

10 Key Areas of ISTP Action 2018-2019



1. There is a renewed focus on learning for “the whole person”, pursuing the joy of learning in both formal and informal settings.
2. There is a strengthened focus on the centrality of teachers’ expertise and the shared responsibility of the profession, government and teacher education partners to invest in deepening professional practice.
3. There is an increasing adoption of teacher “pathways”, some more explicit and structured, to enable and incentivise professional progression.
4. There is a deeper recognition that teacher well-being and effectiveness requires work environments and conditions characterised by the redesign of teachers’ work, shared leadership, professional accountability and continuous learning.
5. There is a serious investment in the development of quality curriculum resources, harnessing technology, informed by collaboration, designed to strengthen the profession - not replace it.
6. There is further exploration of providing multiple pathways into teaching, explicitly including pre-school, but without compromise on standards and quality.
7. In the compulsory years of schooling there is a deliberate move to ameliorate the negative consequences of testing programs, and in the post compulsory years to redesign graduation and certification requirements.
8. There is a renewed promotion of the importance of vocational education and training, anticipating and responding to the demand for highly skilled school graduates.
9. There are an increasing number of strategic policy interventions to address the challenges of inclusion, diversity and equity – not pragmatic “fixes”, systemic in intent and design, in partnership with parents and community.
10. There is a strengthening of the trend to partnerships, collaboration and stakeholder engagement situated in more empowered local learning environments, with a shared responsibility for a public education system in the public interest.