaluation • Parent, family and community engagement