



OVERVIEW OF THE REVIEW

WHAT ARE THE FINDINGS OF THE REVIEW?

- The Review found there is confidence in education standards in NSW and significant support for the work of the Board of Studies, Teaching and Educational Standards (BOSTES).
- The Review identified a need to adopt a more strategic and outward looking focus, greater clarity of regulatory roles and responsibilities and streamlined processes and systems.

IN SUMMARY, WHAT DOES THE REVIEW RECOMMEND?

- A single, independent statutory authority known as the NSW Education Standards Authority (the Authority) that retains the current functions of BOSTES, with a full time Chief Executive Officer.
- A governing board of the Authority appointed by the Minister which has a strategic and outward looking focus, with 12 to 14 members and an independent part time Chair.
- A limited committee structure established by the Board to focus on the core functions of curriculum, assessment, school registration, quality teaching and initial teacher education.
- A more rigorous and risk-based approach to the Authority's regulatory work focusing on factors affecting student learning in school registration and teacher accreditation.
- Streamlined and strengthened approval processes for teacher accreditation, initial teacher education and professional learning to support quality teaching.
- A streamlined curriculum development process with a more constructive approach to the national curriculum roll-out that removes duplication and expedites syllabus development.

WHY DID THE NSW GOVERNMENT UNDERTAKE A REVIEW OF BOSTES?

- In 2014 the Government established the BOSTES, merging the functions and structures of the former Board of Studies NSW and the NSW Institute of Teachers.
- This created a single agency responsible for standards in curriculum, assessment, accreditation of teachers and teacher education courses, and registration of schools.
- The Review was commissioned to look at the effectiveness of the merger after two years and to ensure that the BOSTES objectives, role, functions, structures and processes are meeting emerging challenges.
- In supporting high educational standards for all NSW schools BOSTES needs to:
 - carry out its functions based on contemporary governance principles and standards
 - be able to leverage the best of national reforms in curriculum, assessment, and teacher quality
 - have an effective, up to date approach to the regulation of all schools and teacher accreditation.

OVERVIEW OF THE CHANGES

GOVERNANCE

- BOSTES is renamed the NSW Education Standards Authority and is an independent statutory authority governed by an independent board.
- The Board comprises 12 to 14 members - Chair, Chief Executive, up to six members drawn from three school sectors, teachers unions and Aboriginal education, and four to six members appointed by the Minister.
- The role of Chair is independent and part-time and is separate from the Chief Executive.
- Five decision-making regulatory committees will oversee the Authority's functions - school curriculum, assessment, teaching and regulatory standards.
- The Board's responsibilities are articulated in a Charter and annual Ministerial Letter of Expectation.
- The Quality Teaching Council is renamed the Quality Teaching Committee
 - five members are appointed by the Minister on the advice of the Board and five are elected from teaching professionals; the Chair is a non-executive member of the Board.

SCHOOL REGISTRATION

- A streamlined risk-based regulatory approach is adopted and the qualitative requirements for school registration are strengthened.
- Principals certify the existence of documentary evidence for school registration.
- The Authority can undertake random and risk-based audits, spot-checks and thematic reviews.
- There is a greater range of compliance mechanisms including enforceable registration conditions.
- A financial viability criterion applies to school registration and the responsible person of a non-government school is required to meet a "fit and proper person" test.

TEACHER QUALITY

- Teacher Accreditation Authorities remain responsible for teacher accreditation.
- The Authority's responsibility is limited to a risk-based auditing function of schools and Teacher Accreditation Authorities for ongoing quality assurance.
- The Authority has sole responsibility for suspension or revocation of teacher accreditation and establishes cross-sectoral panels to determine decisions.
- Employers are legally required to notify the Authority of issues that may lead to the suspension or revocation of a teacher's accreditation.
- The Authority's oversight of initial teacher education provision and professional development is strengthened.

CURRICULUM

- The Authority's approach to incorporating Australian Curriculum content is more constructive and removes duplication of syllabus development processes through an 'adopt and adapt' approach.
- Future syllabuses will support increased flexibility for teachers and enable more in-depth treatment of priority areas.