

Future Leaders Program Pilot Guidelines

Commonwealth policy entity:	Department of Education
Administering entity	Department of Education
Enquiries:	If you have any questions, please contact Graeme Grant, Acting Director, Teaching and Leadership Policy Team, on 02 6121 3324 or at Graeme.grant@education.gov.au Questions should be sent no later than [7/02/2020]
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Type of grant opportunity	One off ad-hoc

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1. About the grant

The purpose of the Future Leaders Program Pilot grant (the grant) is to encourage and support high achieving teachers to transition to positions of school leadership and promote quality leadership in schools, particularly in regional and rural Australia.

Current data and reporting on principalship points to a significant loss of quality and experience among principals in the near future as many are approaching retirement. In addition, evidence shows there is a lack of teachers and middle leaders with the willingness or preparedness to fill the emerging vacancy gaps. This presents a threat to the standard of school leadership, the quality of teaching in classrooms and to student outcomes.

The grant will provide funding for the development and delivery of the Future Leaders Program Pilot (the program). The program provider will identify and provide leadership support to high achieving teachers with leadership potential working at disadvantaged regional and rural primary and secondary schools. The program will provide training and support to help eligible teachers aspire and transition to higher leadership roles.

The Future Leaders Program was announced as part of the Australian Government's 'Our Plan for Quality Education' released on 10 May 2019. The program aligns with 'Reform 4: Review teacher workforce needs of the future' as set out in the *National School Reform Agreement 2019 to 2023*.

The grant contributes to the achievement of the Australian Government Department of Education's (the Department) Outcome 1, Program 1.5 – Early Learning and Schools Support. The objective of Program 1.5 is to support initiatives that contribute to improved access to high quality teaching and learning in early learning and school education for all Australian students.

The grant is to be undertaken in accordance with the [Commonwealth Grants Rules and Guidelines \(CGRGs\)](#)¹

Grant objectives and outcomes

The policy objective of the grant is to test an approach to strengthening the school leadership pipeline in regional and rural schools by providing targeted leadership training to high achieving teachers with leadership potential.

The program will support the policy objective by pursuing the following grant outcomes:

- increasing the quality of school leadership training and development in regional and rural schools
- increasing aspirations among high achieving teachers in regional and rural schools to become school leaders, including principals

¹ <https://www.finance.gov.au/government/commonwealth-grants/commonwealth-grants-rules-guidelines>

- increasing the supply of teachers with high quality leadership skills who can fill available leadership positions.

To achieve the policy objective and grant outcomes, the grantee must deliver the following (grant deliverables):

- design a high quality and effective school leadership development program for eligible teachers
- recruit and select one intake of at least 40 High Achieving Teachers (as defined in the Glossary) each year in 2021 and in 2022 ('program participants')
- deliver the program to one intake of at least 40 program participants in each year in 2021 and 2022
- ensure at least 40 program participants complete the program each year in 2021 and in 2022
- provide leadership training and development opportunities to program participants which:
 - are tailored to their individual needs
 - align with the *Australian Professional Standard for Principals* (Principal Standard), the *Leadership Profiles* and the *Australian Professional Standards for Teachers*
 - provide program participants with a range of training and development opportunities, including practical leadership opportunities
 - provide program participants with access to a peer support network and quality mentoring from experienced current or former school leaders.
- regularly engage with Key Stakeholders (as defined in the Glossary) to inform the design and delivery of the program
- build effective partnerships with program participants and the schools in which they are employed, evidenced by written agreements which outline each party's roles and responsibilities.

2. Grant amount and grant period

The grant is funded under the Department's Outcome 1, Program 1.5 – Early Learning and Schools Support.

The grant amount is up to \$7.535 million (GST exclusive), over three years from 2019–20 to 2021–22. The grant funding must be used to develop and deliver the program as a pilot for two intakes of a minimum of 40 participants per intake per year in 2021 and 2022.

3. The grant selection process

This grant opportunity has been established as a one-off or ad hoc grant. The Department considers that this is an appropriate type of selection process as the grant is for the purposes of conducting a pilot program and the Minister for Education has identified Teach For Australia as the entity to approach due to its experience in delivering similar programs.

The selection processes, including the criteria that will be used to assess the eligibility of the proposed activities, are outlined at 3.4 below.

3.1 Eligible grant activities

Eligible grant activities must directly relate to the design and delivery of the program and align with the policy objective, grant outcomes and grant deliverables outlined in Section 1 of these Grant Guidelines.

Program design and delivery

In designing and delivering the program the grantee must, at minimum, consult with the following stakeholders:

- the Department of Education (from 1 February the Department of Education, Skills and Employment)
- Peak Principal Associations (as defined in the Glossary)
- the Relevant Approved Authorities (as defined in the Glossary) for the schools in which the program will operate, including non-government education authorities where relevant
- the schools in which the program will operate (Partner Schools)
- the Australian Institute for Teaching and School Leadership (AITSL).

The grantee must design and deliver the program in a way that:

- seeks to maximise achievement of the policy objective, grant outcomes and grant deliverables
- satisfies any relevant legislative and regulatory requirements in the states and territories in which the program will operate
- provides targeted, individualised assistance to program participants that maximises the number of program participants who complete the program
- provides innovative program and training opportunities not otherwise available to eligible participants
- recognises the importance of cultural competency in the development of future school leaders, particularly in relation to understanding and recognising Aboriginal and Torres Strait Islander cultures.

Recruitment and eligibility

The grantee must develop and undertake a recruitment process, in consultation with Key Stakeholders, which attracts a sufficient number of program applicants to achieve the deliverable of ensuring at least 40 participants complete the program each year in 2021 and in 2022.

An individual is eligible to apply for the program if they satisfy all of the following criteria:

- is an Australian citizen or permanent resident
- is registered to teach in an Australian school
- is permanently employed in a teaching or middle-level school leadership role at an eligible Partner School (part or full-time), and
- has at least three years of teaching experience in an Australian school.

Selection of program participants

The grantee must select one intake of at least 40 eligible program participants each year in 2021 and in 2022 based on an assessment of the individual program applicant against published selection criteria.

In selecting program participants, the grantee must only select program applicants who meet all the following criteria:

- have demonstrated they will benefit from the program
- express an intent to remain teaching in a regional or rural Australian school
- have aspirations to expand their leadership capability and improve their educational impact in regional or rural schools
- have written endorsement from the principal at the eligible Partner School in which they are employed that they:
 - are a High Achieving Teacher
 - have school leadership qualities and potential and will benefit from the program
 - have the principal's support to complete the program.

Leadership training and support

The grantee must provide all program participants with high quality leadership training and support which develops the capabilities required for participants to become effective school leaders.

At a minimum, all training, development and support must:

- be ongoing and regular for the duration of the program (minimum of 12 months) in each year in 2021 and 2022

- be aligned with the Principal Standards, the *Leadership Profiles* and the *Australian Professional Standards for Teachers*
- reflect best practice in school leadership in regional and rural schools, drawing on both Australian and international evidence
- include face-to-face and online training/learning components and include opportunities for program participants to reflect away from the classroom
- include components specifically tailored to the particular state/territory and region in which the program participant's school is located
- provide exposure to leadership positions through acting opportunities, job shadowing, secondments or internships in either the program participant's school or another regional or rural school
- include mentoring and coaching to program participants delivered by experienced current or former school leaders
- provide program participants with access to peer networks to reflect on the training, their personal development and experiences.

The grantee must also:

- explore the benefits and practicality of incorporating into the program accredited training and/or professional learning for program participants. This could include working in partnership with accredited training providers to deliver components of the program.
- consider how elements of the program might align with or satisfy a participant's professional learning entitlements, as set out by the relevant education authority.

School partnerships

The grantee must deliver the program in eligible Partner Schools. A school is an eligible Partner School if it is located:

- in an Inner Regional or Outer Regional area as defined by the [Australian Bureau of Statistics' Australian Standard Geographical Classification System²](#), and
- either:
 - has an index of community socio educational advantage (ICSEA) ranking of 1000 or less, or
 - satisfies at least two of the following criteria:
 - more than 50 per cent of students at the school are in the bottom two quartiles according to a local or national index for measuring social or economic advantage which is recognised by the Relevant Approved Authority, or

² [https://www.abs.gov.au/websitedbs/D3310114.nsf/home/Australian+Statistical+Geography+Standard+\(ASGS\)](https://www.abs.gov.au/websitedbs/D3310114.nsf/home/Australian+Statistical+Geography+Standard+(ASGS))

- more than 25 per cent of students at the school are in the bottom quartile according to a local or national index for measuring social or economic advantage which is recognised by the Relevant Approved Authority, or
- the Relevant Approved Authority has specifically requested the school's participation in the program on the basis that the school is considered disadvantaged and provide reasons for requesting the school's participation.

The grantee must ensure at least 90 per cent of program participants are employed at eligible Partner Schools with an ICSEA of 1000 or less.

The grantee must only deliver the program in eligible Partner Schools who have agreed to:

- release program participants employed at their school to attend program events, including residential components, training events or leadership opportunities at another school
- provide leadership opportunities to program participants at their school or another Partner School
- provide mentoring or coaching to program participants at their school or another Partner School.

Governance

The grantee must enter into written agreements for delivery of the program with all:

- Relevant Approved Authorities - confirming permission to operate the program in their schools and if applicable, any financial contributions towards delivery of the program.
- Partner Schools - confirming authority to deliver the program in their schools and with their teachers, confirming agreement to provide leadership opportunities to program participants during the program and confirming necessary release time for program participants to undertake the program.
- program participants – confirming expectations of undertaking the program (including disclosure of personal information to the Department)
- providers of accredited training (if applicable).

The Grantee must convene a reference or oversight body to monitor the program and as a forum for discussion and advice. The body must:

- have written Terms of Reference
- meet at least twice a year (either face to face or via telepresence)
- include as members, at a minimum, representatives from the Department, Teach For Australia, Relevant Approved Authorities and Peak Principal Associations.

3.2 Eligible expenditure

The grantee can only spend grant funds on eligible activities as defined in the grant agreement.

Eligible activities include:

- services outlined in the agreed grant agreement
- advertising and promotion of the program
- support for schools to provide release for program participants
- staff salaries and on-costs that can be directly attributed to the provision of the program
- the development of resources and materials directly related to the implementation of the program
- travel and accommodation within Australia for purposes directly and specifically related to the program
- venue hire, insurance, catering, marketing and promotion for events, seminars and workshops in relation to the program
- operating and administration expenses that can be directly attributed to the provision of the program such as telephones, computer, website, software, utilities, postage, stationery and printing, accounting and auditing, domestic travel and accommodation costs
- research and evaluation of the program and/or to explore options for future sustainability and ongoing viability of the program.

3.3 Ineligible grant activities

The following are ineligible activities for the purposes of the grant:

- existing activities that may be considered the day-to-day corporate activities of the grantee's organisation (e.g. updating your website content which is not related to the program)
- activities or programs that will be completed outside of Australia
- activities or programs that are undertaken prior to the commencement of the grant agreement
- overseas travel
- cross-subsidisation of existing programs or initiatives run by the grantee's organisation.

The grant cannot be used for the following costs:

- purchase of land

- major capital expenditure, without prior approval from the Department
- costs incurred in the preparation of a grant application or related documentation
- subsidy of general ongoing administration of an organisation such as electricity, phone and rent not directly attributed to the activity or program being delivered as part of the grant agreement
- major construction/capital works
- costs to attend and travel to conferences not specifically related to the program
- alcohol, gifts, hospitality and entertainment
- the provision of leadership training and development opportunities for graduate teachers, early career teachers with less than three years' teaching experience, deputy principals, principals, or employees or sub-contractors of the grantee.

3.4 Grant assessment

To apply for grant funding, you must submit a proposal. The proposal must provide sufficient information to allow the following assessment criteria to be evaluated but should not exceed 20 pages. The applicant should refer to the content of these guidelines when preparing their proposal, and in particular should address the following criteria:

Criterion 1: How will the grant contribute to the policy objective and grant outcomes?

In providing a response to this criterion the applicant **must** include, but is not limited to:

- a description of all activities to be delivered as part of the program, key milestones and timeframes for delivering the program
- information which demonstrates how well the program aligns with the policy objective, grant outcomes and grant deliverables
- an outline of the program's performance indicators and measures of success, along with a list of the data to support the monitoring and assessment of program objectives and outcomes
- an overview of key risks, challenges and possible mitigation strategies against the program's policy objectives and outcomes
- evidence from Key Stakeholders that the program reflects good practice in school leadership development and training, is targeted to the relevant teacher/leader cohort and is appropriate for the socio-economic and geographical context in which it is to operate.

Criterion 2: Is there a demonstrated need for the program in the areas in which it will operate?

In providing a response to this criterion the applicant **must** include, but is not limited to:

- demonstration of the need for the program in a particular area and how the program will operate in that area, including the outcome of any consultations with Key Stakeholders

- identify research undertaken which supports delivery of the program in that location
- evidence there is Key Stakeholder support for the program in the area
- evidence the proposed program is unique/innovative (i.e. it is not duplicative of other activities delivered by your entity or other entities in the policy area) or how it builds on existing activities

Criterion 3: What is the capability and capacity of the applicant to undertake the grant?

The applicant is required to provide:

- evidence of expertise/experience in the recruitment, training and development of quality school leaders
- evidence of current or past partnerships and/or collaborations with Key Stakeholders
- evidence of capacity to comply with relevant laws and Commonwealth policies, such as:
 - *Privacy Act 1988* and Australian Privacy Principles
 - working with children requirements, including State and Territory legislation relating to working with children and vulnerable people

Criterion 4: Provide a detailed estimate of costs for delivering the grant activities and achieving program objectives and outcomes, including:

- costs associated with delivery of each of the grant deliverables and establishment of the program
- staff costs and on-costs, including the names of key personnel, their positions, roles and responsibilities, and expected duration working on this program (expressed in months)
- administration costs, including stationery, printing, telephone, internet and other communications infrastructure
- any anticipated sub-contracting arrangements
- production of program reports (see 'Program reporting and deliverables' at Section 1)
- advertising and promotional activities
- stakeholder forums, meetings and events
- travel and accommodation costs.

The proposal will be assessed by the Department. The assessment of the program proposal will consider:

- compliance with the Grant Guidelines
- that the proposal represents value for money
- that the proposal can be delivered on time and to budget
- that the proposal has been appropriately costed (the level and detail of the costing should be commensurate with the value of the project)

- the level of risk associated with the proposal
- that required approvals are in place, applied for, or otherwise expected to be received in the necessary timeframe to complete the proposal.

4. Who will approve the grant?

The Program Delegate (who is a Department of Education Senior Executive Service (SES) Officer with responsibility for the program) will make the final decision to approve a grant.

The Program Delegate's decision is final in all matters, including:

- the approval of the grant
- the grant amount to be awarded
- the terms and conditions of the grant.

5. Notification of the grant

We will advise the applicant of the outcome in writing, following a decision by the Program Delegate. We will advise the successful applicant of any specific conditions attached to the grant.

5.1 The grant agreement/Payment of the grant

The grantee must enter into a legally binding grant agreement with the Commonwealth. We will use the Commonwealth Standard Grant Agreement. Each agreement has general terms and conditions that cannot be changed.

We must execute a grant agreement with the grantee before we can make any payments. We are not responsible for any of the grantee's expenditure until a grant agreement is executed. If the grantee chooses to start grant activity before you have an executed grant agreement, the grantee does so at their own risk.

The grant agreement may have specific conditions determined by the assessment process or other considerations made by the Program Delegate. We will identify these in the agreement.

The Commonwealth may recover grant funds if there is a breach of the grant agreement.

5.2 Grant acquittal and reporting

The grantee will be required to provide the Department with reports and deliverables in line with the timeframes in the grant agreement and should factor these into their grant application. The final list will be subject to negotiation but may include:

- a detailed program plan outlining key features of the program, including the implementation approach, governance arrangements, consultation arrangements, recruitment strategy, key personnel, timing and costs

- a risk plan and mitigation strategy
- an evaluation plan and program logic outlining the program objectives, deliverables, key performance indicators and measures of success
- biannual progress reports against agreed project milestones and key performance indicators
- a 12 month report outlining the participation options and details of the first cohort of program participants
- a 24 month report outlining:
 - the participation options and details of the second cohort of program participants
 - outcomes of the first cohort of participants 12 months after program completion
 - an assessment of the impact of the program for both cohorts, including the change in leadership capabilities and aspirations as a result of program participation.
- Annual face-to-face presentations to the Department on the progress of, and outcomes from, the program at 12, and 24 month intervals
- program participant data and case studies.

The grantee will also be responsible for:

- meeting the terms and conditions of the grant agreement and managing the grant activity efficiently and effectively
- complying with record keeping, reporting and acquittal requirements as set out in the grant agreement
- participating in a grant program evaluation as specified in the grant agreement.

6. Announcement of the grant

Your grant will be listed on the [GrantConnect](#) website, 21 days after the date of effect as required by Section 5.3 of the CGRGs.

7. Grant evaluation

The Department will evaluate or commission an evaluation of this grant to measure how well the outcomes and objectives have been achieved.

The grantee will be required to participate in any evaluation authorised or commissioned by the Department.

8. Glossary

Term	Definition
High Achieving Teachers	Teachers with a minimum three years experience teaching in an Australian school and who have been endorsed by their Principal as having leadership aspirations and potential and who have the capacity to benefit from participation in the program. High Achieving Teachers may or may not have leadership responsibilities or be a Middle Level Leader (defined below).
Key Stakeholders	Relevant Approved Authorities, eligible Partner Schools, Peak Principal Associations.
Middle Level Leader	Executive teacher, head of department or a certified Highly Accomplished and Lead Teacher (HALT)
Relevant Approved Authority	<ul style="list-style-type: none"> • For any government school which employs a program participant, the state or territory in which the school is located. • For any non-government school which employs a program participant, the body corporate approved by the Minister for Education as the approved authority for the school under the <i>Australian Education Act 2013</i>.
Peak Principal Associations	Includes, at minimum, the Australian Primary Principals' Association and the Australian Secondary Principals' Association. May also include the National Aboriginal and Torres Strait Islander Principals Association (NATSIPA).
Partner Schools	Schools in which program participants work or schools offering leadership opportunities to program participants.