

AITSL Pilot Projects, July – November, 2011

Appendix A – Melbourne Training Meeting Documents

The SiMERR National Research Centre
The University of New England
ARMIDALE NSW

Table Of Contents

1	Appendix A (i) – Agenda for the Training Meeting	1
2	Appendix A (ii) – Most Significant Change Powerpoint	5
3	Appendix A (iii) – Pilot project Dot Points	9
4	Appendix A (iv) – Pilot Project Summaries	13
4.1	Pilot Project Titles	13
4.2	Pilot: ACT TQI	14
4.3	Pilot: Asia Education Foundation	17
4.4	Pilot: AIS NSW	20
4.5	Pilot: APC – ACSSO	23
4.6	Pilot: ASPA	25
4.7	Pilot: Australind Senior High School	27
4.8	Pilot: CDU - NTTRB	29
4.9	Pilot: DoE Tasmania	31
4.10	Pilot: DECS SA	33
4.11	Pilot: DoE WA	36
4.12	Pilot: Independent Schools Queensland	38
4.13	Pilot: NSWIT	43
4.14	Pilot: NSW DEC	46
4.15	Pilot: QUT	49
4.16	Pilot: REFA	51
4.17	Pilot: Stronger Smarter Institute	54
4.18	Pilot: VIT	56
5	Appendix A (v) –Management Plan Template	58
5.1	NPST Pilot Projects – Management Planning	58
6	Appendix A (vi) – Evaluation Sheet	60
6.1	NPST Pilot Projects – Evaluation	60

1 Appendix A (i) – Agenda for the Training Meeting



The Australian Institute for Teaching and School Leadership and SiMERR

National Professional Standards for Teachers Pilot Training Days

27-28 July 2011

AGENDA – Day 1

Item	Presenter	Time
Networking for early arrivals		9.00 – 10.00
<p>Welcome</p> <ul style="list-style-type: none"> • Structure of the ‘training’ days • SiMERR – Validation study overview • AITSL – Context for pilots <p>Pilot Project Context</p> <ul style="list-style-type: none"> • Groupings, Methodology – pilot design <p>Outcomes and Expectations</p> <ul style="list-style-type: none"> • Case study/ report, Products/findings, Processes • Presentations – November Forum, 2012 Symposium (1 day each) <p>Group Activities</p> <ul style="list-style-type: none"> • 5-10 minutes explanation of purpose (commentary and advice from SiMERR / AITSL as required) • Refinement and elaboration of proposals based on telephone and email contact from SiMERR 	<p>Keren Caple / John Pegg</p> <p>SiMERR</p> <p>Group leaders</p>	<p>10.00 – 10.45</p> <p>10.45 – 12.00</p> <p>12.00 – 1.00</p>
Lunch		1.00 – 1.45

Item	Presenter	Time
<p>Group Activities (Continued)</p> <ul style="list-style-type: none"> • Further refinement and elaboration of proposals • Overview prepared based on: <ul style="list-style-type: none"> (i) What the Pilot is about; who is involved? (ii) The research questions/foci for the Pilot (iii) The design (iv) The data to be collected and managed • Proposal report (3 ppt slides, min 18pt) and review 	Group Leaders	1.45 – 3.15
Afternoon Tea		3.15 – 3.45
<p>Pilot Participatory Approaches (e.g., MSC and others)</p> <ul style="list-style-type: none"> • Communication of information within each organisation/institution during pilot participation, senior personnel • Identification of key people/groups who need to know about the pilot and the type of message communicated <p>Discussion about presentations for Day 2 (optional)</p>	SiMERR and Group Leaders	3.45 – 5.00

AGENDA - Day 2

Item	Presenter	Time
<p>Welcome</p> <p>Second refinement and elaboration of proposals</p> <p>More detailed report of fine-tuned proposals to include timelines and milestones (2 ppt slides)</p>	<p>AITSL/SiMERR/Pilot Groups</p>	<p>8.45 – 9.00</p> <p>9.00 – 10.00</p>
<p>Development of presentation</p> <p>Each Group to develop a 10-15 minute presentation which links what is being done by each pilot project within the Group (5-6 ppt slides from each group)</p>	<p>AITSL/SiMERR/Pilot Groups</p>	<p>10.15 – 11.00</p>
Morning Tea		11.00 – 11.20
<p>Presentations from each of the five groups</p> <p>Pilot Actions as part of the Project:</p> <ul style="list-style-type: none"> i. Report writing ii. Providing Updates iii. Presentation examples iv. Ethics approval v. Other 	<p>AITSL / SiMERR</p> <p>SiMERR</p>	<p>11.20 – 12.30</p> <p>12.30 – 1.00</p>
Lunch		1.00 – 1.45
<p>SiMERR Actions:</p> <ul style="list-style-type: none"> I. Contact II. Interim report III. Site visits IV. Other 	<p>SiMERR</p>	<p>1.45 – 2.30</p>

Item	Presenter	Time
<p>Final remarks and close</p> <ul style="list-style-type: none"> • House keeping • Evaluation of the two days • Q & A – what do people want/need to know more about? 	<p>SiMERR / AITSL</p>	<p>2.30 – 3.00</p>

2 Appendix A (ii) – Most Significant Change Powerpoint



**Piloting the National
Professional Standards for Teachers**

**Melbourne Meeting
27th-28th July 2011**



**Day 1 (3:45 – 5:00)
Most Significant Change Technique
(Davies and Dart)**

MSC ... Evolutionary

An iterative process over time of:

Variation

 Selection

 Retention



- MSC technique is a **dialogue method for monitoring and evaluating complex interventions**.
- The focus of MSC is on **program improvement**.
- MSC **contributes to organisational change** and targeting of services or activities towards the attainment of valued outcomes.
- MSC is **highly participatory** and is based on the generations and analysis of **stories**.
- MSC focuses the direction of work **towards explicitly valued directions and away from less valued directions**.
- Stakeholders search for significant program outcomes and then **deliberate on the value** of those outcomes



- Raising interest
- Defining the domains of change
- Defining the reporting period
- Collecting significant change stories
- Selecting the most significant of the stories
- Feeding back the results of the selection process
- Verification of the stories
- Quantification
- Secondary analysis and meta-monitoring
- Revising the system





Cautionary stories ... (other than available time)

MSC is not a stand-alone methodology

MSC filtering mechanism is hierarchical – upwards only?

MSC requires an organisation that prioritises reflection, learning and regular feedback



3 Appendix A (iii) – Pilot project Dot Points

Pilot Studies to trial the use of the National Professional Standards for Teachers

Summary of Parameters/Focus areas

1. ACT Teacher Quality Institute

- (a) Which are the appropriate Descriptors for authentic assessment during professional experience
- (b) Developing an instrument and/or guidelines that would facilitate formative or summative assessment during professional experience
- (c) What learning focus comes out of the Pilot; what are the stakeholder perspectives (e.g., mentors, universities, preservice teachers)
- (d) Different stages of professional experience could be considered if possible, e.g., initial, last ...

2. CDU – NT Teachers Registration Board

- (a) Opportunities that demonstrate achievement of the Standards and how those opportunities are identified in their daily work in rural and remote locations
- (b) Context: provisional to full registration (i.e., graduate to proficient) in rural locations
- (c) Not about determining satisfactory performance, about identifying existing and further opportunities for professional learning (PD, mentoring etc) that support progression from provisional to full registration
- (d) Involve teachers of Indigenous and non Indigenous students

3. NSWIT

- (a) Trial an approval process using NPST for Institute registered providers of PD
- (b) Collate report on teacher identified PD logged in Institute records
- (c) Map existing Institute registered PD against new NPST
- (d) Scope IT specifications in preparation for a new system for teachers to log their PD (replacing current system using NSW Standards)
- (e) Develop and Trial advice to support teachers, schools and PD providers

4. NSW DEC

The purpose of the Pilot Study is to investigate how the National Professional Standards for Teachers can be used to facilitate the uptake of teachers into the Highly Accomplished and Lead teacher Career stages (this may include HATs) by considering:

- (a) The most valuable professional learning to achieve the Standard
- (b) The most valid types of evidence to demonstrate the achievement of the Standard within the Professional Engagement Domain

5. VIT

- (a) Case studies and samples of evidence for provisionally registered teachers who are seeking to meet the requirements for full registration
- (b) Examples of collegial practice that will support experienced teachers (who are mentoring PRTs), school principals and sector authorities.
- (c) Do not do the evidence-based requirements for teacher registration (these will be determined prior to completion of the Pilot project); examples and artefacts collected will be informative.

6. DECS SA

- (a) Trial and refine a classroom observation tool that is linked to the National Professional Standards for Teachers and supports teachers to reflect through observation and practice
- (b) Scaffold teacher reflection (critical self-identification and analysis of developmental needs linked to the Standards) using the classroom observation tool that will result in teachers (particularly ECTs) engaging in self-assessment and improve practice in order to:
 - Gain full registration as proficient teachers
 - Identify effective processes and/or resources that promote self-reflection using the Standards

7. QUT

- (a) How is Focus Area 5.4 evident in existing school-based practices and processes?
- (b) Develop case studies of exemplary/successful practice of teachers at each Career Stage and school leaders for interpretation, analysis and evaluation of student data
- (c) What are the attributes of middle managers and school leadership that support teachers to engage with Focus Area 5.4?

Note: concerned about the small sample size; the research team might have access to schools with high transient student populations, e.g., Sunshine Coast. Teachers' perceptions of Standards (5.4, their preparedness etc) has been carried out in the validation study – for all Descriptors. Data used: a realistic picture involving high stake and low stake data.

8. AEF

- (a) Using National Professional Standards for Teachers as a framework for teacher reflection (critical self-identification and analysis of developmental needs linked to the Standards) of practice within the Professional Engagement Domain
- (b) Identify and participate in networked PD in an Asia Literacy context
- (c) Evaluate/investigate PD as a means of progressing towards achievement of next Career Stage

9. APC – ACSSO

- (a) How are Focus Areas 3.7 and 7.3 evident in existing school-based practices and processes?
- (b) Develop case studies of exemplary/successful practice of teachers at each Career Stage and school leaders engaging with parents in the community
- (c) What are the attributes of school leaders (Heads of Dept, Deputies, Principals) that support teachers to engage with Focus Areas 3.7 and 7.3?

10. REFA

- (a) Support teachers to engage with colleagues across the network to improve practice within the Professional Engagement Domain of the NPST by
 - Developing the capacity of the Murchison Network staff to use an online platform (WA Dept one, Adobe Connect, e-Illuminate)
 - Identifying a common area of interest e.g., students at educational risk
- (b) What are the opportunities, and instances of exemplary practice, that school leaders can pursue to enable staff to engage with the National Professional Standards for Teachers in difficult to staff and high turnover schools?

11. DoE WA

- (a) Map existing professional learning to the National Professional Standards for Teachers in terms of content and levels of achievement
- (b) Develop a professional learning curriculum for teacher development based on the National Professional Standards for Teachers
- (c) Develop an evaluation tool for professional learning programs based on the National Professional Standards for Teachers

12. DoE Tas

- (a) Using National Professional Standards for Teachers as a tool for teacher reflection (critical self-identification and analysis of developmental needs linked to the Standards)
- (b) Investigate opportunities for developing teacher leadership capacity by engaging in a structured professional learning program (LTLP) that is premised on the National Professional Standards for Teachers

13. Independent Schools Qld

- (a) Using an online self-reflection tool, trial the use of the National Professional Standards for Teachers for planning directions and establishing priorities for teachers' professional learning across a range of settings
- (b) Evaluate the self-reflection tool, e.g.,
 - How did the tool work?
 - What did teachers get out of it?
 - What did each school do and how did they respond, e.g., analyse data, use information, build targeted professional support modules?
 - How did the association use the information collected by schools – their processes, and what did they come up with?

14. Australind Snr High School

- (a) How can the National Professional Standards for Teachers be used to engage teachers at each Career Stage in metacognitive processes about their practice by:
 - Familiarisation with the Standards
 - Undertaking a gap analysis
 - Mentor feedback
- (b) Use information from students' surveys to gain a deeper understanding of teacher performance from a learner's perspective

15. Stronger Smarter Institute

- (a) What are the opportunities, and instances of exemplary practice, that school leaders can pursue in schools that are associated with large Indigenous communities. In particular:
 - How are Focus Areas 3.7 and 7.3 evident in existing school-based practices and processes?
 - Develop case studies of exemplary/successful practice of teachers at each Career Stage and school leaders engaging with parents in the community
 - What are the attributes of school leaders (Heads of Dept, Deputies, Principals) that support teachers to engage with Focus Areas 3.7 and 7.3?

16. ASPA

- (a) A small number of Case Studies should be developed from each State and Territory. Each Case Study involves a Principal (maybe leadership team) and teachers fulfilling a role similar to that of a Lead Teacher as described by the National Professional Standards for Teachers. The purpose of the Case Studies is to document the strengths and roles of teachers who currently support and collaborate professionally with other teachers in the school describing:
- current practice in the way Principals utilise the strengths of these Teachers, and
 - possible practice if and when this role for these teachers is formalised.
- (b) Case Studies should describe the processes, practices, and resources developed.

17. AIS NSW Ltd

- (a) How can the National Professional Standards for Teachers be used to support teacher understanding of by using the Standards to:
- (i) Link school goals to the National Professional Standards for Teachers
 - (ii) Identify focus areas for teacher performance appraisal
 - (iii) Recognise and identify evidence of improvement in teachers' professional knowledge, professional practice and professional engagement
 - (iv) Assist teachers to evaluate their professional knowledge, practice and engagement
 - (v) Select areas for professional development and learning
- (b) How can schools best use the standards to identify professional development that supports teacher improvements by using the Standards to:
- (i) Appraise teacher performance using an online professional review and development system
 - (ii) Select areas for whole school and individual professional development
 - (iii) Identify improvement in the domains of professional knowledge, practice or engagement

4 Appendix A (iv) – Pilot Project Summaries

4.1 Pilot Project Titles

1. Using the National Professional Standards for Teachers to inform and enhance the work embedded assessment and feedback for pre-service teacher and their mentors.
2. Using the National Professional Standards for Teachers to investigate how Asia literacy can be evidenced by teachers and colleagues, and can support teacher development.
3. A process for teachers to align practice, evidence and the National Professional Standards for Teachers to school improvement goals.
4. Parental Engagement: Enriched teaching for effective learning
5. Using students' voices to inform the improvement of teachers' professional practice.
6. Engagement with the National Professional Standards for Teachers: Graduate teachers drawing on regional and remote teaching experiences during the transition to full registration
7. Investigation of how the National Professional Standards for Teachers can be used by teachers to reflect on their practice and become learners of their own teaching
8. Observation of teaching and learning to promote learning about the National Professional Standards for Teachers in Practice
9. Development of Professional Learning Approaches for Teacher informed by the National Professional Standards for Teachers
10. Engaging with the National Professional Standards for Teachers to inform individual, school and sector planning
11. Investigating the use of the National Professional Standards for Teachers to inform the development and selection of professional learning
12. Using the National Professional standards for Teachers to further inform the development of teacher quality and teacher leadership in NSW DEC
13. Existing practices of Proficient, Highly Accomplished and Lead Teacher in the interpretation and use of data related to NAPLAN testing
14. To what extent does an online platform promote collegiate learning consistent with the National Professional Standards for Teachers
15. Engaging Aboriginal and Torres Strait islander parents and communities in education
16. Referencing the Victorian Institute of Teaching process for full registration to the National Professional Standards for Teachers
17. Implementing the National Professional Standards for Teachers: Articulating issues and addressing challenges in context

4.2 Pilot: ACT TQI

Group: ITE/Registration

Title: Using the National Professional Standards for Teachers to inform and enhance the work embedded assessment and feedback for pre-service teacher and their mentors.

Area	Melbourne meeting	Comments
Purpose and focus	<ul style="list-style-type: none"> • Using the Standards as an analytical framework to enhance professional experience programs for both pre-service teachers and mentors through improved feedback and self reflection cycles • Using the Standards to build common understandings and a shared language to enable and support professional conversations in professional experience programs • Promoting teacher quality through shared professional responsibility and collaboration • Using the Standards to develop work embedded assessment tools: <ul style="list-style-type: none"> ➤ a framework for the professional conversations about assessment ➤ a template for the professional experience report format) 	
Research questions	How will Standards 1 and 6 inform and enhance the work embedded assessment and feedback for pre-service teachers and their mentors?	
Design	The process will: <ul style="list-style-type: none"> • Engage all educational sectors and stakeholders through progress reports • Use a case study approach and analysis of narrative data • Build the capacity of the team to take this work further. 	

Area	Melbourne meeting	Comments
Data to be collected	<ol style="list-style-type: none"> 1. Collection of baseline data around current practice and previous experience of pre-service teacher assessment and descriptive feedback. 2. Workshop/professional learning for 10 cross-sectoral teachers, from two primary schools across Canberra. 3. Structured professional learning incorporating the development of a rubric to assess the identified Standards 1 and 6. 4. Development of template for professional conversations between mentoring teacher and pre-service teacher. 5. Mentor and pre-service teachers will participate in two week structured professional experience program using the templates and rubrics developed in the workshops. 6. Collection and analysis of narrative data (surveys, interviews, focus groups) in relation to the practice and experience of pre-service teacher assessment and descriptive feedback. 	
Communication of information		No details provided
Timelines and milestones	<p>August</p> <ul style="list-style-type: none"> • Initial meetings/briefings with stakeholders • Initial data collection; surveys, focus groups; • Workshops/professional learning for pre-service teachers and mentor teachers • Development of project instruments <p>September</p> <ul style="list-style-type: none"> • Site visit • Professional experience placements action research • Progress report submitted <p>October</p> <ul style="list-style-type: none"> • Collaborative professional dialogues 	A more detailed timeline was also provided

Area	Melbourne meeting	Comments
	<ul style="list-style-type: none"> • Collection of post intervention data; Feedback from focus groups, surveys/interviews with participants • Site visit • Report writing <p>November</p> <ul style="list-style-type: none"> • Pilot completed; final report submitted • Melbourne workshop (tbc) 	

4.3 Pilot: Asia Education Foundation

Group: Professional Development – 2

Title: Using the National Professional Standards for Teachers to investigate how Asia literacy can be evidenced by teachers and colleagues, and can support teacher development.

Area	Melbourne meeting	Comments
Purpose and focus	<p>The purpose of the pilot is:</p> <ul style="list-style-type: none"> • To develop support materials (self-reflection tools) to inform teachers about how the National Standards can be applied to the Australian Curriculum specifically in relation to the Asia priority. • For teachers to recognize where they are on the continuum of the career stages in the National Standards in relation to Asia literacy • To use the standards to investigate how Asia literacy can : <ul style="list-style-type: none"> ➤ Be evidenced by pilot teachers and colleagues ➤ Support teacher development <p>The pilot will invite 4 teachers (primary/secondary) to reflect on how their practice relates the descriptors at proficient, highly accomplished and lead in relation to Asia literacy. The pilot will focus on both Professional Knowledge and Professional Engagement (Standard 2.1-3 and Standard 6.1-4)</p>	
Research questions	<ol style="list-style-type: none"> 1. What does Asia literacy mean for a: proficient, highly accomplished and lead teacher? 2. How can teachers be supported in identifying their place on the continuum of the career stages in the National Standards in relation to Asia literacy? 	

Area	Melbourne meeting	Comments
Design	<ul style="list-style-type: none"> • MSC and methodology adapted from the L21C Engage with Asia Professional Learning program (see AEF website for details on these instruments) • Pilot teacher: Face-to-face interviews, completion of self-reflection tools at different points in the pilot • Triangulation will occur through colleagues and school leaders 	
Data to be collected	<ul style="list-style-type: none"> • 3-4 self-assessed Asia literate teachers – plus one colleague and one member of the school executive • In a minimum of two states/territories • Across sectors • In primary and secondary schools • Focus on secondary English and history and integrated primary 	
Communication of information		No details provided
Timelines and milestones	<p>Nov-18 All work complete</p> <p>October Review, refine, evaluate 6-7 weeks of actual time for teachers.</p> <p>Sep-30 Trial and refine instruments and tools Analysis Agreement on what Asia literacy means Develop time line with teachers: face-to-face, online, collection of evidence as presented by teacher and Principal or other.</p> <p>August Material prepared for data gathering Ethics clearances Identifying teachers Pilot descriptors - letters of explanation, permissions, timeline of teacher expectations Survey instruments Templates</p>	

Area	Melbourne meeting	Comments
	Pilot design and allocation of tasks Gant chart Sharing information Tasks and roles for project team Dates for meeting with teachers Common agreements of purpose of projects Agreement from AITSL to be signed by US Development of MSC methodology to be used with teachers: what questions will we ask of them. List of possible teacher candidates for this pilot. Read Davies and Dart	

4.4 Pilot: AIS NSW

Group: Teacher Self-reflection

Title: A process for teachers to align practice, evidence and the National Professional Standards for Teachers to school improvement goals.

Area	Melbourne meeting	Comments
Purpose and focus	<p>The pilot project will support teachers to develop their understanding of :</p> <ul style="list-style-type: none"> • What practice contributes to meeting the school goals • Which forms of evidence of practice align to the goals/Standards. 	
Research questions	<ol style="list-style-type: none"> 1. How do the standards assist teachers to understand their school's improvement goals? 2. How does teachers' engagement with the teaching standards impact on their confidence to demonstrate the school's goals? 	
Design	<ol style="list-style-type: none"> 1. Trial in two schools the initial steps of the Professional Review and Development System 2. Engage teachers in formative processes to develop an understanding of how to meet the school goals using the standards 3. Thematic analysis will be undertaken to determine the extent to which teachers: <ol style="list-style-type: none"> (i) identify practices that contribute to the school goals /align with the standards (ii) articulate supporting evidence from practice that demonstrates standards 	

Area	Melbourne meeting	Comments
Data to be collected	1. For each school a mapping of: <ul style="list-style-type: none"> (a) the alignment of the National Professional Standards to the school goals (document) (b) actions that contribute to the school goals (document) (c) types of evidence that can be used to demonstrate the school goals. (document) 2. Teacher reflections (questionnaire and interview transcripts on: <ul style="list-style-type: none"> (i) Their understanding of how in their school context they will contribute to the school goals (ii) Their preparedness to engage in the appraisal process confidence to meet the school goals. 	
Communication of information		No details provided
Timelines and milestones		Overview for the project provided (see below)

Dates	Action School A	Action School B	Milestone
Ethics approval creation of letter to schools			
	Map National Standards to school goals	Map National Standards to school goals	
	Design questionnaire and interview schedule Administer questionnaire	Work with teachers to identify: what teacher can do to meet the standards that align to the school goals what evidence of practice demonstrates the school goals	
30 th September			Progress report
	Analyse data using thematic analysis approach Conduct interviews	Administer questionnaire Analyse data using thematic analysis approach Conduct interviews	
	Analysis of interview data Creation of final report		
11 th November			Completion date
20 th November			Final report findings and big ideas Supporting evidence (3page report on AITSL website)

4.5 Pilot: APC – ACSSO

Group: Parents & community; Students

Title: Parental Engagement: Enriched teaching for effective learning

Area	Melbourne meeting	Comments
Purpose and focus	Identify elements of teacher professional practice that underpin effective collaboration between parents and teachers Findings will support Standards 3.7 & 7.3	
Research questions	What are the common practices of teachers and school leaders at each Career Stage that lead to effective parental engagement to support student learning?	
Design	<ul style="list-style-type: none"> • 7 Focus groups in regional and metropolitan settings • APC, ACSSO through state and territory networks will recruit parents and teachers from primary and secondary schools as participant • Fifteen participants will be recruited for each group, approx. mix of 8 Gov, 4 Catholic & 3 Independent, with a parent/teacher mix from each sector • Focus group questions and process will be informed by drawing out common themes from a range of resources <ul style="list-style-type: none"> ➤ An exploration of the current research & PD environments ➤ A situational analysis of relevant current teacher practice ➤ Prior ACSSO & APC work ➤ National Family-School Partnerships Framework ➤ International research ➤ Supporting Low SES National Partnership ➤ Studies by recent Churchill Fellows 	

Area	Melbourne meeting	Comments
	➤ <i>and from identifying any gaps</i>	
Data to be collected	<ol style="list-style-type: none"> 1. Exploration of the current research & PD environments 2. Situational analysis of relevant current teacher practice 3. Qualitative and visual data drawn from focus groups 	
Communication of information		No details provided
Timelines and milestones	<ul style="list-style-type: none"> • Now - Initial exploration of the current research & PD environments (this process will be ongoing through the focus groups) • Now - Initial situational analysis of relevant current teacher practice (this process will be ongoing through the focus groups) • 17 August (evening) - First planning meeting of key project personnel (teleconference – to include finalisation of focus group dates) • 31 August - Recruitment of early focus group participants completed • 9 September to 21 October – Focus groups conducted in the following locations: <ul style="list-style-type: none"> ➤ ACT - Middle-school (Parents & Teachers) ➤ Goulburn - Rural (Parents & Teachers) ➤ South-west Sydney - Ethnicity (Parents & Teachers) ➤ Hobart - Year 11/12 (Parents & Teachers) ➤ Brisbane - ? ➤ Adelaide 1 - Parents only ➤ Adelaide 2 - Teachers only • 30 September – Progress report due to SiMERR (2-3 pages or less, they will provide a template) • 11 November – Project completion date • 17 &/or 18 November – AITSL Project gathering • 21 November – Project final report and documentation to SiMERR 	

4.6 Pilot: ASPA

Group: Professional Development – 2

Title: Implementing the National Professional Standards for Teachers (NPST): Articulating issues and addressing challenges in context

Area	Explanatory dot points
Purpose and focus	<ul style="list-style-type: none"> • Provide a report detailing the challenges principals expect to meet in rolling out the Standards for teachers • Identify support materials currently being used by principals when discussing with their staff about the standards • Identify support and materials needed by principals to assist them implement the standards
Research questions	<ul style="list-style-type: none"> • What strategies do principals propose to use to engage staff in implementing the standards? • What kind of structures might they put in place to do this? <ul style="list-style-type: none"> ○ Human Resource? ○ Financial? • What kind of things do they need to know and understand before they can start implementing the NPST? • What kind of support do they think could be helpful? <ul style="list-style-type: none"> ○ Materials? ○ Training? ○ Personnel? ○ Other? • What are the professional learning needs for your school? <ul style="list-style-type: none"> ○ Examples of strategies? ○ A general introduction for the whole staff? ○ What are needs specific to your school, leadership team, you as a principal? ○ What kind of follow up to the NPST will be needed? • What things do you think will help principals implement the NPST? <ul style="list-style-type: none"> ○ Global perspective? ○ Professional conversations? ○ Easiest to do? • What barriers do you think there will be to implementing the NPST?

Area	Explanatory dot points
	<ul style="list-style-type: none"> ○ Global perspective? ○ Professional conversations? ○ Hardest to do? ● How prepared is the principal to implement the NPST? ● How will the school context influence how the NPST will be implemented?
Design	<ul style="list-style-type: none"> ● Principals will be selected by ASPA Executive as providing a range of contexts and critical information to how to implement the NPST. Principals will select individual lead teachers with a view to providing similar input to the project's research. ● Principals will be provided with a preparatory survey as a tuning in exercise to the one-on-one interview to be conducted by ASPA's President. ● A set of questions (see above) has been designed to ensure comparability of input between different principals and their responses will be recorded by the interviewer by taking notes and in some instances by audio recordings. ● Responses to the questions will be entered into a database and common themes and outlier responses identified and reported on.
Data to be collected	<ul style="list-style-type: none"> ● Qualitative data will be collected from notes made by the interviewer as well as some quantitative data from the ratings principals give to the importance of helpful things that could be done and barriers to the successful implementation of NPST. ● Salient comments from interviewees will also be used.
Communication of information	<ul style="list-style-type: none"> ● Reporting on the findings of this study will be done both formatively and summatively. ● Formative reporting of the interviews as and when conducted will be reported in the weekly meetings held online with AITSL and SiMERR, to ASPA Exec as they assist in managing the project and in the progress reports. ● Summative communication of the data will be carried out in the final report to AITSL.
Timelines and milestones	<ul style="list-style-type: none"> ● September 30th, 2011 - progress report ● November 11th, 2011 – finish pilot ● November 17th, 2011 – AITSL forum ● February (tbc), 2012 – AITSL Symposium

4.7 Pilot: Australind Senior High School

Group: Parent & community; Students

Title: Using students' voices to inform the improvement of teachers' professional practice.

Area	Melbourne meeting	Comments
Purpose and focus		No details provided
Research questions	<ul style="list-style-type: none"> • How can the Professional Practice domain be used to audit current professional learning practices and structures? • How can student feedback data assist schools to improve professional practice? • What summative and formative assessment is used by the community to monitor student feedback? • What do students consider the three most important pieces of feedback that a teacher can give to support their learning? • How do students describe their contribution to teaching and learning? 	
Design	<p>Stage 1</p> <ul style="list-style-type: none"> • Unpack the Professional Practice domain, as a group - link to evidence • Teachers individually map themselves to the domain by annotating/highlighting • Narrow focus to Standards 3 & 5 • Mentors are allocated teachers to observe • Teachers provide input into design of survey <p>Stage 2</p> <ul style="list-style-type: none"> • Observation of classroom practice by peer and mentor • Classroom practice is filmed • Students surveyed – survey questions are directly linked to the standards 3 & 5 being assessed • Using observation, film footage and student surveys to assess teacher performance – collaborative discussion 	

Area	Melbourne meeting	Comments
	<ul style="list-style-type: none"> • Teachers use data to inform focus areas to be targeted for the program • Classroom improvement plans drafted <p>Stage 3</p> <ul style="list-style-type: none"> • Teachers provided necessary resources to implement classroom improvement plans <p>Stage 4</p> <ul style="list-style-type: none"> • Repetition of Stage 2 for evaluation purposes (post assessment data) • Analysis of summative assessment data • Consultation with project team (findings) • Report documents drafted 	
Data to be collected		No details provided
Communication of information		No details provided
Timelines and milestones	<ul style="list-style-type: none"> • Week 2 – Initial mentor meetings (unpack and map to the professional practice domain, standards 3 & 5) discussion about survey design • Week 3 – First student survey, mentor observation, colleague observation, filming • Week 4 – Analysis of baseline data & identification of a goal/target for improvement • Week 5, 6 & 7 - Implementation of classroom improvement strategy • Week 8 – Second student survey, mentor observation, colleague observation, filming • Week 9 – Collation and analysis of data, plenary session and send progress report • Week 13, 14 & 15 – Write report • Week 17 – Submit report 	

4.8 Pilot: CDU - NTTRB

Group: Initial Teacher Education – Registration

Title: Engagement with the National Professional Standards for Teachers: Graduate teachers drawing on regional and remote teaching experiences during the transition to full registration

Area	Melbourne meeting	Comments
Purpose and focus	<ul style="list-style-type: none"> • The project will focus on the ways in which regional and remote teachers can demonstrate their achievements at the points of transition from Graduate to Proficient career levels • Identify self-reflection approaches to what constitutes progress towards full teachers' registration in the NT • Investigate the use of the Standards at the Proficient career levels to inform professional learning for early career teachers in rural and remote locations • Collect demonstrations through the use of the ePortfolio system Mahara, of examples of performances of specific focus areas in the Standards at the Proficient level 	
Research questions	<p>In what ways can graduate teachers located in rural and remote schools, in their daily work, demonstrate their engagement with the Standards at the transition from Graduate to the Proficient career levels and their movement from provisional to full registration?</p>	
Design	<ul style="list-style-type: none"> • Case study approach (Yin): workshop; interviews (beginning, middle and end); artefacts; teacher reflections (most significant stories). • Narrative analysis of texts: themes, discourse, processes, changes to their own practices, challenges, value for them • Participants – numbers to be determined. 	

Area	Melbourne meeting	Comments
	<ul style="list-style-type: none"> • Characteristics <ul style="list-style-type: none"> ➤ from the three school sectors ➤ in primary and secondary schools, and including a special school ➤ teachers of Indigenous and non Indigenous students 	
Data to be collected	Workshop; interviews (beginning, middle and end); artefacts; teacher reflections (most significant stories)	
Communication of information		No details provided
Timelines and milestones		No details provided

4.9 Pilot: DoE Tasmania

Group: Professional Development – 1

Title: Investigation of how the National Professional Standards for Teachers can be used by teachers to reflect on their practice and become learners of their own teaching

Area	Melbourne meeting	Comments
Purpose and focus	<ul style="list-style-type: none"> • Sixty Tasmanian teachers involved in a Leading Teaching and Learning Program • A significant action research project is part of the program • Around 12 teachers will use the Standards as a guiding framework for their inquiry and form the basis of the Pilot • The focus of inquiries ranges from individual classroom to groups of students to groups of teachers 	
Research questions	<ul style="list-style-type: none"> • How useful is the National Professional Standards for Teachers for informing and guiding action research and inquiry? • How useful is the National Professional Standards for Teachers as a tool for teacher self-reflection? • How well does the National Professional Standards for Teachers articulate what is required to move between the stages? 	
Design	<ul style="list-style-type: none"> • Identify participants from submitted Inquiry design briefs Researcher helps participants to tighten and then run their inquiry • Meetings, school visits and email/phone contact to provide support • Presentation of progress to whole group in September in time for interim report 	

Area	Melbourne meeting	Comments
	<ul style="list-style-type: none"> • Presentation of findings to whole group in October and collation into final report 	
Data to be collected	<ul style="list-style-type: none"> • Participants responsible for their own data collection and presentation of findings with support of researcher • Design briefs, interim presentations, final presentations collated by researcher • Structured discussions with each participants and with the regional groups of participants • Summary survey to support qualitative data 	
Communication of information		No details provided
Timelines and milestones	<ul style="list-style-type: none"> • August 8th Inquiry designs to Mike Brakey • August 8th –September 26th Email and phone support • September 26th-27th Interim presentations • September 30th Progress report to AITSL • October 11th -15th Regional Group Meetings • October 24th- 25th Final Presentations • November 11th Completed inquiries to Mike Brakey • November 20th Final Report to AITSL 	

4.10 Pilot: DECS SA

Group: Teacher Self-reflection

Title: Observation of teaching and learning to promote learning about the National Professional Standards for Teachers in Practice

Area	Melbourne meeting	Comments
Purpose and focus	<p>Trial a Classroom Observation Tool to support reflection on practice.</p> <ul style="list-style-type: none"> • Development of observation proforma resources • Identification of processes to scaffold reflection against the NPST <p>Participants</p> <ul style="list-style-type: none"> • Early Career teachers • Experienced teachers • Site leaders/mentors/ line managers <p>Context</p> <ul style="list-style-type: none"> • Cross sector • Primary Middle and Secondary sites 	
Research questions	How can observation and reflection be used to promote learning about the NPST in practice?	
Design	<p>Development and identification of classroom observation tools that will support teachers to reflect on NPST in practice as a process of <i>observation for learning</i></p> <p>Professional Development: Introduction to NPST; Observation for Reflection on Teaching Practice; newsletters and online Ning community</p> <p>Trialing in Context</p> <p>* Early career and experienced teachers to work with their site leaders mentors or line managers</p>	

Area	Melbourne meeting	Comments
	<p>* Observation of an experienced teacher at work to identify how the Standards are demonstrated in practice</p> <p>* Professional conversation to reflect on teaching practice at a proficient level</p> <p>Review and Evaluation –Final sharing session with participants and with Reference Group (including all stakeholder representatives) Narratives - from participants and from Ning - participatory process identifying the most significant learnings from trialling the observation tools and reflection</p>	
Data to be collected	<ul style="list-style-type: none"> • Narratives - from participants and from Ning - participatory process identifying the most significant learnings from trialling the observation tools and reflection • Perception Data collected via Checkbox survey: • value of observation and reflection as a process for demonstrating teaching and learning practice • usefulness of observation to help teachers identify their professional capability eg Graduate, Proficient, Highly Accomplished and Lead • preparedness to take action following the observation /professional conversation (Are there any priorities you have identified for your own practice? Rate your preparedness to put these priorities into action in the next 6 months?) 	
Communication of information		No details provided
Timelines and milestones	<p>July 26</p> <p>Professional Development with pilot participants - Ongoing Development, identification and trialling of classroom observation tools; Communication with participants and stakeholders via Newsletters and Ning</p>	

Area	Melbourne meeting	Comments
	<p>- Regular Steering group meetings - Introduction and Oct 27 meeting with Reference Group August/September TBA</p> <p>Visit from SiMERR September 30</p> <p>Interim Progress report from Steering Committee to SiMERR and AITSL October 17 – 26</p> <p>Survey – completion date for Pilot participants’ use of observation and reflection tools October 27</p> <p>(After hours workshop) Reconvene the participants, steering committee and reference group – participatory process identifying the most significant learnings from trialling: All data collected November 1</p> <p>(1 – 5pm): Steering Committee reps drafting final report for review by Steering Committee. (1- 3 page report capturing findings and essence of study, accompanied by supporting evidence) All reporting completed to submit to SiMERR by November 21 at latest. November 17 & 18</p> <p>Case study meeting for Steering Committee reps</p>	

4.11 Pilot: DoE WA

Group: Professional Development – 2

Title: Development of Professional Learning Approaches for Teacher informed by the National Professional Standards for Teachers

Area	Explanatory dot points
Purpose and focus	<ol style="list-style-type: none"> 1. A teacher development curriculum mapped against the Standards 2. A self-reflection tool for teachers to determine professional development needs 3. Review of all professional learning and explicit links made to the Domains, Descriptors and career stages articulated in the Standards 4. An evaluation tool for course participants, program developers and other stakeholders to reflect upon the effectiveness of utilising the Standards as a tool for developing professional learning
Research questions	<ol style="list-style-type: none"> 1. What is your current role? 2. In which educational context do you work? 3. How long have you worked in education? 4. In which education region are you based? 5. Are you aware of the NPST? 6. Are you aware of the NPSP? 7. The Institute for Professional Learning has mapped all leadership development PI to the Principal Standard, In your current role to what extent would it be of value to you to see how the Teacher Standards link to the professional practices from the Principal Standard? (**WE WILL REMOVE THIS ITEM FROM ALL REPORTING) 8. Would the development of a Self reflection Tool (both hard copy and online version) for teachers against the Standard be useful? 9. Would it be useful to have a separate Self reflection Tool for each of the 4 career stages? 10. Would it enhance the Self reflection Tool to have a rating or likert scale for self reflection? 11. What type of rating scale would you find useful on a Self reflection Tool? 12. Will it be useful for teachers to see how the Standards are linked to specific teacher development programs (and leadership development as applicable)? 13. What do you see as the main benefits of teachers being able to see the clear links between PL and the Teacher Standards?

Area	Explanatory dot points
	<p>14. Would it be useful to complete workshop evaluations that are clearly linked to the Standards? 15. Do you believe teachers need professional learning in the NPST? 16. General comments on the Teachers Standards and the work of the Institute for Professional Learning.</p> <p>Above items 5-16 allowed for comments.</p>
Design	<p>The Institute will adopt the Standards as a framework for professional learning.</p> <p>This will include:</p> <ul style="list-style-type: none"> - creation of a professional learning curriculum for teachers and mapping all professional learning against the career stages, seven Standards and descriptors. This will be drafted initially in an excel format - creation of self reflection tools for each of the career stages against the descriptors and using a likert scale. This will be drafted initially as a word document and then in excel format that will be hyperlinked to the mapping document (aforementioned) - workshop evaluation tool to be developed for participants and with a view for developers <p>These tools will be developed and then feedback sought via focus group meetings and survey monkey feedback as to their effectiveness, before being finalised.</p>
Data to be collected	Quantitative and qualitative data received via Survey Monkey.
Communication of information	<p>Focus Group Meetings with range of stakeholders including principals, deputies, teaching administrators, teachers (across all stages as much as possible).</p> <p>Use of AITSL ppt provided by Gavin, along with demonstration of tools developed.</p> <p>Invitation to provide additional feedback.</p>
Timelines and milestones	<p>July – August development of Teacher Development Curriculum</p> <p>August – reviewing existing programs and links to levels in the NPST</p> <p>8 September – 30 October – Focus Group Meetings (leaders and teachers)</p> <p>Pilot Progress report – on track to meet 30 September deadline.</p>

4.12 Pilot: Independent Schools Queensland

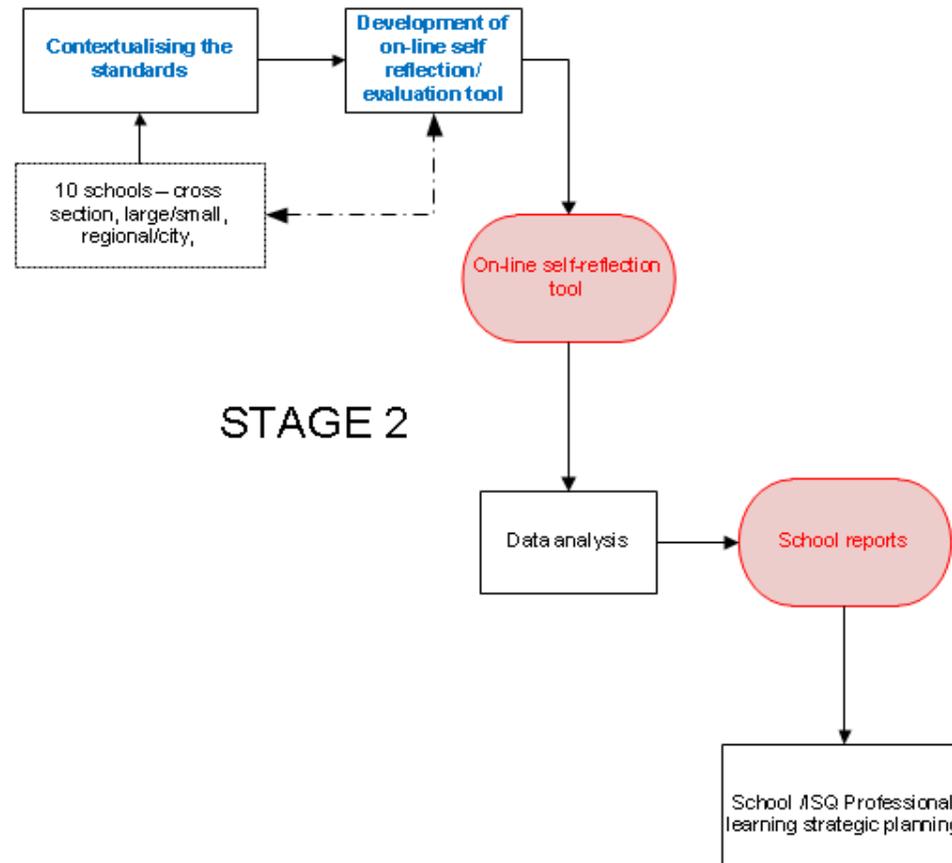
Group: Teacher Self-reflection

Title: Engaging with the National Professional Standards for Teachers to inform individual, school and sector planning

Area	Melbourne meeting	Comments
Purpose and focus	<ul style="list-style-type: none"> • To examine the use of NPST in planning directions and establishing priorities for teachers’ professional learning across a range of settings and contexts. • To investigate if self-assessment against the NPST identifies any patterns that can inform future planning at a school and sector level. • To support teachers to reflect against the National Professional Standards for Teachers in the areas of Professional Knowledge and Professional Practice to determine areas of strength and future growth. • To use the data collected, to identify the specific areas for growth and then collate this information at a school level. • To assist teachers to develop a growth plan based on their self-reflections. • To help school leaders analyse the data to see if the areas for growth are uniform and then use that information to provide directions for Professional Learning for the school. • ISQ will also collate the data across all schools to determine the best ways to support schools collectively. 	

Area	Melbourne meeting	Comments
Research questions	<p>Stage 1</p> <ul style="list-style-type: none"> • How effectively were project leaders able to work with staff to contextualise the standards? (Interview/Survey) • How well did teachers engage with the tool? (On-line) <p>Stage 2</p> <ul style="list-style-type: none"> • Did the tool inform future direction for teachers, for their own professional learning? (Interview/Survey) • What patterns emerged within schools and across schools? (On-line data) • How useful did schools find the data for strategic planning? (Interview/Survey) • How did ISQ use the information? 	
Design		Flow chart provided – see below
Data to be collected		Embedded in timeline – see below
Communication of information		No details provided
Timelines and milestones		Timeline provided – see below

STAGE 1



Date	Activity
July 11	Applications sent by ISQ to member schools to participate in Pilot
July 22	Applications close
July 25	Successful schools notified by ISQ
July 27 and 28	Training in Melbourne with AITSL
August 1	Pilot commences
August 2	Phase 1 Initial face to face meeting in Brisbane with school leaders
August 4 - 12	Phase 2 Data collection at school – teachers to use NPTS to reflect on practice and then determine areas of strength and areas for improvement. Teachers develop Growth Plans. Growth Plans submitted to ISQ by August 12.
August 12 - 26	Phase 3 Data analysis – common issues identified for targeted professional support; analysis to determine the profiles of the teachers within the sample schools. School leaders supported to develop school plans for professional learning based on observed common elements at their site. Analysis of data at sector level. School plans developed by August 26

Date	Activity
August 26 – September 16	<p>Phase 4</p> <p>Development of targeted support and mentoring/coaching. Site visits and communication with schools via 'Go-to-Training' and the NING network.</p>
October 4 - 24	Continued support via site visits; 'Go-to-Training' and the NING network.
September 30	Pilot study progress report (to SiMERR)
October 24-30	<p>Phase 5</p> <p>Data collection – Interviews and surveys with school leaders and teachers. Reflections submitted by October 30.</p>
November 1-4	<p>Phase 6</p> <p>Data analysis and evaluation completed</p>
17 November 2011	Forum
November 14	Final report

4.13 Pilot: NSWIT

Group: Professional Learning – 2

Title: Investigating the use of the National Professional Standards for Teachers to inform the development and selection of professional learning

Area	Melbourne meeting	Comments
Purpose and focus	<ul style="list-style-type: none"> * This pilot study will investigate the use of the National Professional Teaching Standards for teachers' professional learning. * The focus of the professional learning is to assist NSW teachers with maintaining their practice at the standard of Proficiency, so that they can continue to be registered (or accredited) to teach. <p>Specifically, the project will:</p> <ol style="list-style-type: none"> 1.Trial an approval process using NPST for Institute registered providers of PD 2.Collate report on teacher identified PD logged in Institute records 3.Map existing Institute registered PD against new NPST 4.Scope IT specifications in preparation for a new system for teachers to log their PD (replacing current system using NSW Standards) 5.Develop and trial advice to support teachers, schools and PD providers 	
Research questions	<ul style="list-style-type: none"> • What process will be used to endorse Professional development against the teaching standards? • What existing NSW registered PD already exists to address NPST? • What IT system is needed to assist teachers to 	

Area	Melbourne meeting	Comments
	electronically record, evaluate and reflect on their PD? <ul style="list-style-type: none"> • What teacher-identified PD are teachers currently undertaking that will address NPST? • What supporting advice will support school personnel and PD providers with implementation? 	
Design	<ul style="list-style-type: none"> • Mapping of PD to national standards • Collation of new and existing data to highlight implementation issues to be addressed • Use of feedback proforma to record data from information sessions and focus groups of NSW stakeholders 	
Data to be collected	<ul style="list-style-type: none"> • Map of current NSW standards to national standards • DB of registered and teacher-identified PD • Issues raised by PD providers in information session • Log of IT issues/needs raised by teachers • Teacher and supervisor issues about national standards impacts on NSW accreditation (from forum and focus group) • Use of existing DB reports • Additional analysis of data stored in existing DB • Recording of meetings, forums, focus group • Use of sample of registered PD for analysis 	
Communication of information		No details provided
Timelines and milestones	<ul style="list-style-type: none"> • Information session with sample of current PD providers – 9 August • Completion of examples of PD mapped to NPST – 12 August • Information session, with sample of new PD providers – 17 August • Consultation forum with teachers and supervisors – 29 August 	

Area	Melbourne meeting	Comments
	<ul style="list-style-type: none"> • Completion of PD approval documentation – 9 September • Progress report to SiMERR – 30 September • PLEAC meeting to approve PD against NPST – 11 October • Completion of examples of PD mapped to NPST – 14 October • Draft PD support advice – 21 October • Trial of support materials – 26 October – 4 November • Revised support materials – 15 November • Final report to SiMERR – 17 November 	

4.14 Pilot: NSW DEC

Group: Professional Development – 1

Title: Using the National Professional standards for Teachers to further inform the development of teacher quality and teacher leadership in NSW DEC

Area	Melbourne meeting	Comments
Purpose and focus	<ul style="list-style-type: none"> • The NSW DEC pilot will inform strategies to facilitate teacher engagement with the standards of the Highly Accomplished and Lead stages through a focus on teacher leadership and professional learning. • The pilot will involve: <ul style="list-style-type: none"> – Teachers (from early career to experienced) – Teacher Mentors and Highly Accomplished Teachers and Supervisors – Principals and School Education Directors (TAA) – Key stakeholder groups (including NSWIT, PPA, SPC) 	
Research questions	<ul style="list-style-type: none"> • How do we develop teacher quality? • How do we develop teacher leaders? • How do we best use the standards to describe, develop and evidence “best practice” in the context of NSW DEC schools? • What will it take to engage high quality teachers with the further key stages of Highly Accomplished and Lead? 	
Design	<ul style="list-style-type: none"> • The pilot will use a collegial participatory multi-phased methodology in the gathering of both qualitative and quantitative data 	

Area	Melbourne meeting	Comments
	<ul style="list-style-type: none"> • The methodology will <ul style="list-style-type: none"> – Draw on current NSW DEC research in professional learning design and impact – Utilise NSW DEC collegial teacher and leadership partnerships – Engage stakeholders and test methodology through an integrated stakeholder focus group process – Engage school teams in an online blended professional learning survey to to explore the implementation of the standards in NSW DEC context – Analyse data and develop report 	
Data to be collected	<p>Data collected will inform the identification of:</p> <ul style="list-style-type: none"> – key enablers for teacher engagement with the further key stages – perceived challenges and opportunities to enable accreditation – key professional learning strategies to enable engagement with and the achievement of the Standards – The online survey instrument will collect demographic data and subject data from Likert scale, multiple choice and text responses 	
Communication of information		No details provided
Timelines and milestones	<ul style="list-style-type: none"> – Analysis of current NSW DEC research in PL design and impact – 8/11 – Develop co-ownership of pilot study with NSW DEC collegial teacher and leadership partnership organisations 8/11 	

Area	Melbourne meeting	Comments
	<ul style="list-style-type: none"> – Design focus group methodology and research questions 9/11 – Design and test efficacy and veracity of online survey instrument 9/11 – Engage stakeholders and test methodology through an integrated stakeholder focus group process 9/11 – Engage schools in online blended professional learning survey 10/11 – Analysis of data and development of report 11/11 	

4.15 Pilot: QUT

Group: Professional Development – 1

Title: Existing practices of Proficient, Highly Accomplished and Lead Teacher in the interpretation and use of data related to NAPLAN testing

Area	Melbourne meeting	Comments
Purpose and focus	Focuses on how proficient, highly accomplished and lead teachers interpret and use data related to NAPLAN testing.	
Research questions	<ul style="list-style-type: none"> • What are the data-related practices that teachers at the three nominated career stages use? • How do you use data to analyse and evaluate student understanding of subject/content? (P) • How do identify what intervention is needed? (P) • How, if at all, do you modify your teaching practice as a result? (P) • How do you work with colleagues in the analysis and use of external data? (HA) • How do you work together in using the data to (1) evaluate learning and teaching, (2) identify what interventions are needed, (3) to modify practices? (HA) • What practices exist in your school for the coordination of student performance? (L) • In what way do you co-ordinate the evaluation of programs using external assessment data in order to improve teaching practice? (L) 	
Design	<ul style="list-style-type: none"> • Case study based in Queensland • 15 teachers – five from each of the top 3 career stages 	

Area	Melbourne meeting	Comments
	<ul style="list-style-type: none"> • Representative of State Catholic and Independent sections • Representative of Primary, Secondary and P-12 Schools 	
Data to be collected	<ul style="list-style-type: none"> • Individual semi-structured interviews for 1 hour conducted by the project's Research Assistant. • Transcription of data verbatim; put through Nvivo • Further analysis conducted individually by the two project leaders concentrating on career levels <p>Data Management:</p> <ul style="list-style-type: none"> • Kept on a designated computer with only RA access • Hard copies in a locked facility • All participants will be given a pseudonym 	
Communication of information		No details provided
Timelines and milestones	<ul style="list-style-type: none"> • September 30th 2011 Progress report • November 11th 2011 Finish pilot • November 17-18th 2011 Christmas Party • November 21st 2011 Submission of three page document 	Clear up the 3-pager idea; this is for the Progress report, not the final report

4.16 Pilot: REFA

Group: Professional Development – 1

Title: To what extent does an online platform promote collegiate learning consistent with the National Professional Standards for Teachers

Area	Melbourne meeting	Comments
Purpose and focus	<ul style="list-style-type: none"> • The pilot will inform and support professional learning and teacher self reflection through an online environment. • The pilot centres around the First Steps Numeracy Program and Instructional Strategies. • Partnering the pilot is Rural Education Forum Australia, Country Education Project Victoria, the Society for the Provision of Education in Rural Australia and the Murchison Network. • The Murchison Network consists of 8 remote schools that are characterised by professional and geographic isolation and predominately staffed with graduate teachers. • Involves all staff in the network including principals, teachers, the Aboriginal & Indigenous Education Officers(AIEO's) and classroom assistants (EA's). • The platform is a social networking/group collaboration site that incorporates the use of group forums, topic forums, blogging, professional readings and resources, and Elluminate virtual conferencing via the CEP network. It is also designed to enable staff to share examples of student work and assist with staff moderation. • Across the network is a range of connectivity capacities. • Independent mentor teachers deliver the professional development programs. • The Mentor Principal for the Murchison Network coordinates the professional development program. 	

Area	Melbourne meeting	Comments
Research questions	<ul style="list-style-type: none"> • In what ways does networking within and across schools in a remote network enhance professional learning and dialogue? • Does the platform have the potential to support collegiate learning within rural and remote locations? • Does a blended approach enhance collegiate mentoring in supporting individual professional learning as described in the Standards? 	
Design	<ul style="list-style-type: none"> • Inform the principals and staff. (Completed) • Teams formed across the network. (Completed) • All staff online by 29th July 2011. • Reference Group formed. (Completed) • Fortnightly teleconferences for reference group. • Ongoing reflective questioning concerning: <ul style="list-style-type: none"> • Networking • The Platform • Mentoring • Survey • Qualitative – see above (ongoing) • Quantitative (2nd November 2011) • Progress report to SiMERR 30th September, 2011 • Reference Group meeting - preparation of draft final report 7th November, 2011. 	
Data to be collected	<p>Qualitative</p> <p>Across the key 3 questions the following data will be collected.</p> <p>1. Were you enthusiastic at the start of the process?</p>	

Area	Melbourne meeting	Comments
	<p>2.Has your view changed?</p> <p>3.What support is essential to make this a part of my professional learning?</p> <p>4.Has there been an effect on classroom practice? Explain.</p> <p>5.What are your views on sustaining this approach?</p> <p>6.Reflection on mentoring face-to-face and blended.</p> <p>7.Was collaborative practice across the network enhanced by the online platform?</p> <p>8.In what ways was the collaborative approach helpful for me? Eg time, dialogue, access, professional satisfaction etc.</p> <p>9.Reflection on the structure and organisation of the platform?</p> <p>The platform has assisted me in assessing the quality of my learning</p> <p>Quantitative</p> <p>Across the key 3 questions the following data will be collected at both individual school and network level:</p> <p>1.Number of staff involved?</p> <p>2.Numbers using online platform?</p> <p>3.Regularity of use?</p> <p>4.Contribution levels?</p>	
Communication of information		No details provided
Timelines and milestones		More detail than provided in the Design is needed

4.17 Pilot: Stronger Smarter Institute

Group: Parents & community; Students

Title: Engaging Aboriginal and Torres Strait islander parents and communities in education

Area	Melbourne meeting	Comments
Purpose and focus	<ul style="list-style-type: none"> • Stronger Smarter Institute working collaboratively with: • Kimberley school communities • North Coast NSW cluster of school communities • Tagai College Torres Strait Islands communities • Brisbane cluster school community • A range of teachers and school leaders across the national context • NATSIPA 	
Research questions	<ul style="list-style-type: none"> • What are the attributes of teachers and school leaders, who facilitate and support engagement of Aboriginal and Torres Strait Islander parents and communities in education? • What are the attributes of successfully engagement with Aboriginal and Torres Strait Islander parents and communities in education? 	
Design	<ul style="list-style-type: none"> • Information sessions • Site visits- interviews, surveys & structured yarning circles • Utilising existing networks and structures & resources • Development of a self reflection tool for teachers and school leaders • Regular communication with site based contact/s • Report using multimedia capturing the complexities of different contexts 	

Area	Melbourne meeting	Comments
Data to be collected	<ul style="list-style-type: none"> • Gathering data available at each site • Collating, analysing & organising surveys, interviews & focus groups • Highlighting attributes • Mapping responses of the self reflection tool • Writing and compiling reports 	
Communication of information		No details provided
Timelines and milestones		No details provided

4.18 Pilot: VIT

Group: Initial Teacher Education – Registration

Title: Referencing the Victorian Institute of Teaching process for full registration to the National Professional Standards for Teachers

Area	Melbourne meeting	Comments
Purpose and focus	How does the current process for full registration accommodate the national standards?	
Research questions	<ul style="list-style-type: none"> • How are the national standards understood and used by provisionally registered teachers (PRTs) for full registration? • How are they used by mentors to support PRTs to do this? • How do the standards support development of PRT practice? • What professional learning benefits are there for mentors? 	
Design		No details provided
Data to be collected	<p>Quantitative and qualitative data collection:</p> <p>Initial full day workshop with PRTs and mentors to:</p> <ul style="list-style-type: none"> • interrogate the standards • develop common understandings about the standards • Benchmark PRTs practice against the standards • Consider their focus for collaboration over the next 8 weeks • Develop their action plan 	

Area	Melbourne meeting	Comments
	<p>Case manage each pair - school visits and electronic communication</p> <p>Online survey to assess development of practice using the standards</p> <p>Development of individual case studies in relation to using the standards in practice - focus on collegial practice</p> <p>Data collection:</p> <ul style="list-style-type: none"> • Pre and post assessment of PRT practice against standards descriptors - from PRTs and mentors - quantitative data about development of practice • Individual case studies of use of the standards in school contexts - focus on collegial practice and use of the standards • Focussed feedback from mentors on professional learning in this context 	
Communication of information		No details provided
Timelines and milestones		No details provided

5 Appendix A (v) –Management Plan Template

5.1 NPST Pilot Projects – Management Planning

Pilot Project Title:

1. Design	
What key contextual issues are addressed in the Pilot project?	
How have the contextual issues been distilled into specific questions/foci for the Pilot?	
Are there any underlying assumptions or background issues that need to be taken into account?	
Are you in the position of being able to prepare a ‘one-pager’ to summarise your Pilot to a wider audience?	
2. Personnel	
Who are they key people involved in the project as: (i) Managers (ii) Participants	
How will participants be engaged in the Pilot over the next four months?	
3. Methodology	
What methodological considerations have been structured into the Pilot study?	
What strategies have been selected as a result of those particular methodological issues?	
What are the risks associated with trialling each of the identified questions/foci and how have they been addressed?	
What are the benefits associated with trialling each of the identified questions/foci?	
How will impact and/or efficacy of the trial be measured?	
4. Data Collection and Management	
What data are being collected?	
Are data being triangulated? If so how?	
5. Reporting	
What reporting options have been identified to document the ongoing activities of the Pilot?	

What reporting options have been identified to convey the findings of the Pilot?	
6. Support	
What support structures have been identified: <ul style="list-style-type: none"> (i) AITSL (ii) SiMERR (iii) Within your own context (iv) Other 	

6 Appendix A (vi) – Evaluation Sheet

6.1 NPST Pilot Projects – Evaluation

This evaluation is structured to reflect how the two days have informed the refinement and direction of your Pilot study. In particular, how have the two days supported the development of:

1. A clear focus and overview of your Pilot

2. Clearly articulated questions/foci

3. A comprehensive management plan for your Pilot

4. A project timeline that has clear and achievable milestones

5. A data collection and management plan to address the Pilot questions/foci

6. An understanding of the support available during the Pilot

--