SiMERR National Research Centre

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Australian Professional Standards for Teachers Project 2012-13

Final Consolidated Report – October 2013

Piloting Implementation of the Australian Professional Standards for Teachers (Phase 2) and Certification of Highly Accomplished and Lead Teachers.

The SiMERR National Research Centre

The University of New England

ARMIDALE NSW

aitsl Australian Institute for Teaching and School Leadership

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Executive Summary

Introduction

This study extends the initial Pilots Study undertaken in 2011 by a SiMERR Research Team and referred to as the Phase 1 Study. This current investigation Piloting Implementation of the Standards and Certification – Phase 2 had a similar purpose. The rationale of the Phase 2 Study was to build on the data and findings in the Validation Study of the (then) Draft Australian Professional Standards for Teachers (the Standards) by probing more deeply into issues that have arisen from teachers in their Survey responses and commentary in Workshops.

This Consolidated Report of the Phase 2 Study has three key areas of focus, referred to as Research Themes:

1. the transition from provisional to full registration, i.e., attaining the Proficient Career Stage,
2. the application of the AITSL Self-Reflection Tool to inform strategies for improved performance, and
3. the evidencing requirements for attaining certification at the higher-level Career Stages of Highly Accomplished and Lead, including Assessor training needs.

These selection of these focus areas was informed by two important themes that emerged from the validation study, namely, (i) the alignment of the Standards' Descriptors with the core business of teaching, and (ii) the delineation in terms of professional focus of the four separate Career Stages. In addition, in April 2012, all Education Ministers endorsed a national approach to the voluntary certification of teachers at the higher-Career Stages of the Standards. Implementation of the national approach to certification commenced in 2013. Alignment of each Research Theme with the Career Stages of the Standards is provided in Table 1.

Table 1.1 Research Theme and Career Stage Alignment

Pilot Project	Career Stage			
	Graduate	Proficient	Highly Accomplished	Lead
***Theme 1*:**	←	→		
***Theme 2*:**		←	→	
***Theme 3*:**			←	→

Study Purpose

The Phase 2 Study aims, in general terms, were:

1. To continue to trial the use of the Australian Professional Standards for Teachers within existing processes and practices,
2. To provide further insight into how AITSL may best support and ensure effective implementation of the Standards in diverse settings across Australia for a range of purposes,

3. To investigate the evidencing requirements for applying for certification and to ascertain certification assessor training needs.
4. To investigate the use of the AITSL Self-Assessment Tool as a guide for teacher self-reflection and assessing readiness for applying for certification.
5. To achieve national consensus about, and enable a shared sense of ownership of, the Standards and promote voluntary certification.

Insights gained from this Phase 2 Study have the potential to impact on the implementation of processes associated with accreditation, registration and certification of teachers, as well as on guidelines for self- and system-directed assessment and evaluation.

Methodological Approach

The methodology chosen for the Phase 2 Study draws upon and extends that undertaken in Phase 1, i.e., it is both participatory and formative. Three features of the methodological approach used in the Phase 1 Study were relevant to the Phase 2 Study:

1. It enabled specific research questions to be examined using multiple methods, i.e., a triangulation of approaches, resulting in greater insights through the importance placed on local knowledge and understandings;
2. It created a strong sense of ownership amongst participants through their collaboration in refining and particularising a significant identified issue, and in the various data collection processes; and
3. By adopting a formative approach, there was continuous and ongoing monitoring of progress that results in either confirming or redefining the direction needed to pursue.

The three Research Themes, outlined in the following Sections, were refined as the investigation continued. The end result was information that documented experiences and provided recommendations for practice. In planning for the research there was a need to ensure a balance of gender, cross-sectoral involvement, level of schooling, as well as ensuring the voices/opinions of those in rural/remote areas were heard.

Research Theme 1

Research Theme 1 investigated the support required for teachers moving from provisional registration (through attainment of the Graduate Career Stage of the Australian Professional Standards for Teachers) to full registration (through attainment of the Proficient Career Stage of the Australian Professional Standards for Teachers) as part of National certification. The research involved three Pilot Investigations that took place South Australia (though the SA DECD), Victoria (through the VIT) and Northern Territory (through a joint CDU – NTTRB team).

Department of Education and Child Development, South Australia

The South Australian DECD Pilot involved eight permanently employed Graduate Teachers in their first year of teaching. The Graduate Teachers (5 male and 3 female) were from primary and secondary schools. The Graduate Teachers were accompanied by their participating Line Managers at all Pilot workshops.

The purpose of the Phase 2 Pilot program was to extend the previous Pilot program that focused on observation and professional conversations. The focus in this program shifted from

familiarisation with the APST in general to a consideration of professional practice in the initial Career Stage transition. The research question used to frame the Pilot was:

What support is required for teachers moving from being a beginning teacher through to a more experienced teacher?

The Pilot project focused on Government schools in the metropolitan area. Low socio-economic status schools were included in the sample. Three full day workshops were held with teachers and leaders from participating sites, to facilitate an ongoing opportunity to explore and develop practices, knowledge, skills and understandings.

All Graduate Teachers reported that the Pilot project was the first opportunity they had to engage with the APST. Within the workshops teachers and leaders began to work collaboratively to unpack the Graduate and Proficient Standards. Graduate Teachers were introduced to, and encouraged to establish, an e-portfolio to collate and house their evidence against the Standards as it was collected. The second workshop provided important training in how to conduct performance conversations as either a Graduate Teacher or as a Line Manager. The most useful tool for the Graduate Teachers (expressed anecdotally on the final day), was the Mapping Your Evidence tool which enabled them to document a piece of evidence and determine how many Standards and Focus Areas it covered. This tool enabled teachers and leaders to see the gaps in their evidence and to focus on working towards ensuring all Descriptors of the Proficient Career Stage in the APST were met.

The main outcome of the project was the articulation of support required for the initial Career Stage transition of Graduate to Proficient teacher, that included:

- Commitment by both the Graduate Teacher and Line Manager to engage in the program in an ongoing way;
- Opportunities to meet others with expertise in the APST and awareness of the associated resources;
- A structured program with expectations and timelines clearly established;
- Provision of funding to release early career teachers;
- The involvement of Advanced Skills Teachers (ASTs);
- The spaced learning with three weeks between sessions with purposeful, practical homework in between and a requirement to share their progress;
- The opportunity to network with peers;
- The use of a Standards-based self–mapping tool to reflect on the evidence collected to support the Career Stage progression.
- Observation processes and productive working relationships between peers and/or the Line Manager.

The Victorian Institute of Teaching

The Victorian Institute of Teaching (VIT) coordinated the participation of three Government and two Catholic schools in the Ballarat region of Victoria. The schools were invited to participate because Graduate Teachers in these schools were being mentored by teachers who had participated in VIT mentor training sessions.

In the Phase 2 Pilot project, the use of the Standards was investigated within the context of working towards full registration, a process that is inquiry-based, mentor supported and

collaborative. However, the contextual focus of the project was on the process as it is implemented in Victorian regional schools with the support and involvement of mentors and the Principals. Emphasis was placed on:

- the evidence produced by PRTs for full registration;
- collegial practice and mentoring by experienced colleagues; and
- resources provided for PRTs, their mentors and their school leaders.

The Pilot project structure comprised:

- an introductory workshop, with participation of PRTs, their mentors and school leaders to:
    - explain the aims of the project;
    - explain the revised process to evidence the Standards;
    - interrogate the Standards and develop a focus for inquiry; and
    - develop an action plan for PRTs to implement in their classrooms and use as part of their evidence of professional practice for full registration.
- allocation of schools to SPL managers for follow up contact, including a site visit by two SPL managers and classroom visits
- data collection, including
    - an online survey for participants completed at the end of the process – separate surveys for PRTs and mentors; and
    - evidence samples from PRTs.

Both Provisionally Registered Teacher and mentors affirmed the Standards as the basis for feedback and investigation of professional practice. PRTs also responded positively to the value of the Standards in understanding and supporting practice. A number of PRTs indicated that the Descriptors had assisted them to identify aspects of practice that subsequently became a focus for inquiry. Mentors made reference to their use of the Standards in professional conversations and when providing feedback. In particular, mentors highlighted the assistance of the Standards in identifying areas for their own professional learning.

Victoria has been using an evidence-based process referencing Professional Standards as the means to assess teachers for full registration since 2004. This long track record means that other regulatory authorities establishing similar Standards-referenced processes for full registration for the first time, could benefit from these findings, the approach taken and the resources that have been developed to support PRTs. The Pilot project provided the opportunity to focus on key aspects of the process for full registration, identifying strengths and areas for further consideration, namely:

- Teachers were able to use the Standards in the revised process for full registration and address the majority of the Descriptors at the Proficient Teacher level;
- Both PRTs and mentors identified the value of the revised process for full registration in relation to their professional learning and development of professional practice;
- Participants found the Standards helpful for professional discussions and identification of areas for inquiry and professional learning;
- Participants found the resources provided by the Institute useful;
- Evidence could be developed in a variety of forms;
- Some Descriptors were difficult to evidence and further work will need to be undertaken to contextualise these for all teachers and to provide examples of how they can be evidenced;

- Time taken to develop the evidence was a concern; and
- Principals indicated that information about the process and their role in it and updates of teacher progress were most important to them.

Charles Darwin University – Northern Territory Teachers Registration Board

In the Northern Territory, CDU – NTTRB involved early career teachers and their school Principals located in either a Government, Catholic or independent school in the Northern Territory. The participants' teaching experiences range from a few weeks to several years. The nine participants were from urban centres (Darwin and Alice Springs) and very remote locations.

The focus of the study was on the process, i.e., to listen to the views of the participants about how they were approaching or supporting the collection of evidence. The Pilot was structured to include the following main stages:

1. Planning ways in which to identify and collect evidence of teaching performance, through their daily work, that could be used to meet one specific Standard;
2. Commencing the development of a portfolio of evidence; and
3. Reflecting on the approaches they used.

This Pilot focused on the following investigation question:

What support is required by Northern Territory school teachers moving from provisional (Graduate Career Stage) to full registration (at the Proficient Career Stage), as part of a nationally consistent registration process?

To collect data the following two methods were used.

1. At the outset of the project, participants attended an initial planning workshop during which they were asked to complete self-evaluation questions to determine their levels of understanding about:
    a. The processes of moving from provisional to full teachers' registration; and
    b. The requirements for evidence to meet the Standards.
2. At the midpoint and at the end of the project the provisionally registered teachers participated in two interviews: one by telephone and one through a site visit by the researchers.

The Pilot highlighted the critical importance to the provisionally registered teachers and their school leaders of the importance of using effective time management skills. To be able to collect and annotate their evidence, the teachers acknowledged that they had to allocate extended blocks of time to organise and annotate their evidence ready for presentation to a panel of assessors. Similarly, the school leaders commented that to manage the administrative demands of all teachers at all Career Stages requires considerable time management and organisational skills to ensure the requirements and career aspirations of all teachers in the school are met.

This project also reinforced the benefits of new teachers having mentors from whom they can learn, and share their problems and achievements. This Pilot project shows the importance to provisionally registered teachers, their mentors and school Principals, of planning an approach to the collection of evidence that is consistent with the requirements of both the TRB of the

Northern Territory and the Standards. Furthermore, the Pilot enabled the participants to investigate how the teachers' registration processes and the Standards align, and highlighted some of the implications of formally implementing the Standards for educators' work. Finally, this project points to the importance of school Principals and mentors actively supporting provisionally registered teachers to develop their understandings of the requirements associated with meeting the various Territory and national requirements to align teachers' professional practice with the relevant Career Stage.

Key themes that emerged from the project included:

1. Value: The provisionally registered teachers reported that their involvement had been useful to them, and had generated positive experiences;
2. Planning: The collection and annotation of evidence of teaching is achievable with a plan;
3. Mentoring: Mentors are important to assist provisionally registered teachers build their portfolios of evidence; and
4. Organisational Strategies: School Principals and mentors require organisational strategies to meet their responsibilities for supporting, and/or assessing provisional teachers' portfolios of evidence of performance.

In terms of the overarching investigation question for the Pilot project, the following strategies would seem to be beneficial to support provisionally registered teachers to move from provisional (Graduate Career Stage) to full registration (at the Proficient Career Stage), as part of a nationally consistent registration process:

- Provision of time and structures to enable the provisionally registered teachers to plan their approaches to the collection of evidence;
- Provision of opportunities that enable provisionally registered teachers to work collaboratively with their mentors to plan the collection of their evidence;
- Provision of professional learning opportunities for school leaders and mentors to develop their mentoring and coaching skills;
- Regional and/or Territory-wide strategies to enable teachers to access mentors from outside of their school and to access suitably qualified teachers for the teachers registration assessment panels;
- Access to cultural development, orientation and induction programs specific to the local Indigenous communities;
- Provision of professional learning about ways in which to engage parents and the local community in the school; and
- Access to regularly, scheduled time within the school day for provisionally registered teachers and their mentors to meet.

Research Theme 2

Research Theme 2 investigated of the use of the AITSL Self-Assessment Tool to support improvement and identify professional learning required for further professional development at school and system/region levels. There were two partners in this Research Theme addressing the same general issue, but each with a different focus. The first Pilot involved Australind High School in WA and the second involved the Department of Education in Tasmania through its Professional Learning Institute.

Australind Senior High School

Current practice at Australind Senior High School is that professional development support activities and training have been offered in two main forms. The first of these is sending staff to professional development training offered externally by the Department (or other suitable providers). The second of these is through workshops offered internally by skilled or 'expert' staff identified within the school or the North Bunbury Network of Public Schools.

Based on the success of the 2011 Pilot, the school has developed and extended this performance and development process to involve all teachers in 2012. The annual review for each teacher is informed by a range of data including teacher self-reflections against the Standards, student feedback, classroom observation and feedback from a peer and also from their Head of Learning Area and members of the school leadership team. In 2012 Australind Senior High School introduced a professional learning program addressing classroom management and instructional strategies. The opportunity for teachers to have access to an online self-reflection tool based on the APST aligns with the school's ongoing performance appraisal and teacher development processes.

Three key activity stages were integral to the planning and conduct of the Pilot, namely:

1. The entire executive administration team undertook the relevant training and their teaching assessed.
2. Five staff (2 x administration and 3 classroom teachers) undertook training to become Classroom Accredited Trainer (CATs).
3. All teaching staff were trained between Terms 1 – 3, 2013 involving classroom observation and feedback that identified teacher practices related to student engagement in the classroom.

Six face-to-face interviews were conducted with staff who had completed the SAT. Their comments were grouped initially into three themes within the context of Australind Senior High School's ongoing performance and development priorities:

1. The role of the SAT in planning future professional learning: The SAT provided the opportunity – and in one case a new opportunity ("I've never had anything like that before"), to identify aspects of professional practice that are "positives and areas of concern" and to reflect on those aspects as a guide for "moving on" or "to improve teacher performance.
2. Feedback as a result of using the SAT: The SAT results were also seen as an additional piece of informative feedback to supplement information gathered through reflection on the Standards, and student survey responses.
3. Engagement with the Australian Professional Standards for Teachers: In general, engagement with the Standards was regarded as providing professional learning with a "purpose".

The use of the Self-Assessment Tool at Australind Senior High School has taken place within a professional practice context that is, in part, shaped by the school's:

1. Wholistic professional learning program comprising; and
2. Priority of strengthening the teaching and learning culture for both teachers and student.

Obtaining and analysing feedback about one's own professional practice was regarded as a crucial first step in the overall cyclic performance and development process at the school. The

Self-Assessment Tool has provided an additional data source that can be used to triangulate teacher practice, thereby providing a sound basis upon which to inform future professional learning.

Department of Education, Tasmania

The Tasmanian Professional Learning Institute has responsibility for the professional learning of staff within the Tasmanian Education Department. Over the past 2 years the Institute has been involved in three pilots relating to the development of the Australian Professional Standards for Teachers (the Standards). During 2011 and 2012, some 120 teachers and leaders across the state were involved in a professional learning program aimed at leading teaching and learning and a significant part of that course has involved familiarisation with the Standards and considerable thought about how the Standards might be used to enhance teachers' and leaders' professional growth.

The teachers and leaders who participated in the program provided a group from which to draw participants for this Pilot project. They were in a sound position to offer feedback on the AITSL Self-Assessment Tool (SAT) as they have prior knowledge and understanding of how the Standards might be used to assess Career Stage and to provide direction in areas of potential growth and improvement.

In the Phase 1 Pilot it was apparent that the Standards can be a powerful tool for teachers who want to research their own teaching and there was ample evidence that when teachers gather valid data about their work, and respond to it, then improvements can be observed in teaching and a consequent improvement in outcomes. The notion of teachers gathering valid data about their work is a key element taken up in the Phase 2 Pilot.

Participants in both the 2011 and 2012 courses were contacted to obtain an expression of interest in being involved with the Pilot. Many had prior involvement with providing feedback on potential items for the SAT and 18 confirmed their expressions of interest in being involved. A survey was developed for use with this particular cohort of participants. As well as providing an assessment of familiarity with the Standards it also attempted to have participants reflect on their thought processes as they completed the SAT online and an assessment of how they thought the SAT might be used in their workplace once it becomes available to teachers and leaders.

There were two types of feedback evident in participant survey response data:

1. That relating to the construction, ease of use and validity of the SAT itself; and
2. That which relates to how the SAT might be introduced, used and acted upon in the workplace.

There was a generally positive response to the SAT as a professional learning tool. Participants were able to access the SAT with little difficulty and complete it online without any glitches.

The SAT gave most participants the results that they were able to anticipate from their own self-reflection. This is the most significant test of the SAT's validity especially given participants previous experience with self-assessment based on the Standards.

Participants were generally confident that the SAT was asking for responses that legitimately assessed their Career Stage and professional learning needs as well as providing insights into their future career development and professional learning. A feature of the feedback was the focus on whether the SAT is as valid for people who are teachers but not necessarily classroom based. Some participants who have other roles felt that questions were weighted towards classroom experience and, consequently, their ability to gather evidence about their Career Stage was limited.

There is very strong support for the SAT to become one of several performance feedback tools available to teachers. It might be expedient to rely on one tool to provide feedback but that fails to recognise the complexity of the performance appraisal process or the variety of different career experiences that an individual brings to the task.

Research Theme 3

ACT Teacher Quality Institute

Research Theme 3 investigated the evidence requirements for teachers aspiring to voluntary certification at the Highly Accomplished and Lead Career Stages, together with the training requirements of Certification Assessors. The project, which took place in the ACT, involved a cross-sectoral approach that was coordinated through the ACT Teacher Quality Institute (ACT TQI).

The research design for this project required two groups of participants: aspiring teachers to self-identify with, and apply for, Certification at the Highly Accomplished and Lead Career Stages; and school executives to nominate for, and train to become, Certification assessors.

The ACT TQI sought to recruit 30 primary, high school and secondary college teachers, and 15 Deputy/Assistant Principals. The sample population guidelines for participant teachers applying for Certification included consideration of jurisdictions (Catholic, Independent, Government) and level (P-2, Primary, Secondary, VETiS and Trade) per Career Stage. Gender balance and the inclusion of teachers from schools with varying student populations were also considered when determining the sample population guidelines for applicant teachers.

In response to Expressions of Interest, the pilot population comprised teachers and school leaders from 40 schools across the Catholic, Independent and Government sectors. This group consisted of 35 teachers, 20 applying for Certification at the Highly Accomplished Career Stage and 15 applying for Certification at the Lead Career Stage. Ten applicants subsequently withdrew before the commencement of Stage 1 assessment. The trainee assessor population was made up of 37 Assistant and Deputy Principals.

The major components of the Certification Pilot were two Training Days, a two-day Assessor Workshop, Site Visits, and Evaluation and Reflection meetings. The Training Days were collaboratively designed and delivered by the ACT TQI Pilot team, the AITSL Certification team and the SiMERR research team. The Training Days were attended by applicants and trainee assessors, who undertook plenary sessions as well as role-specific sessions. The Training Days, which included input from teams from ACT TQI, AITSL and SiMERR:

- situated Certification within key national policy documents;
- examined in detail the *Australian Professional Standards for Teachers*; and
- included comprehensive examination of *Certification of Highly Accomplished and Lead Teachers in Australia*.

Two consecutive Assessor Training Days occurred after applicants had submitted Collections of Evidence in Stage 1 of the Certification process. Assessors had approximately two weeks to familiarise themselves with the organization and content of the Collections of Evidence prior to the Assessor Workshops during which they were provided with information and templates to assist in the assessment of Collections. Collections were assigned to pairs of assessors – each from different education jurisdictions, on the basis of their familiarity with the applicant's teaching area. An Expert Panel comprising members of the ACT TQI Certification Pilot Team, AITSL Certification team and SiMERR Research team was available for discussion with teamed assessors to resolve issues relating to the assessment of Collections of Evidence.

Assessors of successful Stage 1 applications then proceeded to conduct the site visit associated with Stage 2 of the Certification process. The assessors were accompanied by a member of either the ACT TQI Certification Pilot Team, AITSL Certification team or SiMERR Research team.

Feedback was collected from participants throughout the project. At the conclusion of the first Training Day, key issues identified by participants and which were considered in subsequent planning for the project included:

1. Evidence – its organisation, depth and coverage at the Descriptor and Standard levels;
2. Format – electronic versus hard copy;
3. Time – required for collecting evidence and key timeline dates;
4. Support and feedback – the importance of working both collaboratively with colleagues and individually with a mentor;
5. Critical Reflection – encompassing readiness to undertake the certification process and being able to align what an applicant knows they do well with the relevant evidence;
6. Process Guidelines – how the role and expectations of assessors might be disseminated;
7. Assessors – their expectations and 'mind-set';
8. Opportunity – meeting particular Descriptors can be influenced by contextual, organisational and personnel related issues;
9. Authenticity – making judgements about the alignment between documentation and practice;
10. Feedback – its consistency and format when provided to applicants, and the need for discussions amongst assessors;
11. Moderation and consistency – achieving consensus in the context of individual and differing system expectations; and
12. Process guidelines – to address the range of protocols and pro-forma to support the certification process.

During Assessor Training Days, assessors worked with their co-assessors to assess the Collections of Evidence. An 'Expert Panel', comprising members from the AITSL Certification team, the ACT TQI Pilot team and the SiMERR research team, was convened. Assessors consulted the Expert Panel when faced with queries or concerns that required clarification and/or resolution. Four recurring themes were identified within the queries and concerns that assessors brought to the Expert Panel:

1. Annotations: their quantity, i.e., absence or large number, and quality, i.e., correspondence between evidence and Descriptor.
2. Evidence: issues that included unsubstantiated claims, the over-reliance on one piece of evidence.
3. Referees: how to proceed if a Referee Report was not supportive of an application?

4. Lead Initiative: a key issue was that of 'attribution' when roles within the initiative were not explicitly clarified.

The ACT TQI Certification Pilot team, the AITSL Certification team and the SiMERR research team met to moderate all the Feedback templates that the assessors had completed following the assessment of the Collections of Evidence and interviews with Referees. Whilst guidelines for the completion of the Feedback templates had been discussed at the Assessor Training Days, the completed Feedback templates needed considerable editing. The moderation of Feedback templates indicated that more detailed guidelines were required, especially concerning:

- explicit incorporation of references to and the language of the Descriptors;
- appropriate use of evaluative language; and
- style, including the level of formality, tense, etc.

The ACT TQI engaged school Principals in the Certification Pilot, ensuring that they were well informed about its nature and progress. This was achieved by inviting Principals to attend key events such as the launch and wrap up celebration, and by email updates. Particular aspects of their feedback indicated that Principals:

- Saw value in having information packages about the Certification process;
- Had varying levels of understanding of the requirements for Certification;
- Considered that Certification applicants were well informed to undertake the process;
- Were confident in their understanding of the Standards to situate a teacher's evidence and classroom practice;
- Regarded the site visit as important, but acknowledged related issues that required consideration, such as, responding to unforseen circumstance, and moderation arising out of only one assessor involved;
- Considered planning, preparation and time allocation as key issues for teachers undertaking Certification; and
- Identified two issues for their own deeper reflection, namely, when an applicant's professional practice does not align with the Certification requirements, and the career planning for assessors.

Ten applicants withdrew from the Certification Pilot at various times and for various reasons. Three of the applicants who withdrew agreed to be interviewed and responded to questions that dealt with: (i) Motivation; (ii) Reasons for withdrawal; (iii) Positive outcomes from the pilot; (iv) Future applications for Certification; (v) Advice for others; (vi) Resources and (vii) Other issues.

In addition to successfully training Certification applicants and assessors, and the successful trial of the Certification process, additional outputs were produced. The ACT TQI produced a large number of resources that can inform the work of certifying authorities in other jurisdictions. The ACT TQI resources can be categorised into several groups: Engagement; Administration; Pro-formas for applicants; Pro-formas for Assessors and FAQs:

- The Engagement documents covered the promotional aspect of recruitment and ensuring that all stakeholders remain engaged and supported throughout the pilot;
- A range of administration documents was produced that concerned recruitment of teacher applicants and assessors, submission and collection of applications, and process flowcharts;

- The documents concerned the submission of Collections of Evidence and Applicants' Referees;
- Assessor documents included optional samples, mandatory templates and information sheets. The documents principally concerned the Stage One Assessment of Collections of Evidence and discussions with Referees, the Stage Two site visit and Feedback/Reporting for both stages; and
- Frequently Asked Question Fact Sheets were produced throughout the Certification Pilot.

Summary of Recommendations

This summary is based on report content and the numbering of recommendations does not represent a priority order.

DECD SA

1. That educational authorities promote the use of the Standards as the basis of professional conversations and reflection for Graduate Teachers and their Line Managers to support the process of full registration.
2. That educational authorities and school system leaders create and facilitate professional learning opportunities for Line Managers and mentors of Graduate Teachers to support their roles in the process of full registration.
3. That educational authorities and school leaders promote a structured approach to classroom observation and associated professional conversation to support the process of full registration.
4. That educational authorities and school system leaders create and facilitate opportunities for the sharing of strategies and tools that support the process of full registration.
5. That educational authorities, research organisations and school system leaders initiate further investigations into the range of processes, such as moderation, by which schools determine the achievement of the Proficient Career Stage.
6. That educational authorities and school system leaders create and facilitate opportunities for capturing advice from Graduate Teachers concerning the process of full registration.
7. That educational authorities, research organisations and school system leaders initiate further investigations into the types of feedback that schools use to support their respective performance and development cycles for all Career Stages.
8. That educational authorities and school system leaders create and facilitate opportunities for sharing strategies and programs that support the process of full registration.

VIT

1. That educational authorities, research organisations and school system leaders initiate further investigations into contextualised Standards-based approaches that support professional learning of all personnel directly engaged in the processes for full registration of Graduate Teachers.
2. That educational authorities and school system leaders create and facilitate opportunities for sharing strategies and programs that address “hard-to-evidence” Focus Areas within the Standards.
3. That educational authorities and school system leaders facilitate, through collaborative consultation, the preparation of guidelines that clarify role and information flow for all personnel directly involved in the process of full registration.
4. That educational authorities, research organisations and school system leaders initiate and facilitate opportunities for sharing with national and international stakeholders, strategies and practices that support the process of full registration.

CDU NTTRB

1. That educational authorities and school system leaders create and facilitate opportunities for sharing strategies and programs that address “hard-to-evidence” Focus Areas within the Standards.
2. That educational authorities and school system leaders create and facilitate opportunities for Graduate Teachers to work collaboratively taking into account contextual (e.g., geographic and personnel related) considerations.
3. That educational authorities and school system leaders facilitate, through collaborative consultation, the preparation of professional learning programs that enhance the skills of mentors who support the process of full registration.
4. That educational authorities and school system leaders create and facilitate professional learning opportunities for those who take up the role of mentor to support the process of full registration.
5. That educational authorities, research organisations and school system leaders initiate and facilitate opportunities for investigating strategies that establish sustainable mentoring practices and structures across contexts.
6. That educational authorities and school system leaders create and facilitate professional learning opportunities for Principals to share planning strategies for implementing a Standards-based processes for full registration in their school.
7. That educational authorities and school system leaders create and facilitate regional professional learning opportunities for Principals, school leaders and mentors to plan a Standards-based process for full registration for their respective school contexts.
8. That educational authorities, research organisations and school system leaders initiate and facilitate opportunities for investigating moderation practices and strategies that Principals, school leaders and mentors adopt in their assessment of evidence that support the process of full registration.

Australind Senior High School

1. That schools adopt the use of the SAT as one of a number of self-reflection tools to support contextualised performance and development processes.
2. That AITSL further investigate the use of the SAT in terms of teacher perception of their teaching and learning strengths and the SAT report.
3. That AITSL further investigate the use of the SAT in terms of the efficacy of, and terminology associated with, its four-point question response scale.
4. That educational authorities and school system leaders create and facilitate opportunities for sharing strategies and practices that adopt a structured approach to classroom observation that support school-based performance and development processes.
5. That educational authorities, research organisations and school system leaders initiate and facilitate opportunities for investigating school contexts where approaches to performance and development are collaborative and school-wide.

Department of Education Tasmania

1. That educational authorities and school system leaders ensure the SAT be made available as soon as is practicable to the nation’s schools and teachers.
2. That Principals and school leaders should be encouraged to see the SAT as one very useful tool in a number of initiatives designed to foster a reflective feedback culture in a school.

3. That educational authorities and school system leaders should anchor the Standards and the SAT in a system-wide policy approach to feedback, career stage development, teacher performance and professional learning planning.

ACT TQI

1. That AITSL communicate, through the Certifying Authority Network, the amount of time required to complete the Certification process and the impact that this could have on other aspects of the work of applicants and assessors. This would enable schools and systems to identify and implement appropriate forms and levels of support.
2. That certifying authorities make workshop and/or networking opportunities available for potential applicants to develop approaches to the writing of annotations that are clear, concise, meaningful, relevant and include appropriate use of evaluative language.
3. That applicants consult a 'critical friend' to provide feedback on the preparation of annotations.
4. That certifying authorities make workshop and/or networking opportunities available for potential applicants to evaluate the clarity, relevance, trustworthiness and effective use of evidence types.
5. That applicants ensure that Collections of Evidence include sufficient supporting documentation.
6. That applicants ensure that the Lead initiative is prepared in accordance with the requirements of the policy document, *Certification of Highly Accomplished and Lead Teachers: Principles and processes* (AITSL, 2012).
7. That certifying authorities make available workshop and/or networking opportunities for potential applicants to develop detailed understandings of Focus Area Descriptors at each of the Career Stages.
8. That certifying authorities make available workshop and/or networking opportunities for potential applicants to differentiate the applicant and assessor responsibilities.
9. That applicants consult a 'critical friend' to provide feedback on the format of Collections of Evidence.
10. That school Executives examine existing structures and processes that align with the requirements of the Certification process for applicants.
11. That, where necessary, school Executives implement structures and processes that enable Teachers to access and provide official documentation of their practice, as well as other valid, authenticating, third person documentation.
12. That Certifying Authorities establish support structures such as advice/help lines.
13. That Certifying Authorities and educational authorities establish local, cross-sectoral Assessor Networks to provide support, insights across sectors, and mentoring to assessors.
14. That Certification Authorities in other jurisdictions be made aware of the nature, content and use of the documents produced by the ACT Teacher Quality Institute.
15. That the Assessor Training Programs should incorporate material and exercises on correspondence, validity, accuracy and reliability.
16. That the Assessor Training Programs should incorporate material on bias awareness and bias reduction exercises.
17. That the Assessor Training Programs should incorporate material on the nature and conduct of professional conversations in order to obtain meaningful and relevant information to add to the total body of evidence that underpins Certification assessments.
18. That the Assessor Training Programs should incorporate material that enables assessors to identify, analyse and effectively use evaluative language.

1 Setting the Scene

1.1 Introduction

This study extends the initial Pilots Study undertaken in 2011 by a SiMERR Research Team and referred to as the Phase 1 Study. This current investigation Piloting Implementation of the Standards and Certification – Phase 2 (referred to as the Phase 2 Study) had a similar purpose.

The rationale of the Phase 2 Study was to build on the data and findings in the Validation Study of the Draft Australian Professional Standards for Teachers by probing more deeply into issues that have arisen from teachers in their Survey responses and commentary in Workshops. Also, the purpose was to gain additional insights through work on the application of the Standards with teachers across the nation (particularly those insights that emerged in the Pilots Phase 1 Study).

Significantly, the work of the Phase 2 Study was to support the work of AITSL to engage closely with stakeholders to develop and publish elaborations and evidence guides to support the implementation of the Standards and Certification. This support took the form of collection and analyses of focused evidence from targeted groups with special expertise and interests.

This Research Project represents a critical way forward in understanding and addressing teacher and system concerns, and ensuring that the Professional Standards have even greater relevance to teachers' work.

This Final Report expands on these points within three critical areas of focus:

(i) the transition from provisional to full registration, i.e., attaining the Proficient level Career Stage,

(ii) the application of the AITSL Self-Reflection/Assessment Tool to inform strategies for improved performance, and

(iii) the evidencing requirements for attaining certification at the higher-level Career Stages of Highly Accomplished and Lead, including Assessor training needs.

These three areas are each referred to as Research Themes in this Report, and indicate the directions taken in addressing the objectives of the Phase 2 Study.

1.2 Background

The Australian Professional Standards for Teachers represent a statement of what constitutes teacher quality, defining the work of teachers and making explicit the elements of high-quality teaching for the 21st century. In providing a framework, the Standards comprise Descriptors that have been informed by teachers' understandings of what is required at each of four Career Stages. The Standards represent a continuum of development within the profession by providing a basis for attracting, preparing, developing and supporting teachers.

The Standards were validated by a SiMERR Research Team, working in close collaboration with officers of AITSL, in 2010, drawing on almost 6,000 teachers nationally who responded to two online surveys comprising both open and closed format questions. Focus Group meetings were also held in each State and Territory for stakeholders to provide additional information about issues associated with implementation of the Standards.

Two important themes that emerged from the validation study were (i) the alignment of the Standards' Descriptors with the core business of teaching, and (ii) the delineation in terms of professional focus of the four separate Career Stages.

In April 2012, all Education Ministers endorsed a national approach to the voluntary certification of teachers at the higher-Career Stages of the Standards. Implementation of the national approach to certification commenced in 2013.

A national approach to certification of Highly Accomplished and Lead teachers involves a rigorous and transparent process that recognises Highly Accomplished and Lead teachers and is portable throughout Australia. Teachers in all Australian education systems will be able to apply and be assessed for Highly Accomplished or Lead status.

Certification of Highly Accomplished and Lead teachers is an important element in a broader teacher quality strategy that develops, recognises and supports excellent practitioners. By contributing to teacher quality, a nationally consistent approach to certification of Highly Accomplished and Lead teachers will help to achieve the national goals for schooling expressed in the *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA, 2008).

1.3 Project Purpose

Materials to support the implementation of certification of Highly Accomplished and Lead Teachers were developed throughout 2012.

The Phase 2 Study research investigation built on this base as well as the design and outcomes of the Phase 1 Study. The Phase 2 Study aims, in general terms, were:

1. To continue to trial the use of the Australian Professional Standards for Teachers within existing processes and practices,
2. To provide further insight into how AITSL may best support and ensure effective implementation of the Standards in diverse settings across Australia for a range of purposes,
3. To investigate the evidencing requirements for applying for certification and to ascertain certification assessor training needs.
4. To investigate the use of the AITSL Self-Assessment Tool as a guide for teacher self-reflection and assessing readiness for applying for certification.
5. To achieve national consensus about, and enable a shared sense of ownership of, the Standards and promote voluntary certification.

Insights gained from this Phase 2 Study have the potential to impact on the implementation of processes associated with accreditation, registration and certification of teachers, as well as on guidelines for self- and system-directed assessment and evaluation.

1.4 Methodology

The methodology chosen for the Phase 2 Study draws upon and extends that undertaken in Phase 1, i.e., it is both participatory (e.g., Kemmis & McTaggart, 2005) and formative (e.g., Gittelsohn, 2006). Three features of the methodological approach used in the Phase 1 Study are relevant to the Phase 2 Study.

First, it enabled specific research questions to be examined using multiple methods, i.e., a triangulation of approaches, resulting in greater insights through the importance placed on local knowledge and understandings. Second, it created a strong sense of ownership amongst participants through their collaboration in refining and particularising a significant identified issue, and in the various data collection processes. Third, by adopting a formative approach, there was continuous and ongoing monitoring of progress that results in either confirming or redefining the direction needed to pursue.

A range of data sources was used to capture the findings of the Phase 2 Study within differing contexts. The outcome resulted in the preparation of Case Studies and evidence collections within three broad Research Themes that captured the necessary information within specific contexts. In particular, data were gathered through:

- *Site audits* – an analysis of documents that inform current practice in the different settings and background information that provided an understanding of the context for each theme;
- *Interviews* – captured the impact of implementation of the Standards and Certification within the institution/organisation at appropriate teaching and administrative levels; and
- Documentation of research *foci* – to record the responses (verbal and documents) of participants to issues associated with implementation of the Standards.

These data were analysed to inform AITSL's future work around teachers' engagement with the Standards and Certification.

The specific research questions for the Phase 2 Study were informed by the findings from the Validation Study for the *Australian Professional Standards for Teachers* (AITSL, 2011) and Phase One Pilot findings. In particular, the focus centred on three Research Themes, namely:

Research Theme 1: An investigation of the support required for teachers moving from provisional registration (through attainment of the Graduate Career Stage) to full registration (through attainment of the Proficient Career Stage).

Research Theme 2: An investigation of the AITSL Self-Assessment Tool (SAT) to support improvement, and to identify professional learning required for continuing professional development at a school and system/region level.

Research Theme 3: An investigation of the evidence requirements for teachers aspiring for Certification at the Highly Accomplished and Lead Career Stages, and the training requirements, knowledge base and Certification process requirements of those taking on the role of Assessors.

These three Research Themes, described in more detail in the following Sections, were refined as the investigation continued. The end result was information that documented experiences and provided recommendations for practice. In planning for the research there was a need to ensure a balance of gender, cross-sectoral involvement, level of schooling, as well as ensuring the voices/opinions of those in rural/remote areas were heard.

In developing the Case Studies, participants were required to:

- Undertake training and contribute to ideas that would enhance the research process;

- Maintain regular contact with the SiMERR Research Team to ensure consistency in method of approach and data collection;
- Participate in online update sessions facilitated by UNE's Learning Management System;
- Maintain appropriate documentation; and
- Prepare interim and final reports on progress.

To support participants, an online support facility was available throughout the Phase 2 Study to enable participants to communicate openly and freely with SiMERR and among staff of similar pilot investigations. These communications were seen as vital to preserving the integrity of the Phase 2 Study as individual participants engaged with their respective projects.

1.5 SiMERR Research Team

Each member of the Project Team was able to draw upon demonstrated, high-level research skills. Each has had leadership roles in large-scale research, both independently and in collaboration with the SiMERR National Research Centre. The consortium members are able to provide the highest quality advisory and research services across the mixed method design of the evaluation. The team comprises:

Professor John Pegg
Project Team Leader and
Director of SiMERR National Centre

Dr Greg McPhan
Project Executive Officer
Principal Research Manager – Teacher Quality
SiMERR National Centre

Associate Professor Joy Hardy
Principal Research Manager – Policy Frameworks
SiMERR National Centre

Dr Dan Riley
Project Member
SiMERR National Centre/School of Education

1.6 Acknowledgements

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1.7 Note on the Structure of the Consolidated Report

This Final Report presents the findings from the six projects that addressed the three research themes of the Phase 2 Pilot Study. In addition to the **Executive Summary** and **Summary of Recommendations**, the projects are documented within seven sections.

Section 2 provides a summary of each of the projects. These summaries of between four and eight pages give the reader an overview of key features and outcomes of each project.

Sections 3 to 8 contain the complete reports for each project and provide further detail for the reader. These reports have been included in their entirety with minor editing to ensure consistency of expressions and formatting.

Sections 9 provides a list of references.

Section 10 details the Appendices that were provided with each of the projects.

2 Project Summaries

2.1 Research Theme 1

2.1.1 Background

Research Theme 1 investigated the support required for teachers moving from provisional registration (through attainment of the Graduate Career Stage of the Australian Professional Standards for Teachers) to full registration (through attainment of the Proficient Career Stage of the Australian Professional Standards for Teachers) as part of national Certification. The research involved three Pilot Investigations that took place South Australia (through the SA DECD), Victoria (through the VIT) and Northern Territory (through a joint CDU – NTTRB team).

The context for each group's investigation was different and considered teachers in metropolitan, regional/rural and remote settings in South Australia, Victoria, and Northern Territory, respectively.

Research Questions that informed this Research Theme included:

- How much work is required of teachers and Principals?
- What types of evidence are used in each State/Territory?
- What effort was involved in obtaining evidence across Descriptors?
- Who are mentors of the teachers and what support do the mentors need?
- What skills and knowledge best help Principals adopt the role of assessor?
- What are the similarities and differences across the three jurisdictions?

2.1.2 Theme Design

There was an initial two-day meeting in Melbourne involving key pilot representatives, the SiMERR research team and AITSL staff. Research plans for each of the three Pilots were developed, discussed and finalised at the meeting. The Pilots commenced following the meeting.

Personnel from AITSL and SiMERR – one from each organisation, undertook one-day site visits. Pilot teams were expected to provide an interim and final report.

The participants in the research were primarily new teachers or teachers who had been out of the classroom for up to five years. Principals, Line Managers and mentors from the schools where the teachers worked were also involved because of the associated appraisal, planning and support roles required in the transition to full registration.

To assist with the Pilot organisation, each Pilot team developed a proposal up to $20,000 with an additional $5,000 offered to Victoria (covering additional expenses due to the focus on rural teachers/schools) and an additional $10,000 offered to Northern Territory (covering additional expenses due to the focus on remote teachers/schools).

2.1.3 Sample Size

The number of participants in each Pilot was ascertained through consultation. In selecting the sample size of participants, sufficient numbers were needed to allow a reasonable opportunity of generalisation of findings.

The South Australian DECD Pilot involved eight permanently employed Graduate Teachers in their first year of teaching. The Graduate Teachers (5 male and 3 female) were from primary and secondary schools. The Graduate Teachers were accompanied by their participating Line Managers at all Pilot workshops.

The Victorian Institute of Teaching (VIT) coordinated the participation of three Government and two Catholic schools in the Ballarat region of Victoria. The schools were invited to participate because Graduate Teachers in these schools were being mentored by teachers who had participated in VIT mentor training sessions.

In the Northern Territory, CDU – NTTRB involved early career teachers and their school Principals located in either a Government, Catholic or independent school in the Northern Territory. The participants' teaching experiences ranged from a few weeks to several years. The nine participants were from urban centres (Darwin and Alice Springs) and very remote locations.

2.2 DECD SA – Implementing the *Australian Professional Standards for Teachers* (AISTL, 2011): What support is required for teachers moving from being a beginning teacher through to a more experienced teacher?

2.2.1 Background and Context

Workforce Development in the Human Resources and Workforce Development Directorate of the Department of Education and Child Development (DECD SA) provides programs and services to achieve strategic development and sustainability of the DECD workforce. It provides leadership and direction for DECD regarding the skills and knowledge that its workforce requires for the delivery and achievement of high-quality child and student learning outcomes.

The main focus of Workforce Development is on progressing work toward the achievement of the Council of Australian Governments (COAG) outcomes around:

- teacher quality;
- delivering professional development programs to support staff learning in sites and corporate sector;
- developing leadership capabilities;
- providing leadership in performance management and development; and
- recognising the quality of the DECD workforce.

Within the area of teacher quality, particular initiatives for which Workforce Development is responsible include:

- Performance Development and Management;
- Teacher Leader programs: Advanced Skills Teachers (AST), Step 9;
- Australian Professional Standards for Teachers (APST);
- Induction;
- Early Career Teacher programs;
- School Centres for Excellence; and
- DECD Implementation of the National Partnership for Improving Teacher Quality while incorporating a range of initiatives conducted in partnership with other DECD directorates.

2.2.2 Phase 1 Pilot

The Phase 1 pilot project was undertaken during 2011 and involved the Department of Education and Child Development (DECD SA), The Teachers Registration Board (TRB), Catholic Education SA (CESA) and The South Australian Primary Principals Association (SAPPA). The cross sector partnership undertook a pilot study to investigate the use of the *Australian Professional Standards for Teachers* (APST) (AITSL, 2011) for observation and reflection on teaching practice. The purpose of this project study was to allow early career and experienced teachers to work with their site leaders to test the Standards as a resource to promote teachers' self-reflection with an emphasis on observation *for* and *as* learning. The teacher participants were largely early career teachers, who observed more experienced teachers to inform professional conversations that reflected on their teaching practice.

The purpose of this Pilot was to allow early career and experienced teachers to work with their site leaders to test the Standards as a resource to promote teachers' self-reflection with an emphasis on observation *for* and *as* learning. The teacher participants were largely early career teachers, who observed more experienced teachers to inform professional conversations that reflected on their teaching practice

A draft observation tool provided a scaffold for participants to reflect on their classroom practice and their demonstration of the Standards. Pilot participants identified three areas that could inform future planning: (i) Observing teacher practice; (ii) Focusing on the language of the Standards; and (iii) Combining observation with the Standards.

Participants also identified processes that facilitated reflective and professional conversation using the observation tool and the Standards, namely:

- The importance of scheduling time for a pre and post observation conversation;
- The need to focus on a limited number of Standards and Descriptors;
- The purpose of the observation process must be clear to all participants; and
- The importance of quality relationships between participants.

A number of thematic areas also emerged during the Phase 1 Pilot. In particular, there was a shared view amongst participants that the findings needed to be incorporated into induction processes for early career teachers.

2.2.3 Phase 2 Pilot Focus

The purpose of this Pilot program was to extend the previous Pilot program that focused on observation and professional conversations. The focus in this program shifted from familiarisation with the Standards in general to a consideration of professional practice in the initial Career Stage transition.

The research question used to frame the Pilot was:

> What support is required for teachers moving from being a beginning teacher through to a more experienced teacher?

This question can be viewed as moving from the Graduate Career Stage to the Proficient Career Stage for purposes of nationally consistent registration or, for teachers satisfying their employment conditions such as probationary conditions or performance and development

requirements. The main question was elaborated in terms of a number of thematic considerations and these were:

- What is required of teachers and leaders/Line Managers during this process?
- What types of evidence do teachers use to demonstrate their knowledge, skills and understanding?
- What strategies work best in obtaining evidence across Descriptors?
- Who are mentors of the teachers and what support is beneficial to them?
- Collecting examples of evidence.

2.2.4 Pilot Structure

The Pilot project focused on Government schools in the metropolitan area. Low socio-economic status schools were included in the sample. Three full day workshops were held with teachers and leaders from participating sites, to facilitate an ongoing opportunity to explore and develop practices, knowledge, skills and understandings. The activities for each Day are summarised in Table 2.1.

Table 2.1 Phase 2 Pilot Workshop Structure

Workshop	Focus Activities
Day 1	• Teachers and leaders engaging intensively with the Standards using a Webisode; • Teachers and leaders identifying ways to collect evidence; and • Graduate Teachers being shown how to set up an e-portfolio
Day 2	• Sharing and understanding what counts in performance conversations; • Graduate Teachers sharing their best piece of evidence with each other; • Leaders sharing the best strategies and processes to support Graduate Teachers; • Line Managers and their Graduate Teacher sharing evidence in groups; • Using a newly developed Mapping Your Evidence Tool; • Providing feedback on the Mapping Your Evidence Tool; and • Collaborating about the best sharing process for Day 3.
Day3	• Graduates sharing their understanding of one standard; • Written reflection and summary of Session 1; • Graduate Teachers and Line Managers making recommendations about strategies and processes; • Feedback on lesson observation as a tool to ascertain proficiency; • Human graph activities on a range of questions about the APST and Performance and Development; and • Turning Point survey

Eight Graduate Teachers were involved in the Pilot and there were two selection criteria, that they were (i) in their first year of teaching, and (ii) permanently employed. The participants were from primary and secondary schools. The Graduate Teachers were accompanied by their participating Line Managers at all pilot workshops. Five Advanced Skills teachers participated in the workshops in order to support the Graduate Teachers in sharing their understanding of collecting evidence and in moderating the evidence that is presented. Workforce Development Teacher Quality provided overall leadership and facilitation of workshops.

2.2.5 Feedback

All Graduate Teachers reported that the Pilot project was the first opportunity they had to engage with the APST. Within the workshops, teachers and leaders began to work collaboratively to unpack the Graduate and Proficient Standards. Graduate Teachers were introduced to, and encouraged to establish, an e-portfolio to collate and house their evidence against the Standards as it was collected. The second workshop provided important training in how to conduct performance conversations as either a Graduate Teacher or as a Line Manager. The most useful tool for the Graduate Teachers (expressed anecdotally on the final day), was the Mapping Your Evidence tool which enabled them to document a piece of evidence and determine how many Standards and Focus Areas it covered. This tool enabled teachers and leaders to see the gaps in their evidence and to focus on working towards ensuring all Descriptors of the Proficient Career Stage in the APST were met.

2.2.5.1 Graduate Teachers

This section provides an overview of participant contributions from the Day 3 Workshop of the Pilot during which participants discussed:

- Engagement with the Standards;
- Line Manager and Advanced Skills Teacher involvement; and
- Strategies and tools used to collect evidence.

In discussing their engagement with particular Standards with Line Managers and Advanced Skills Teachers, Graduate Teachers indicated where they might retain a 'paper trail' or document particular processes as evidence against the Standards, e.g., emails, record of conversations, completed pro-forma, and stages in the development of a community network. They also made reference to the all-important conversation starters with colleagues. In particular, reflective discussions between a Graduate Teacher and his/her Line Manager address the immediate priority of progression towards meeting Descriptors at the Proficient Career Stage as well as important distinctions between the Proficient and other Career Stages, establishes, thereby establishing the basis for ongoing professional learning planning.

In their detailed discussions of teacher, leader/Line Manager involvement in the process, participants identified three main areas: (i) observations; (ii) professional conversations, and (iii) reflection on teaching practice. Where observations were concerned, participants made reference to organisation, e.g., that the observations had a particular focus or were structured. They also discussed outcomes and follow-up, such as the associated reflective conversations during which observed practice was aligned with the relevant Standards. The multi-faceted nature of professional conversations was highlighted through aspects, such as, documentation – video or voice recordings, their frequency, the associated identifiable outcomes, and broader school community collaborations. In the content of the reflection on teaching practice, participants summed up the current focus of their professional practice, e.g., adopting

particular strategies, such as curriculum differentiation, to ensure alignment of practice with the APST, and using formative assessment as feedback about teaching,

When discussing strategies and tools for obtaining evidence, four particular strategies were the focus of discussions, namely, feedback, collaboration and networking, observation, and curriculum planning. Across each of these strategies, three distinct features were identified in the discussion points: (i) the personnel associated with the strategy; (ii) the form of the strategy; and (iii) the purpose of the strategy. For example, within the feedback focus, a comment that related to a video of a Graduate Teacher's teaching and which was reviewed with a Line Manager to support self-reflection, the *personnel* were the teacher and Line Manager, the *form* was video, and the *purpose* was self-reflection. Participants also discussed particular tools that supported evidence collection across Descriptors. Three in particular were the focus of discussions and these were e-portfolios, APST matrices, and the use of digital evidence from ICT pedagogies.

2.2.5.2 Line Managers and Advanced Skills teachers

This section provides an overview of participant contributions from the Day 3 Workshop of the Pilot during which participants discussed:

- Appraisal of evidence collected by Graduate Teachers (Line Managers);
- Mentoring (Line Managers); and
- Evidence collection – Form, strategies and tools (Advanced Skills Teachers).

Participants identified three general approaches to the appraisal of evidence:

i. alignment of evidence with relevant documents, e.g., the APST or Australian Curriculum (AC). In the case of the Standards, for example, Descriptors provided points of reference in the verbs used, as well as providing an indication of areas where student work samples could be used, e.g., Focus Area 4.1 – *Support student participation*;
ii. feedback provided by others. The "others" included Principals, Line Managers, peers and colleagues, parents and students. This information could be informal verbal commentary, or formal – as in the case of observation reports by a Line Manager, or feedback from students about strategies adopted in the classroom; and
iii. areas of impact of teaching and learning practices on student learning outcomes. An area referred to frequently by participants was assessment where diagnostic, formative and summative examples had the potential to provide indications of the efficacy of particular teaching and learning practices.

Behaviour and engagement were two additional areas that participants identified as indicators within observation feedback and student surveys that supported the alignment of evidence with Proficient practice.

Mentors were identified as individuals or as members of teams, and whether they were from within or external to the school. Mentoring occurred in both a formal and informal capacity. In terms of informing mentoring practice, participants made reference to opportunities within and beyond the school that provided access to the experience and expertise of others. A range of activities were identified that could facilitate the sharing of information between Graduate Teacher and "those who have done this before" or "who have similar interests".

In addition to Artefacts of Practice that indicated the form evidence took, reference was made to a formative dimension in the collection of evidence. This formative dimension was elaborated in terms of its reflective focus, with Graduate Teachers using professional learning or lesson observations to identify areas of need and the associated evidence required to document professional growth. Participants provided an extended list of specific Artefacts of Practice and instances of evidence, such as, photos, videos, screen shots, correlation charts, assessment plans, or student folders. In a number of cases these instances were further qualified to indicate the associated purpose, thereby providing additional guidance for Graduate Teachers, e.g., video of professional learning participation.

2.2.5.3 Supporting the Transition – Participant Advice

From their engagement with the Standards, Graduate Teachers identified a number of areas they regarded as supportive of the Graduate-Proficient transition:

- Evidence collection beginning with a detailed examination of the Standards;
- Collaborative discussions that promote insights and understandings;
- Resources that reinforced collaborative discussions; and
- Professional self-reflection that is integral, not additional, to a teacher's practice.

Graduate Teachers also made reference to a number of challenges and benefits that emerged during the process, namely:

- Time management and the importance of developing a sense of perspective and adopting a realistic and paced approach to the workload;
- Evidence collection, its form – regarding efficiency of presentation and substance – in terms of the depth of presentation were raised in participant commentary;
- Feedback, notably, 'How am I going?' and ' Where am I going?'
- Affirmation of practice where the alignment of professional practice with the Standards provided a focused lead-in to professional conversations;
- Working with colleagues which facilitated articulation of a professional direction, confidence building and development of professional relationships, and
- Professional growth based on planning and goal setting that provided a sense of moving forward.

Line Managers and Advanced Skills Teachers provided commentary about three aspects of professional practice that supported and/or informed their mentoring roles. The first of these related to networks and participants made reference to the importance of discussions with others when it came time to seeking advice about performance matters. They also drew on the resources and support provided by theme-specific regional workshops and through professional groups.

The second aspect reflected motivational considerations that sustained their mentoring role. Participants identified enhanced student learning outcomes associated with good teaching, capacity building of personnel, and establishing specialist programs that benefited school communities as 'drivers' of their engagement in the Graduate to Proficient transition. The third aspect encapsulated advice to Graduate Teachers and this advice encompassed the wise use of time and resources, appropriate timing of the process, and evidence compilation.

2.2.5.4 Evidence Ranking

As part of the third workshop activities, participants ranked particular strategies and tools that they were familiar with or had used during the Pilot. Across the eleven tools and strategies, some key elements of the progression from beginning teacher to more experienced can be identified and these relate to: (i) professional conversations for obtaining feedback, e.g., with colleagues and Line Managers; (ii) drawing on available resources, e.g., Illustration of Practice, Standards matrices, and the Performance and Development Plan; (iii) the importance of planning and documentation of professional practice, e.g., through the use of e-portfolios and/or the Observation Tool; and (iv) the evaluation of professional practice and evidence, e.g., through the use of documents, such as, the DECD Performance and Development Plan.

2.2.6 Outcomes

The research question used to frame the Pilot study addressed the support *required for teachers moving from being a beginning teacher through to a more experienced teacher*. From the investigation, support for this transition can be detailed in terms of:

- The commitment by both the Graduate Teacher and Line Manager to engage in the program in an ongoing way;
- Opportunities to meet others with expertise in the APST and awareness of the associated resources;
- A structured program with expectations and timelines clearly established;
- Provision of funding to release early career teachers;
- The involvement of Advanced Skills Teachers (ASTs);
- The spaced learning with three weeks between sessions with purposeful, practical homework in between and a requirement to share their progress;
- The opportunity to network with peers; and
- The use of a Standards-based self–mapping tool to reflect on the evidence collected to support the Career Stage progression.
- Observation processes and productive working relationships between peers and/or the Line Manager.

2.2.7 Postscript

The Performance Standards and Certification team (formerly Teacher Quality) in HR Workforce Development has intentionally engaged with Early Career Teachers to ensure they are supported, developed and retained by the system. *The Australian Professional Standards for Teachers* (AITSL, 2011) is a key induction platform for teachers in DECD.

One year after engaging in the AITSL Graduate to Proficient Pilot in 2012, the Early Career Teachers involved readily embrace the language of the Standards in daily practice and professional conversations with their colleagues and Line Managers. The notion of collecting evidence aligned with the Standards is integral to their career development and aspirations. This ensures the DECD Workforce Development goals of attracting, training, placing, developing, rewarding and retaining quality teachers. Particular activities and events that have occurred include:

- the introduction of an Early Career Teacher Project Officer position;
- Full-day workshops for Graduate Teachers based on findings form the Phase 2 Pilot project;
- the establishment of an Early Career Teacher Facebook page;

- the development of an Early Career Teacher Ning[1] on the Workforce Development Ning;
- the compilation of a teacher mentor and teacher mentee register;
- Twilight Sessions on *Illustrating your Practice* for teachers undertaking the graduate to Proficient and the Proficient to Highly Accomplished Career Stages; and
- the revision of the APST Mapping Your Evidence Tool to accommodate Teachers at any Career Stage.

2.3 VIT – Investigating the support required for provisionally registered teachers to develop evidence for full registration using the Standards for Teachers

2.3.1 Background and Context

The Victorian Institute of Teaching (the Institute) is an independent statutory authority for the regulation of the teaching profession in Victoria and operates under the *Education and Training Reform Act 2006.* All teachers working in Victorian Government, Catholic and independent schools are required to be registered with the Institute. As a Standards-referenced regulator, the Institute requires Victorian teachers to meet and maintain professional Standards for registration. New registrants are provisionally registered for up to two years until they are able to demonstrate they meet the Standards of professional practice for full registration. Since October 2012, the *Australian Professional Standards for Teachers* (AITSL, 2011), hereafter referred to as 'the Standards', has become the framework against which teachers need to demonstrate competence at the Proficient Teacher level to become fully registered.

The project builds on a pilot project undertaken by the Institute in 2011 investigating the implementation of the Standards into the evidence-based process for full registration in Victoria. The Institute's process is school sited and facilitates demonstration of the Standards within a structured induction period that focuses on collegial support and reflective practice. As a consequence, many schools are familiar with using Standards as the basis for evidence of practice and assessment of proficiency. The current process for teachers is based on the research, e.g., Timperley, Parr & Bertanees (2009) that guides teachers through an inquiry into their practice to support student learning and develop their evidence of the Standards.

To apply for full registration Provisionally Registered Teachers (PRTs) must:

- complete at least 80 days full time teaching in a school; and
- document evidence of proficiency in the Standards that includes an inquiry into practice and the professional support of a trained mentor, including classroom collaboration and a recommendation report from a school panel, led by the Principal.

The evidence-based process has been designed to integrate professional support for PRTs with their demonstration of the Proficient Teacher Standards. Teachers do not address the Standards and their Descriptors individually or explicitly. By investigating an area of practice to improve student learning they are able to provide ample evidence that the Standards and Descriptors

[1] Ning: A closed professional learning community comprising invitees; similar to Facebook.

have been met. It also supports PRTs and their mentors not only to acknowledge competent practice but also to focus on those aspects of practice that require development.

Such an approach builds in support. PRTs are required to document observations in experienced teachers' classrooms, professional conversations with experienced teachers and mentors, professional learning that is targeted to areas of student need and collaborative practice in their classroom. They are also required to document reflections about student learning and their own and future professional learning.

In Victorian schools there is an expectation that PRTs will be mentored as part of their full registration process and school induction. The mentors generally attend a two-day training program delivered by the Institute and the Department of Education and Early Childhood Development and with the support of the Catholic Education Offices and Independent schools sector.

2.3.2 Phase 2 Pilot Focus

In 2011 a Phase 1 Pilot project was undertaken to trial use of the *Australian Professional Standards for Teachers* (AITSL, 2011) within current Victorian structures and practices. Findings indicated that teachers were generally able to evidence the Standards. One outcome from the Phase 1 Pilot was that the process to evidence the Standards was revised and refined in response to feedback collected. In this Phase 2 Pilot project, the use of the Standards was further investigated within the context of working towards full registration, a process that is inquiry-based, mentor supported and collaborative. However, the contextual focus of the project was on the process as it is implemented in Victorian regional schools with the support and involvement of mentors and the Principals. Emphasis was placed on:

i. determining the support required for the process, and
ii. the types of evidence that were produced by the PRTs.

2.3.3 Pilot Structure

The study was confined to ten weeks during semester 2, 2012, and was contextualised within school settings and in the normal practice of beginning teachers in a regional area of Victoria. The project involved a trial of the revised approach to the development of evidence for full registration and an investigation of the support required for teachers to meet the Standards at the Proficient level in relation to:

- the evidence produced by PRTs for full registration;
- collegial practice and mentoring by experienced colleagues; and
- resources provided for PRTs, their mentors and their school leaders.

The project involved a mixed method design (e.g., Creswell, 2003) with both quantitative and qualitative data collection. The sample of PRTs came from 5 schools in the Government and Catholic school sectors, in primary and secondary teaching and all were located in the Ballarat regional area.

The Pilot project structure comprised:

- an introductory workshop, with participation of PRTs, their mentors and school leaders to:
    - explain the aims of the project;

    - explain the revised process to evidence the Standards;
    - interrogate the Standards and develop a focus for inquiry; and
    - develop an action plan for PRTs to implement in their classrooms and use as part of their evidence of professional practice for full registration;
- allocation of schools to SPL managers for follow up contact, including a site visit by two SPL managers and classroom visits; and
- data collection, including
    - an online survey for participants completed at the end of the process – separate surveys for PRTs and mentors; and
    - evidence samples from PRTs.

2.3.4 Feedback (Survey)

Survey data provided feedback and commentary in three key areas:

1. engagement with the Standards;
2. the provisional to full registration process; and
3. time required for the process.

Both Provisionally Registered Teacher and mentors affirmed the Standards as the basis for feedback and investigation of professional practice. PRTs also responded positively to the value of the Standards in understanding and supporting practice. A number of PRTs indicated that the Descriptors had assisted them to identify aspects of practice that subsequently became a focus for inquiry. Mentors made reference to their use of the Standards in professional conversations and when providing feedback. In particular, mentors highlighted the assistance of the Standards in identifying areas for their own professional learning.

Provisionally Registered Teachers found the Standards and their Descriptors at the Proficient level generally easy to evidence and they recognised the connection between their practice and the Standards' statements. There was no clear consensus about which Standards were the easiest or the most difficult to evidence, apart from difficulties identified with Descriptors 1.4 and 2.4, and the context for teaching seemed to be a determining consideration. Survey results indicate that teachers were divided as to the facility with which they could gather evidence for these Descriptors. For Descriptor 1.4, five PRTs indicated they struggled to find evidence and three indicated this Descriptor was relevant to their practice and that evidence was easily available. For Descriptor 2.4, there were four PRTs who could provide evidence and four who found it difficult. As was expected, teachers with school support through particular ATSI programs and the employment of Koori liaison officers were more confident in providing opportunities for students to develop understanding of and respect for ATSI histories, cultures and languages.

Comments from both PRTS and mentors showed that they found the process to move from provisional to full registration to be clear, concise and connected to daily practice. The template for the documentation of evidence was seen as very useful and provided a framework for documenting evidence. The process was seen by many PRTs as an opportunity to reflect more deeply on practice and the majority recognised the relevance to their teaching content and context. When investigating the support required to align professional practice with the Standards, all teachers commented on the value of working with colleagues.

Participants in the project had about 8 weeks to develop their inquiry of practice and record their evidence for full registration. They were aware this was shorter than the expectation for

teachers normally. PRTs either spent a period of between 10 and 30 hours collecting their evidence or more than 40 hours, and they indicated that the process was professionally challenging and rewarding, and that it provided an opportunity to reflect more deeply on practice. Two-thirds of the PRTs indicated they spent more than 10 hours preparing their evidence for the school panel. Fewer hours were spent working with colleagues during the process, even though this was universally identified as one of the most important aspects.

2.3.5 Outcomes

At the local, State level, the Pilot project provided the opportunity to focus on key aspects of the process for full registration, identifying strengths and areas for further consideration.

- Teachers were able to use the Standards in the revised process for full registration and address the majority of the Descriptors at the Proficient Teacher level;
- Both PRTs and mentors identified the value of the revised process for full registration in relation to their professional learning and development of professional practice;
- Participants found the Standards helpful for professional discussions and identification of areas for inquiry and professional learning;
- Participants found the resources provided by the Institute useful;
- Evidence could be developed in a variety of forms;
- Some Descriptors were difficult to evidence and further work will need to be undertaken to contextualise these for all teachers and to provide examples of how they can be evidenced;
- Time taken to develop the evidence was a concern; and
- Principals indicated that information about the process and their role in it and updates of teacher progress were most important to them.

Within the national context, the project was unique to the Victorian regulatory environment. The findings are contextualised within the way that PRTs in Victorian schools provide evidence of the Standards for full registration. It is an expectation and current practice for PRTs in schools to be supported by a colleague who has been trained as a mentor. Victoria has been using an evidence-based process referencing Professional Standards as the means to assess teachers for full registration since 2004. This long track record means that other regulatory authorities establishing similar Standards-referenced processes for full registration for the first time, could benefit from these findings, the approach taken and the resources that have been developed to support PRTs.

This Pilot has mirrored a trial being conducted by the Institute with schools in metropolitan Melbourne. The intention is to initially investigate the findings from the survey and teacher evidence to identify any differences between geographical regions. The data will then be aggregated to provide a view of the issues that need to be addressed across all areas. A focus for the Institute will be to develop examples of evidence using the Standards from the Pilots that will support implementation in 2013. The Institute has found that good examples of evidence are essential to training mentors and establishing the expectations for PRTs.

2.4 CDU NTRB – Investigating the support required by urban, remote and very remote teachers moving from provisional registration (through achievement of the Graduate Career Stage) to full registration (through attainment of the Proficient Career Stage) as part of a nationally consistent teachers registration process

2.4.1 Background and Context

The findings outlined in this report are the outcomes from a project undertaken collaboratively by the Centre for School Leadership, Learning and Development at Charles Darwin University in the Northern Territory, and the Teacher Registration Board (TRB) of the Northern Territory. The pilot was supported by the Department of Education and Children's Services (DECS); the Catholic Education Office; and the Association of Independent Schools (AIS) Northern Territory.

The Northern Territory covers 1,346,200 square kilometres. It has two main climates: a desert climate in the centre of Australia, and a tropical climate north of Katherine. The population of the Northern Territory is 220,000. About one-third of all Territorians, and almost half of all school children in the Northern Territory are Indigenous. Students in the Northern Territory come from a variety of backgrounds and cultures. There are 190 schools in the Northern Territory: 36 non-Government, and 154 Government schools. Over 40% of these schools are in remote or very remote locations.

To ensure that teachers in the Northern Territory are appropriately qualified and competent to teach, all teachers must be registered with the Teacher Registration Board (TRB) of the Northern Territory. Suitably qualified provisionally registered teachers can seek registration and are allocated 'Provisional Registration' by the Board.

'Provisional Registration' is provided if the Board determines an applicant does not have the prescribed professional experience and currency of practice for 'Full Registration', but is otherwise eligible for Full Registration under the Act. Provisional Registration is granted for a period of three school years and teachers are supported with an induction program into the teaching profession in the Northern Territory. During this time the provisionally registered teacher works towards gaining the professional experience that entitles him or her to apply for Full Registration. Those teachers commencing the processes of moving from Provisional to Full Registration in 2013 and beyond will use the *Australian Professional Standards for Teachers* (AITSL, 2011).

To assess the evidence presented by a provisionally teacher in the Northern Territory, the Principal has to establish a panel to assess the teacher's evidence of competency, within the framework of the Standards. The Panel comprises:

1. a formally recognised Lead Teacher who acts as the chair of the panel;
2. a fully registered teacher nominated by the teacher, who could be his or her mentor; and
3. and a fully registered teacher familiar with the provisionally registered teacher's work.

The Panel assesses the evidence presented to determine whether it does or does not meet the Standards. In cases where there are insufficient panel members, the Principal may seek the involvement of fully registered teachers from outside the school to assist in the panel assessment. Involvement of teachers outside of remote schools in the Northern Territory often means involving teachers located several hundreds of kilometres away from the local teacher's

school. To support provisionally registered teachers in the Northern Territory to meet the requirements for full teacher registration, school Principals must ensure a mentor has been partnered with a new, provisionally registered teacher in the schools.

2.4.2 Phase 2 Pilot Focus

This project investigated the nature of work and types of support required by provisionally registered teachers, to collect the necessary evidence to allow them to move from provisional registration (through attainment of the Graduate Career Stage of the Standards), to full registration (through attainment of the Proficient Career Stage of the Standards). The focus of the study was on the process, i.e., to listen to the views of the participants about how they were approaching or supporting the collection of evidence. The Pilot was structured to include the following main stages:

1. planning ways in which to identify and collect evidence of teaching performance, through their daily work, that could be used to meet one specific Standard;
2. commencing the development of a portfolio of evidence; and
3. reflecting on the approaches they used.

This Pilot focused on the following investigation question:

> *What support is required by Northern Territory school teachers moving from provisional (Graduate Career Stage) to full registration (at the Proficient Career Stage), as part of a nationally consistent registration process?*

To address this question, the project used the following sub-questions to guide the work.

1. What is the nature of the work, types of support and sorts of evidence used by teachers in the Northern Territory, to move from provisional to full registration, and from the Graduate to Proficient Career Stage?
2. Who are the mentors of the teachers and what strategies meet their requirements?
3. What skills and knowledge best helps Principals take on the role of assessor?

2.4.3 Pilot Structure

Eight provisionally registered teachers participated in the Pilot project. They were located in either a Government, Catholic or Independent school in an urban centre (ie Darwin or Alice Springs), or a very remote location (e.g., in an Indigenous community). All schools in the project have student populations comprising at least 20% Aboriginal students. The students at the very remote schools were all Indigenous, except where a teacher's children were attending the same school. Except for one teacher, all the teacher participants were early career teachers. Two participants were located in a special school, and one participant worked in a 'homeland school', where the teacher was required to fly between small communities on islands off the coast of the Northern Territory for four days a week. Another teacher taught units within the International Baccalaureate.

To address the investigation questions, the pilot project investigated the following issues:

- the types of evidence teachers collect to move from provisional to full registration and from the Graduate to Proficient Career Stages;

- the nature of work required of teachers and school Principals, to support new teachers in the Northern Territory to move from provisional to full registration and from the Graduate to Proficient Career Stages; and
- the strategies that support provisionally registered teachers and the school leaders who are identified as the mentors of these teachers.

To collect data the following two methods were used.

1. At the outset of the project, participants attended an initial planning workshop during which they were asked to complete self-evaluation questions to determine their levels of understanding about:
    c. the processes of moving from provisional to full teachers' registration; and
    d. the requirements for evidence to meet the Standards.
2. At the midpoint and at the end of the project the provisionally registered teachers participated in two interviews: one by telephone and one through a site visit by the researchers.

2.4.4 Feedback – Self-evaluation tools

Two self-evaluation tools were used with the provisionally registered teachers at the Workshop. One self-evaluation tool asked the teachers to: (i) evaluate their areas of strength and areas for development against the Standards; and (ii) to rate their understandings of the processes for moving from provisional to full teacher registration, and about their understandings of the Proficient Career Stage of the Standards. The second self-evaluation tool asked participants to write three to five words that described their school Principal and mentor's role when supporting them to meet their registration requirements.

Generally, the provisionally registered teachers felt comfortable with their teaching capabilities, ability to develop lesson plans and development and use of teaching resources. Some of the teachers indicated they understood how to conduct formative and summative student assessments, although most teacher participants indicated they would like to develop a wider range of teaching, learning and assessment styles. While most of the participants also indicated they believed they communicate well with their colleagues and students, they also indicated they would like to build better relationships with the parents of the children they teach. In the remote locations, most of the parents in the school communities are Indigenous. Engaging with the community in these locations involves developing deep understandings of the Indigenous communities and their cultural practices.

At the Workshop, the provisionally registered teachers identified the types of evidence, and the sorts of activities from their daily work, they thought they could use to meet the requirements of the one Standard they identified as their focus for this pilot project. Participants identified a range of work-based activities to meet the requirements of the respective Standards at the Proficient Career Stage:

- the plans of class and individual students' programs, units and activities;
- students' work including formative and summative assessment items;
- photographs and videos of the teacher interacting with students;
- diaries and logs of individual students' progressions;
- notes of meetings with parents;
- observation notes from mentors and others viewing the teacher's work in class; and
- resources and class presentations made by the teacher.

Following the Workshop, the teachers set about implementing their respective plans for the collection of evidence in preparation for submitting it to their assessment panels for consideration.

The second self-evaluation tool asked the teachers about their expectations of their school Principals while they were collecting evidence to meet the TRB requirements and those specified in the Standards. The following types of support they would like from their school Principals:

- ensuring a suitable mentor is allocated and available for the guidance required;
- provision of feedback from classroom observations;
- provision of advice about whether the evidence collected is sufficient;
- promotion of safe environments;
- acknowledgement of the differentiated demands of students;
- provision of information about where resources can found; and
- the use of effective communication strategies regarding ethics, and expectations about responsibilities.

In addition, when asked about the types of characteristics sought from their school leaders, the provisional teachers identified a list of some sixteen attributes linked to support, planning for the process and advice provided.

2.4.5 Feedback – Interviews

The interviews provided additional insights into the types of activities that participants found simple or difficult to undertake, and those activities where they found, or where they could see, support would be of assistance. Material presented here is organised under the three sub-questions that guided the Pilot project.

1. Nature of the work. All the participants indicated they found it useful to familiarise themselves at the beginning of the project, with the requirements for both moving from provisional to full teachers' registration, and for meeting the requirements of the Proficient Career Stage of the *Australian Professional Standards for Teachers* (AITSL, 2011). They found that having a planned approach for evidence collection assisted them to organise their classroom activities and ensure they could collect evidence from their daily work. They also indicated that they found the plan they took away from the initial Workshop was helpful because it enabled them to return to and revisit the plan and refocus.

Participants made reference to a range of processes and organisational approaches that supported them during the collection of evidence. Processes included regular meetings with their Principal, structured lesson observations and maintaining a log of classroom activities. Preferences for organising the collection of evidence included both hard-copy and electronic versions (e-portfolio or Powerpoint).

Participants indicated they felt the collection of evidence for most of the Standards was achievable within their daily work. There were concerns expressed, however, about the quantity of evidence required and the complexity of some of the Focus Areas, namely, Focus Areas 1.1, 1.3, 3.5, 5.1 and 5.3. It was the multiple elements of the Focus Area joined with 'and' that contributed to this complexity for provisional teachers. The associated concern was elaborated in terms of whether or not they were able to ensure a comprehensive collection of evidence was constructed.

As a contextual dimension to difficulties addressing Focus Areas, one teacher at a very remote school reported difficulties with accessing technologies to enable this teacher's students to meet Focus Area 2.6*: Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.* This teacher reported that the only power available was through generators and that Internet access is not guaranteed in the Aboriginal communities visited by the teacher. This teacher also indicated that the heat in these communities tends to be extreme, and the lack of air conditioning was not an ideal condition for students to sit at computers during class. Nonetheless, this teacher has been brainstorming ways in which computers can be taken out to these Aboriginal communities.

One teacher who had just commenced teaching was unable to participate in the project as originally planned. Availability of suitable personnel to support the teacher through the process was the main reason for withdrawal with other issues preventing participation including: the challenging school environment; workload of staff; absence of a mentor; and the number of other Graduate Teachers in the school requiring support.

2. Mentoring. As a result of participating in this project however, all participants knew of the requirement to have a mentor, and most had one allocated to them by the end of the project. All participants reported that they could see the benefits of mentoring, and considered ways of strengthening the mentoring available to them. Mentors were either an experienced teacher within the school or had been teaching at the school for a period of time longer than the new teacher. A small number of the participant teachers, however, reported that the initially allocated 'experienced teacher' did not meet their support needs. These teachers found the repertoire of strategies that they wished to implement and develop did not align with those of the allocated mentor.

School remoteness also impacted on mentoring. Mentors can be more difficult to identify in remote schools than in urban schools, as most teachers in remote locations have only been in their school a short period of time. In addition, many teachers in remote locations are new, provisionally registered teachers themselves. Participants also commented that, due to the turnover of staff, it was hard to build rapport suitable for mentoring or to locate a sufficiently qualified mentor.

The teachers in this study also recognised the value of being in a school where the school Principal took an active interest in their development and achievements. Others commented upon the importance of school Principals undertaking professional development to become familiar with the implications for their work of the processes they have to undertake in relation to teachers' registration requirements using the Standards.

3. Skills and knowledge of Principals. The Principals, assistant Principal and mentor who participated in this project spoke about the benefits of involving their staff in this study. They also acknowledged that they felt they required more information within their schools, about the place of the Standards in the NT teacher registration processes. Furthermore, they indicated that they thought that having a provisionally registered teacher involved in this project would assist them to build the organisational knowledge of the school around the new, incoming processes. All the school leaders who participated in this project reported upon the importance of professional learning about the incoming processes for 2013. The types of knowledge and skills they nominated for development included:

i. knowing and understanding the processes required to support teachers at each career level and being structured in the organisational approaches taken;
ii. being positive about the work of the provisionally registered teachers;
iii. understanding the assessment processes and requirements for making judgements about provisional teachers' portfolios of evidence to move to full teacher registration; and
iv. developing coaching and mentoring skills to enable them to work with teachers at all Career Stages on their staff.

2.4.6 Outcomes

Key themes that emerged from the project included:

1. Value: The provisionally registered teachers reported that their involvement had been useful to them, and had generated positive experiences;
2. Planning: The collection and annotation of evidence of teaching is achievable with a plan;
3. Mentoring: Mentors are important to assist provisionally registered teachers build their portfolios of evidence; and
4. Organisational Strategies: School Principals and mentors require organisational strategies to meet their responsibilities for supporting, and/or assessing provisional teachers' portfolios of evidence of performance.

In terms of the overarching investigation question for the Pilot project, the following strategies would seem to be beneficial to support provisionally registered teachers to move from provisional (Graduate Career Stage) to full registration (at the Proficient Career Stage), as part of a nationally consistent registration process:

- provision of time and structures to enable the provisionally registered teachers to plan their approaches to the Collection of Evidence;
- provision of opportunities that enable provisionally registered teachers to work collaboratively with their mentors to plan the collection of their evidence;
- provision of professional learning opportunities for school leaders and mentors to develop their mentoring and coaching skills;
- regional and/or Territory-wide strategies to enable teachers to access mentors from outside their school and to access suitably qualified teachers for the teachers registration assessment panels;
- access to cultural development, orientation and induction programs specific to the local Indigenous communities;
- provision of professional learning about ways in which to engage parents and the local community in the school; and
- access to regularly, scheduled time within the school day for provisionally registered teachers and their mentors to meet.

2.5 Research Theme 2

Research Theme 2 investigated of the use of the AITSL Self-Assessment Tool (SAT) to support improvement and identify professional learning required for further professional development at school and system/region levels. There were two partners in this Research Theme addressing the same general issue, but each with a different focus. The first Pilot involved Australind High School in WA and the second involved the Department of Education in Tasmania through its Professional Learning Institute.

In the case of Australind High School the focus was on investigating the use of Standards within performance management processes at a school level. In the case of the Professional Learning Institute, the focus was on how the AITSL Self-Assessment Tool might support or influence State-wide or regional professional development initiatives by providing advice about professional learning needs identified by teachers.

2.5.1 Theme Research Questions

The AITSL Self-Assessment Tool became available for trial in February, 2013. In the context of finalising a national certification process, there was a need for a self-assessment tool that enabled aspirants to ascertain their readiness to apply for Certification and the appropriate Career Stage. In addition, aspirants required an understanding of the evidencing requirements of Certification. The overarching research theme was:

> *How do the Standards assist in improving performance appraisal and what other support is required to improve performance appraisal processes (e.g., toolkits to assess performance)?*

This can be represented by four specific research questions:

1. Does the tool provide a catalyst for a professional conversation:
    - Registration lens
    - Certification lens
    - Professional learning lens
    - Performance and development lens?
2. What support is required to assist teachers after using the AITSL Self-Assessment Tool?
3. What is the evidence of sustainability in terms of the AITSL Self-Assessment Tool? For example, those teachers who used the Standards last year, are they still using the document this year, and are they getting the same benefits?
4. What feedback has led teachers to continue to focus on particular areas of the Standards or why have they been discarded?

2.5.2 Sample size

Teachers at different Career Stages trialled the use of the AITSL Self-Assessment Tool. In Tasmania the DoE participants were drawn from all over the state and represented all sectors, age groups and experience levels. They shared a common interest in becoming Lead teachers or improving their lead-teacher practice, hence their enrolment in the course. They had considerable familiarity with the Standards both personally and within their teaching contexts, with many having worked on dissemination of the Standards with other teachers. They were also familiar with another self-reflection tool, thus giving them considerable background knowledge when it came to evaluating item quality and overall validity of the AITSL instrument.

In Western Australia the Australind Senior High School participants reflected the whole-school engagement in the Pilot. This involved the Administration staff comprising the Principal, D/Principals and Programme Coordinator; Heads of Learning Area and Teachers in Charge; and classroom teachers. It was intended that all participants had, or will have, engaged in Instructional Strategies Training.

2.6 Australind Senior High School – Implementing the Australian Professional Standards for Teachers: Using the Self-Assessment Tool

2.6.1 Background and Context

Australind Senior High School is a large Year 8 to 12 secondary school of just under 1000 students located near Bunbury on the south coast of Western Australia. It has a stable, experienced staff. The school's entry point to performance and development was its decision to focus on quality teaching as a central component of its proposal to become an autonomous independent state school. In determining on this focus, the school used the Australian Professional Standards for Teachers as a starting point for teachers to conduct conversations about what constituted good teaching practice and as the basis for determining what good teaching looked like in the classroom.

The current performance and development process, which has been strengthened by successes of the 2011 Pilot, includes a number of distinct but connected elements:

- self-reflection and analysis;
- validation;
- performance appraisal;
- professional Development; and
- review discussion.

2.6.2 Phase 1 Pilot

During 2011 the school established a Phase 1 Pilot program that involved volunteer teachers drawn from a cross-section of the staff carrying out a self-reflection of their teaching against the *Australian Professional Standards for Teachers* (AITSL, 2011). The self-reflection was designed to assist teachers to determine the alignment between their practice and teacher practice as described in Descriptors of the Standards at the appropriate Career Stages. This analysis provided feedback that was both affirming as well as providing information about perceived 'gaps'. The feedback was then validated by additional feedback from two sources: (i) from students who completed a survey form related to classroom learning; and (ii) feedback from a peer teacher, chosen by the teacher, based on a classroom observation.

In the case of the peer teacher, the classroom observation and subsequent discussion and feedback were components of a pairing arrangement whereby the teachers involved worked together to discuss their self-reflections, and to carry out mutual classroom observation with subsequent provision and collaborative discussion of feedback. The self-reflection and feedback were accompanied by the guarantee that teachers' development needs as identified by the process itself would be met through appropriate teacher learning programs provided through the school. The school developed and extended this performance and development process to involve all teachers in 2012.

2.6.3 Phase 2 Pilot Focus

Current practice at Australind is that professional development support activities and training have been offered in two main forms. The first of these is sending staff to professional development training offered externally by the Department (or other suitable providers). The second of these is through workshops offered internally by skilled or 'expert' staff identified within the school or the North Bunbury Network of Public Schools.

Based on the success of the 2011 Pilot, the school developed and extended this performance and development process to involve all teachers in 2012. The annual review for each teacher is informed by a range of data including teacher self-reflections against the Standards, student feedback, classroom observation and feedback from a peer and also from their Head of Learning Area and members of the school leadership team. In 2012 Australind introduced a professional learning program addressing classroom management and instructional strategies. The opportunity for teachers to have access to an online self-reflection tool based on the APST aligns with the school's ongoing performance appraisal and teacher development processes.

The current, Phase 2, Pilot is a continuation of the 2011 Pilot. A significant development in the Phase 2 Pilot was the introduction of the Instructional Strategies (IS) programme offered by the Department of Education, Western Australia (The Department). The impetus for this decision stemmed from many discussions and feedback from within the school that recognised issues with sub-optimal student engagement in the classroom.

Six of the recommendations from Phase 1 were incorporated into the ongoing planning for professional learning that was the focus of Phase 2. These were:

1. providing teachers with more autonomy in their selection of professional learning, identified from within the Standards and tailored to individual needs;
2. using self-reflection tools, such as video footage for classroom conferencing to collect and store visual data that may be accessed and analysed at a more strategic time and by a number of observers;
3. utilising a range of data sources, both qualitative and quantitative, as an approach to the analysis and reflection on professional practice, i.e., triangulation;
4. scheduling time to collaborate with a trusted colleague;
5. starting small and building from there, e.g., selecting only 2 – 3 Focus Areas to concentrate on for each improvement cycle; and
6. creating opportunities for staff to lead curriculum change, through a distributed curriculum leadership approach.

2.6.4 Pilot Structure

Three key activity stages were integral to the planning and conduct of the Pilot, namely:

1. the entire executive administration team undertook the relevant training and their teaching assessed;
2. five staff (2 x administration and 3 classroom teachers) undertook training to become Classroom Accredited Trainer (CATs); and
3. all teaching staff undertook professional development involving classroom observation and feedback that identified teacher practices related to student engagement in the classroom between Terms 1 – 3, 2013.

Running parallel to the Instructional Strategies program were classroom observations conducted by teachers' Line Managers and members of the school executive. These observations culminated in a performance development conversation that included all data collected related to teacher performance during Phases 1 and 2 of the Pilots and collated on an interactive PDF document. This document summarised improvements related to classroom practices as evidenced by student performance. Consensus was reached about these improvements during collaborative discussions between the teacher and Line Manager, with future areas of development identified.

Participants in the Phase 2 Pilot were:

Five administrative staff – members of the school leadership team: The Principal, three Deputy Principals and a Program Coordinator (Administration). They observed and gave feedback to all teaching staff in written and verbal forms. Prior to the Pilot, they had participated in Instructional Strategies training inclusive of having their lessons assessed.

Six Level 3 Heads of Learning Area: HOLAs and Line Managers from the executive team conducted formal performance management meetings (review discussions) with staff that they line manage. During these meetings a range of data, collected during the year, was re-visited and used to assess teacher performance and to produce tailored plans for staff development. All L3 administrators participated in Instructional Strategies training.

All teachers: The school is at full implementation stage with the Standards, thus all teachers, a total of seventy-five, were involved in the pilot to support the alignment of their professional practice with the Standards and as a means of streamlining the professional conversations that take place within Learning Areas and across the school. All teachers were to participate in Instructional Strategies training in 2013.

2.6.5 Feedback

Six face-to-face interviews were conducted with staff who had completed the SAT. Their comments were grouped initially into three themes within the context of Australind Senior High School's ongoing performance and development priorities:

1. the role of the SAT in planning future professional learning;
2. feedback as a result of using the SAT; and
3. engagement with the *Australian Professional Standards for Teachers* (AITSL, 2011).

For all interviewees, the SAT provided the opportunity – and in one case a new opportunity ("*I've never had anything like that before*"), to identify aspects of professional practice that are "*positives and areas of concern*" and to reflect on those aspects as a guide for "*moving on*" or to "*improve teacher performance*". Although the SAT prompted reflection, enabling individuals to determine "*where [they] stood*" or to understand what was necessary to align themselves with a particular Career Stage, the process of 'moving on' was viewed as collaborative. Two aspects of professional conversations were specified, namely:

1. planning with staff to identify areas of the Standards to become a focus for ongoing support, e.g., through classroom observations of each other's practice; and
2. identifying members of staff who demonstrate strengths across the careers stages, and who could be used as a within-school professional development resource.

The SAT results were also seen as an additional piece of informative feedback to supplement information gathered through reflection on the Standards, and student survey responses. To be able to do a "*mapping*" of the "*manual one*" (i.e., personal reflection on the Standards) and the "*black and white*" (SAT version) was regarded as advantageous.

An additional recurrent theme in relation to mapping of one's practice against the SAT results concerned mismatches between individuals' perception of their respective strengths and the SAT's appraisal of that strength. Individuals who considered they provided quality support for literacy and behaviour management strategies, or engaged productively with the parent

community were disappointed in the notion that these were identified as areas of concern in their respective SAT results. Because the results are based on the individuals' input, the mismatch may be more about how teachers appraise and rate their own strengths.

A number of points were raised about procedural aspects of completing the SAT. These included: (i) difficulties with the four-scale question response structure; (ii) aligning oneself with terms, such as 'supporting' or 'leading'; (iii) seeming repetitious nature of the questions; and (iv) finding that perceived strengths were assessed as concerns.

In general, engagement with the Standards was regarded as providing professional learning with a "purpose". This purpose was described in a variety of ways in the commentary:

- to Provide a vocabulary and a common language for targeted conversations;
- to develop a structure for dialogue around professional learning that has the potential to initiate improvements within Departments or across the school; and
- to undertake a professional practice 'audit' to recognise what was being done well, and to identify areas where there had been little or no opportunity to demonstrate particular aspects of the Standards.

2.6.6 Outcomes

The use of the Self-Assessment Tool at Australind has taken place within a professional practice context that is, in part, shaped by the school's:

1. wholistic professional learning program comprising; and
2. priority of strengthening the teaching and learning culture for both teachers and students.

Obtaining and analysing feedback about one's own professional practice is regarded as a crucial first step in the overall cyclic performance and development process at the school. The Self-Assessment Tool has provided an additional data source that can be used to triangulate teacher practice, thereby providing a sound basis upon which to inform future professional learning.

2.7 Department of Education Tasmania – Implementing the Australian Professional Standards for Teachers: Using the Self-Assessment Tool

2.7.1 Background and Context

The Tasmanian Professional Learning Institute has responsibility for the professional learning of staff within the Tasmanian Education Department. Over the past 2 years the Institute has been involved in three pilots relating to the development of the *Australian Professional Standards for Teachers* (AISTL, 2011), (the Standards). During 2011 and 2012, some 120 teachers and leaders across the state were involved in a professional learning program aimed at leading teaching and learning and a significant part of that course has involved familiarisation with the Standards and considerable thought about how the Standards might be used to enhance teachers' and leaders' professional growth.

The teachers and leaders who participated in the program provided a group from which to draw participants for this Pilot project. They were in a sound position to offer feedback on the AITSL Self-Assessment Tool (SAT) as they had prior knowledge and understanding of how the Standards might be used to assess Career Stages and to provide direction in areas of potential

growth and improvement. The experience base of this group also meant that feedback would be provided on the Highly Accomplished and Lead Teacher Career Stages.

2.7.2 Phase 1 Pilot

The focus of the previous, Phase 1, Pilot project was action research (Kemmis & McTaggart, 2005) undertaken by 15 Tasmanian teachers into their own professional practice using the *Australian Professional Standards for Teachers* (AITSL,2011) as a research and teaching practice framework. Each participant reported that the Standards provided a useful framework for their inquiries and for self-reflection. In this context, the Standards sit well alongside teachers' own thinking about what is important to develop in their practice and the established directions and goals of their school or workplace. In a national context where the use of Standards over many years has been largely ad hoc, feedback from all sites suggested that teachers were ready to embrace a consistent and professional teaching language that can guide teacher, school and system development and planning.

One important finding from the earlier Pilot study was the notion that the Standards are not an end in themselves. When they are coupled with additional strategies, such as, a teaching and learning focussed policy setting, consistent state-wide professional learning plans, conversation tools, and the opportunity to participate in on-going classroom based reflection on teaching, then a very powerful mechanism to improve student outcomes and teachers' teaching begins to emerge.

The challenge is to match what the literature and collective experiences tell us will work with practical, workable and close-to-instruction opportunities for teachers to apply and improve their craft. In the Phase 1 Pilot it was apparent that the Standards can be a powerful tool for teachers who want to research their own teaching and there was ample evidence that when teachers gather valid data about their work, and respond to it, improvements can be observed in teaching and a consequent improvement in outcomes. The notion of teachers gathering valid data about their work is a key element taken up in the Phase 2 Pilot.

2.7.3 Phase 2 Pilot Focus and Pilot Structure

During October, November and December 2012 participants in both the 2011 and 2012 courses were contacted to obtain an expression of interest in being involved with the Pilot. Many had prior involvement with providing feedback on potential items for the SAT and 18 confirmed their expressions of interest in being involved. A survey was developed for use with this particular cohort of participants. As well as providing an assessment of familiarity with the Standards, it also attempted to have participants reflect on their thought processes as they completed the SAT online and an assessment of how they thought the SAT might be used in their workplace once it becomes available to teachers and leaders. The survey was completed online in the final week of February, 2013.

2.7.4 Feedback

2.7.4.1 Survey Data

Three questions (rating scale and dichotomous) sought information about participants' experience with the Standards and their appraisal of the online format of the SAT. There was a strong working knowledge of the Standards across the 18 participants. This experience with the Standards is in keeping with what was known about their Highly Accomplished or Lead Teacher professional practice. About half of the respondents indicated that they had used the Standards with other staff, again demonstrating a consistency with Lead Teacher practice in particular.

Overall, responses in the first part of the survey indicated a group of participants who were very familiar with the content, organisation and functions of the Standards and who have had some experience, beyond the personal, with using them. Respondents also strongly endorsed the ways in which the SAT provided feedback and for the way it is presented and works online. Of particular interest were the high means for the feedback presented through the statements of *Areas of Strengths* and *Areas of Development* (4.11, 4.06), which suggests a definite connection between participant perception and actual feedback received.

2.7.4.2 Written Commentary

Six questions provided participants with the opportunity to provide extended commentary related to aspects of the SAT, namely:

1. Survey Question 5: Whether or not questions asked legitimately captured Career Stage and professional learning needs;
2. Survey Question 6: Support that the SAT could provide other staff for their professional learning needs;
3. Survey Question 7: Alignment of personal and SAT assessments of Career Stage;
4. Survey Question 8: Comparison with any previous self-assessment tool use;
5. Survey Question 9: The use of the SAT in the workplace; and
6. Survey Question 10: Self-reflection and professional learning.

Two issues emerged from responses to Question 5. Whilst there was consensus that the SAT reflected the Standards, some participants made reference to the "*direction and focus*" provided, yet others were not "*sure what Career Stage [they] came out at after doing the survey*". The second consideration raised the notion of 'opportunity' as it relates either to professional learning, e.g., in connection with preparing learning programs for ATSI students, or career progression, where participants noted that opportunities to demonstrate leadership vary enormously from school to school.

In response to Question 6, participants made reference to specific foci of the SAT that provided a "*basis of feedback conversations*", or as an "*easy and non-threatening way to undertake an evaluation*".

Responses to Question 7 reinforced the strong endorsement in Question 5 commentary where it was noted that the SAT report aligned with participants' Career Stage. This consistency was further echoed in comments that questioned the Career Stage placement, i.e., that there was a mismatch between a participant's personal assessment and that provided by the SAT.

There were insufficient responses to this question to make a meaningful comparison for Question 8.

In response to Question 9, participants expected the SAT to become a frequently used tool in the professional learning resources of their workplace. The strong result for it becoming one of a number of tools reflects a maturity in their thinking about the appropriate ways both to collect and to use data, as distinct from having only one way of making an assessment of Career Stage or professional learning needs.

In the final survey question, participants were asked to give a summary of their thoughts about the usefulness of this self-assessment tool to staff self-reflection and professional learning planning. In terms of supporting self-reflection, participants affirmed the usefulness and

effectiveness of the SAT, acknowledging that is was objective, informative and non-threatening. In addition, the SAT provided the opportunity to establish a "*starting point*" in relation to teaching strengths, against which future self-assessments could be compared. Participants also affirmed the support for professional learning planning that the SAT offered. In particular, reference was made to the guidance that the SAT provided in identifying appropriate professional learning, and to its role in promoting "*continual growth*" and goal setting.

There were also some cautionary comments. One participant commented on the necessity for having a "*community of reflective practice*" in a school as a precursor to career appraisal, and another put forward the idea that some teachers might be confronted by the setting and meeting of goals generated through reflection on SAT data.

2.7.5 Outcomes

Participants in this Pilot project had considerable knowledge and experience with the Standards both in their construction and their various uses. There were two types of feedback evident in the data: (i) that relating to the construction, ease of use and validity of the SAT itself; and (ii) that which related to how the SAT might be introduced, used and acted upon in the workplace.

There was a generally positive response to the SAT as a professional learning tool. Participants were able to access the SAT with little difficulty and complete it online without any glitches. There was no negative feedback on how the SAT worked online nor on the way the survey worked for them.

The SAT gave most participants the results that they were able to anticipate from their own self-reflection. This is a very positive aspect of the SAT – participants generally felt that the feedback they received was in line with what they felt about themselves. This is the most significant test of the SAT's validity, especially given participants previous experience with self-assessment based on the Standards.

Participants were generally confident that the SAT was asking for responses that legitimately assessed their Career Stage and professional learning needs, as well as providing insights into their future career development and professional learning. A feature of the feedback is the focus on whether the SAT is as valid for people who are teachers, but not necessarily classroom based. Some participants who had other roles felt that questions were weighted towards classroom experience and, consequently, their ability to gather evidence about their Career Stage was limited. A second related issue was the considerable discrepancy between schools in relation to the identification and support for developing teacher leaders. Some participants said that in some schools there were explicit policies that supported leadership development and Career Stage enhancement whereas it was not found in others. Clearly the development of the Standards and tools like the SAT will make it incumbent on school leaders in particular to pay close attention to teacher Career Stage aspirations and have in place appropriate targeted and well planned professional development to support those policies.

The final set of results related to how participants felt the SAT might be used in the workplace. There is a pattern of greater support for the SAT being adopted through support and encouragement rather than being mandated. There is strong support for the SAT to be used to provide feedback on an individual's Career Stage and professional learning targets. There is also very strong support for the SAT to become one of several performance feedback tools available to teachers. It might be expedient to rely on one tool to provide feedback, but that fails to

recognise the complexity of the performance appraisal process or the variety of different career experiences that an individual brings to the task.

2.8 Research Theme 3

Research Theme 3 investigated the evidence requirements for teachers aspiring to voluntary certification at the Highly Accomplished and Lead Career Stages, together with the training requirements of Certification Assessors. The research, which took place in the ACT, involved a cross-sectoral approach that was coordinated through the ACT Teacher Quality Institute (ACT TQI). The study, which became known as the ACT TQI Certification Pilot, trialled the implementation of Certification (AITSL, 2012). The Certification Pilot was conducted before the publication of *Guide to the Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2013), *Certification Documentary Evidence Supplement – Highly Accomplished Teachers* (AITSL, 2013) and *Certification Documentary Evidence Supplement – Highly Accomplished Teachers* (AITSL, 2013). The research also pre-dated the implementation of the AITSL 'Assessor Training Program'. Thus, the pilot was cutting-edge.

2.9 ACT – Teacher Quality Institute – Certification of Highly Accomplished and Lead Teachers, ACT Teacher Quality Institute

2.9.1 Background and Context

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established under the *ACT Teacher Quality Institute Act 2010* (the Act) to enhance the standing of the teaching profession in the ACT and to strengthen the quality and sustainability of the teaching workforce. The initial priority has been to establish policies, systems and processes to engage with local and national education stakeholders and to enable the implementation of teacher registration.

ACT TQI is a key cross-sectoral initiative of the *National Partnership Agreement on Improving Teacher Quality* (ITQNP) (COAG, 2008), which was established to drive and reward systemic reforms to improve the quality of teaching and leadership in Australian schools. The ACT TQI is responsible for leading the ACT Implementation of major ITQNP policies, including the *Australian Professional Standards for Teachers* (AITSL, 2011), *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012), *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (AITSL, 2011) and improved teacher workforce data collection.

2.9.2 Phase 2 Pilot Focus

The research questions that guided the ACT Certification Pilot were:

1. How much work is required of teachers and Principals?
2. What do teachers need to do to evidence Certification at the higher Career Stages? Can Certification be evidenced within 6-10 pieces? If so, what are key features of this evidence? Are there differences between evidencing requirements for Highly Accomplished and Lead Career Stages and the other specifically targeted groups, i.e., Teacher Librarians?
3. How much effort is required by teachers to accurately represent their work? What is needed to keep the evidencing load minimal whilst still remaining valid?

4. How do teachers authentically account for each Descriptor of the Standards? What are appropriate generic strategies for teachers who are not in low SES areas or do not teach Aboriginal and Torres Strait students or students with disabilities?
5. Are there differences in information available in different states?
6. What are the requirements and the time demands for the on-site visits in Stage 2 of the Certification process?
7. What are the requirements for Assessor training? (Features of Practice and Illustrations of Practice, portfolios of evidence)
8. What personnel will take on the role of Assessor and what knowledge and skill sets would be most useful?
9. What do assessors need in terms of backup information and/or training? (self readiness; portfolio preparation, etc.)
10. What are the capacity building needs for differing personnel in existing positions to take on the roles and responsibilities of Certification assessors, e.g., Deputy Principal, School Network Leader, TQI jurisdictional officer?

2.9.3 Pilot Structure

2.9.3.1 Participants

The research design required two groups of participants: aspiring teachers to self-identify with, and apply for, Certification at the Highly Accomplished and Lead Career Stages; and school executives to nominate for, and train to become, Certification assessors. The ACT TQI sought to recruit 30 primary, high school and secondary college teachers, and 15 Deputy/Assistant Principals. The sample population guidelines for participant teachers applying for Certification included consideration of jurisdictions (Catholic, Independent, Government) and level (P-2, Primary, Secondary, VETiS and Trade) per Career Stage. Gender balance and the inclusion of teachers from schools with varying student populations were also considered when determining the sample population guidelines for applicant teachers.

In response to Expressions of Interest, the pilot population comprised teachers and school leaders from 40 schools across the Catholic, Independent and Government sectors. This group consisted of 35 teachers, 20 applying for Certification at the Highly Accomplished Career Stage and 15 applying for Certification at the Lead Career Stage. Ten applicants subsequently withdrew before the commencement of Stage 1 assessment. The trainee assessor population (n=37) comprised Assistant and Deputy Principals, personnel from ACT TQI, and central office personnel from the Education & Training Directorate and the Archdiocese of Canberra & Goulburn Catholic Education Office.

2.9.3.2 Organisation

The major components of the Certification Pilot were two Training Days, a two-day Assessor Workshop, Site Visits, and Evaluation and Reflection meetings. The Training Days were collaboratively designed and delivered by the ACT TQI Pilot team, the AITSL Certification team and the SiMERR research team. The Training Days were attended by applicants and trainee assessors, who undertook plenary sessions as well as role-specific sessions. The Training Days, which included input from teams from ACT TQI, AITSL and SiMERR,

- situated the *Certification of Highly Accomplished & Lead Teachers in Australia* (AISTL, 2011) vis-à-vis key national policy documents;
- examined in detail the *Australian Professional Standards for Teachers* (AITSL, 2011); and

- included comprehensive examination of *Certification of Highly Accomplished and Lead Teachers in Australia*.

Two consecutive Assessor Training Days occurred after applicants had submitted Collections of Evidence in Stage 1 of the Certification process. Assessors had approximately two weeks to familiarise themselves with the organization and content of the Collections of Evidence prior to the Assessor Workshops, during which they were provided with information and templates to assist in the assessment of Collections of Evidence. Collections of Evidence were assigned to pairs of assessors – each from different education jurisdictions, on the basis of their familiarity with the applicant's teaching area. An Expert Panel comprising members of the ACT TQI Certification Pilot Team, AITSL Certification team and SiMERR Research team was available for discussion with teamed assessors to resolve issues relating to the assessment of Collections of Evidence.

Assessors of successful Stage 1 applications then proceeded to conduct the site visit associated with Stage 2 of the Certification process. The assessors were accompanied by a member of either the ACT TQI Certification Pilot Team, AITSL Certification team or SiMERR Research team.

2.9.4 Feedback – Training Day 1

The first Training Day: situated national Certification in relation to the *National Partnership Agreement on Improving Teacher Quality* (COAG, 2008); examined the Highly Accomplished and Lead Career Stages in detail (AITSL, 2011); introduced AITSL resources such as Illustrations of Practice; outlined the Certification process (AITSL, 2012); and outlined the key elements and timeline of the Certification Pilot. Of the four activities for the day, data were collected from two: (i) Activity 3 – the identification of types of evidence that could be used to evidence the Highly Accomplished Descriptors, and (ii) Activity 4 – issues and the support identified by applicants and by assessors. The following section presents interpretive commentary relating to Activity 4.

Applicants seeking certification at the Highly Accomplished Teacher Career Stage identified issues within six categories:

1. Evidence – its organisation, depth and coverage at the Descriptor and Standard levels;
2. Format – electronic versus hard copy;
3. Time – required for collecting evidence and key timeline dates;
4. Support and feedback – the importance of working both collaboratively with colleagues and individually with a mentor;
5. Critical Reflection – encompassing readiness to undertake the certification process and being able to align what an applicant knows they do well with the relevant evidence; and
6. Process Guidelines – how the role and expectations of assessors might be disseminated.

Applicants seeking certification at the Lead Teacher Career Stage identified issues within five categories:

1. Assessors – their expectations and 'mind-set';
2. Evidence – the amount and relevance, and the scope of the Lead Initiative;
3. Opportunity – meeting particular Descriptors can be influenced by contextual, organisational and personnel related issues;
4. Support and feedback – the need for ongoing advice and reflective discussions; and

5. Time – required for both reflection of practice against the Standards and compilation of the Collection of Evidence.

Applicants training for the role of an Assessor identified issues within five categories:

1. Authenticity – making judgements about the alignment between documentation and practice;
2. Evidence – its format and its capacity to illustrate a Descriptor, e.g., 'exercise informed judgements';
3. Feedback – its consistency and format when provided to applicants, and the need for discussions amongst assessors;
4. Moderation and consistency – achieving consensus in the context of individual and differing system expectations; and
5. Process guidelines – to address the range of protocols and pro-forma to support the certification process.

Feedback from participants about the first Training Day was collected through a survey that was developed and administered by the AITSL Certification Team. The principal aims of the survey were to evaluate Training Day 1 and to elicit future training needs. Particular aspects of the feedback included:

- all sessions were evaluated highly, with reference made to the value of the cross-sectoral nature of the training;
- suggestions for increasing the impact of the Day, such as, the opportunity to view, discuss and evaluate more examples of evidence and exemplars;
- acknowledgement that understandings and knowledge of the Certification process had increased, but that there were still areas requiring additional consideration, such as, moderation, on-balance judgements and indirect evidence;
- acknowledgement that the training to date had prepared them for the decision-making process related to either gathering or assessing evidence;
- requests from applicants for additional examples of types of evidence;
- details of individuals and organisations consulted during the planning stages for preparing evidence;
- suggestions for inclusions in further training sessions, such as, discussion around workplace implications of certification, and clarification of the scale of an application in terms of specific requirements; and
- appreciation of the resources provided.

2.9.5 Feedback – Training Day 2

Training Day 2 occurred mid-way through the Certification Pilot, 29th August 2012. Highly Accomplished and Lead teacher applicants focused on refining the content and structure of the Collection of Evidence, planning for its submission, and the site visit. Assessor participants considered the support materials and guidelines that would enhance the Assessor roles and responsibilities. Some activities involved all participants together and others were undertaken by Certification applicants and trainee assessors separately.

As part of the evaluation for Training Day 2, participants were provided with three questions seeking their feedback about either the *Collection of Evidence* or the Assessor role. This section presents an overview of participant reflections elicited by these questions for each group of participants.

Highly Accomplished and Lead teacher applicant questions:

1. How have today's sessions provided support to refine the preparation of you Collection of Evidence?
2. What are the main aspects of your Collection of Evidence you will be working on after today?
3. Who, or what, has guided the preparation of Annotations for your Collection of Evidence?

Assessor participant questions:

1. How have today's sessions supported the development of a shared understanding about making consistent judgements?
2. What aspect(s) of your role as an Assessor will you be reflecting on (and rehearsing) after today?
3. What knowledge and resources (both personal and other) does an Assessor need to draw on?

By way of summarising the priorities for teacher applicants and assessor participants mid-way during the project, their priorities encompassed:

1. The format of a *Collection of Evidence*
2. The clarity with which an Annotation aligns professional practice and the Standards
3. The basis of decision-making
4. The importance of collaboration with colleagues
5. A deep understanding of relevant documents and processes

2.9.6 Feedback – Assessor Training Days

The Assessor Training Days consisted of sessions in which assessors were introduced to and provided with templates and other documents to support them in the assessment of the Collections of Evidence. The use of some templates was optional, whereas others were mandatory. Specifically, the assessors were introduced to and provided with the:

- Certification Assessment and Reporting Flowchart ;
- mandatory Coversheet on which assessors were to indicate whether a Collection of Evidence contained all the required elements; and
- mandatory Feedback templates for Highly Accomplished and Lead Applicants

Assessors worked with their co-assessors to assess the Collections of Evidence. An 'Expert Panel', comprising members from the AITSL Certification team, the ACT TQI Pilot team and the SiMERR research team, was convened. Assessors consulted the Expert Panel when faced with queries or concerns that required clarification and/or resolution. Four recurring themes were identified within the queries and concerns that assessors brought to the Expert Panel:

1. annotations
2. evidence
3. referees
4. Lead Initiative

Two separate concerns were identified within the Annotations category: number and quality. In relation to number, participants made reference variously to the absence of annotations and large numbers of Descriptors being claimed in annotations. Issues related to quality concerned correspondence between evidence and the Descriptors. In many instances assessors claimed that correspondence was not explicit or detailed.

There were many discussion points relating to evidence and these included: claims made by applicants, e.g., that a piece of evidence addressed all Descriptors; excessive numbers of pieces of evidence; the over-reliance on one piece of evidence; the types of evidence submitted, e.g., referee's reports; features of Descriptors, e.g., "*ethical practice*"; knowledge of an applicant's teaching and learning area; and unsubstantiated claims made by applicants.

Concerns arising from Referee Reports were raised frequently, however, it was that same concern that was expressed. Assessors were concerned when Referee Reports did not support Applicants' claims and they sought advice on how to proceed in that situation.

Several concerns relating to Lead Initiatives involved attribution. Specifically, assessors expressed concern when it was unclear whether *applicants* had led initiatives. This was sometimes exacerbated by evidence of collaboration and by references to 'we' in annotations. Thus, applicants did not always state explicitly the roles *they* had performed in order to *lead* initiatives.

2.9.7 Feedback – Assessor Moderation Meeting

The ACT TQI Certification Pilot team, the AITSL Certification team and the SiMERR research team met to moderate all the Feedback templates that the assessors had completed following the assessment of the Collections of Evidence and interviews with Referees. Whilst guidelines for the completion of the Feedback templates had been discussed at the Assessor Training Days, the completed Feedback templates needed considerable editing. The moderation of Feedback templates indicated that more detailed guidelines were required, especially concerning:

- explicit incorporation of references to and the language of the Descriptors;
- appropriate use of evaluative language; and
- style, including the level of formality, tense, etc.

2.9.8 Feedback – Interviews with Applicants who withdrew

Ten applicants withdrew from the Certification Pilot at various times and for various reasons. Three of the applicants who withdrew agreed to be interviewed and responded to questions that dealt with:

- motivation;
- reasons for withdrawal;
- positive outcomes from the pilot;
- future applications for Certification;
- advice for others;
- resources; and
- other issues.

Motivating factors were diverse: belief in the Standards; belief that Certification might enhance career progression; a desire to stay up to date with current developments in education;

recognition and acknowledgement of practice at the Lead Career Stage; encouragement from the executive team; the opportunity to reflect on practice; and a preference for clearly defined work goals.

The overriding factor for one applicant's withdrawal was the time required to prepare the Collection of Evidence. Reference was made to time constraints throughout the entire interview with emphasis on planning and developing a Collection of Evidence and the applicant's view that time release from teaching ought to be provided for teachers undertaking Certification. Other reasons for withdrawal included public affirmation not being a priority, placing student needs above Certification priorities, and school personnel mobility.

All three applicants reported positive outcomes from their involvement in the Pilot. These were specified as the cross-sectoral approach resulting in an increased professional network and increased understanding of the structures and processes in the different sectors, an increased knowledge of the Standards, and the alignment of personal educational philosophies with current policy directions. Based on the extent of their engagement with the process each applicant was emphatic about re-engagement – two indicated that they would consider reapply for certification, whereas one indicated that s/he definitely would not reapply.

Planning and preparation were central to the advice that the applicants would offer to others, especially, familiarity with the Standards, centralising evidence, and continual reflection on that evidence. Associated with this advice was the recognition that the most valuable resource that an applicant could have is 'time'. In addition to time, interviewees identified support networks and mentoring as integral to the process in the future for providing, where needed, reassurance, refinement of expectations and advice.

In response to identifying additional issues, interviewees raised a number of considerations that covered expectations around opportunities for career progression beyond Certification, reward payments, the confronting aspect of aligning current practice with the Descriptors, and the extent to which Principals are informed about, and prepared for, the Certification process.

2.9.9 Feedback – Survey (Principal/Delegate)

The ACT TQI engaged school Principals in the Certification Pilot, ensuring that they were well informed about its nature and progress. This was achieved by inviting Principals to attend key events such as the launch and wrap up celebration, and by email updates. The Principals were also invited to provide feedback on the Pilot by completing the online Principal / Delegate Survey, which was developed and administered by the AITSL Certification Team at the conclusion of the Certification Pilot. Particular aspects of their feedback indicated that Principals:

- saw value in having information packages about the Certification process that include pro-formas, suggestions for mapping and annotating evidence against the Standards, and details about moderation;
- had varying levels of understanding of the requirements for Certification as they applied to different individuals – Principals, applicant teachers, and assessors;
- considered that Certification Pilot applicants were well informed to undertake the process;
- were confident in their understanding of the Standards to situate a teacher's evidence and classroom practice;

- regarded the site visit as important because of the opportunity for direct observation of practice, but that there were a number of related issues that required consideration, such as, responding to unforseen circumstances, and moderation arising out of only one assessor involved;
- considered planning, preparation and time allocation as key issues for teachers undertaking Certification; and
- identified two issues for deeper reflection, namely, when an applicant's professional practice does not align with the Certification requirements, and career planning for assessors.

2.9.10 Outcomes

In addition to successfully training Certification applicants and assessors, and the successful trial of the Certification process (AITSL, 20120) *per se*, additional outputs were produced. The ACT TQI produced a large number of resources that can inform the work of Certifying Authorities in other jurisdictions. The ACT TQI resources can be categorised into several groups: Engagement documents; Administration documents; Pro-formas for Applicants; Pro-formas for Assessors; and FAQs.

- The Engagement documents covered the promotional aspect of recruitment and ensuring that all stakeholders remain engaged and supported throughout the pilot.
- A range of Administration documents was produced that concerned recruitment of teacher applicants and assessors, submission and collection of applications, and process flowcharts.
- Pro-formas for Applicants associated with the submission of Collections of Evidence and Applicants' Referees.
- Pro-formas for Assessors included optional samples, mandatory templates and information sheets. The documents principally concerned the Stage One Assessment of Collections of Evidence and discussions with Referees, the Stage Two site visit and Feedback/Reporting for both stages.
- Role-specific Frequently Asked Question Fact Sheets were produced for Principals, applicants and assessors.

3 Phase 2 Pilot Theme 1 – Provisional to Full Registration, DECD SA Report

Implementing the *Australian Professional Standards for Teachers* (AITSL, 2011): What support is required for teachers moving from being a beginning teacher through to a more experienced teacher?

3.1 Background and Context

Workforce Development in the Human Resources and Workforce Development Directorate of the Department of Education and Child Development (DECD SA) provides programs and services to achieve strategic development and sustainability of the DECD workforce. It provides leadership and direction for DECD regarding the skills and knowledge that its workforce requires for the delivery and achievement of high-quality child and student learning outcomes.

The main focus of Workforce Development is on progressing work toward the achievement of the Council of Australian Governments (COAG) outcomes around

- teacher quality;
- delivering professional development programs to support staff learning in sites and corporate sector;
- developing leadership capabilities;
- providing leadership in performance management and development; and
- recognising the quality of the DECD workforce.

Within the area of teacher quality, particular initiatives for which Workforce Development is responsible include:

1. Performance Development and Management;
2. Teacher Leader programs: Advanced Skills Teachers (AST); Step 9;
3. *Australian Professional Standards for Teachers* (APST) (AITSL, 2011);
4. Induction;
5. Early Career Teacher programs;
6. School Centres for Excellence;
7. DECD Implementation of the *National Partnership for Improving Teacher Quality* (COAG, 2008) while incorporating a range of initiatives conducted in partnership with other DECD directorates.

3.2 Contextual focus

3.2.1 Phase 1 Pilot Program

The Phase 1 Pilot project was undertaken during 2011 and involved the Department of Education and Child Development (DECD SA), the Teachers Registration Board (TRB), Catholic Education SA (CESA) and the South Australian Primary Principals Association (SAPPA). The cross sector partnership undertook a Pilot study to investigate the use of the *Australian Professional Standards for Teachers* (AITSL, 2011) for observation and reflection on teaching practice. Leaders and teachers at fifteen sites in Adelaide, including primary, middle, secondary and

specialist schools used an observation tool to help teachers to explore observation and reflection on teacher practice using the Standards.

The purpose of this project study was to allow early career and experienced teachers to work with their site leaders to test the Standards as a resource to promote teachers' self-reflection with an emphasis on observation *for* and *as* learning. The teacher participants were largely early career teachers, who observed more experienced teachers to inform professional conversations that reflected on their teaching practice.

The research question used to frame the Pilot was:

> *How can observation and reflection be used to promote learning about the Standards in practice?*

The Pilot was premised on an assumption that observation of practice is an effective professional development strategy. The Early Career Teacher cohort was prioritised for selection of teacher participants. Engaging with this cohort also promoted identification of the Proficient Standards as the focus for using and developing an observation tool.

A draft observation tool provided a scaffold for participants to reflect on their classroom practice and their demonstration of the Standards. Pilot participants identified three areas that could inform future planning.

1. Observing teacher practice. This area was recognised by teachers and leaders as a powerful professional learning activity. The overwhelming conclusion was that the observation tool was effective in both providing a platform for deep professional conversations and was an effective way of engaging with the Standards.
2. Focusing on the language of the Standards. Participants affirmed that the Standards provided both a common language for discussion of teaching practices and, through well-defined Career Stages, a continuum for professional growth.
3. Combining observation with the Standards. The use of the observation tool with the Standards was recognised as a strategy for enhancing a school's teaching and learning culture through the formalisation of structures for observing colleagues' professional practice.

Teachers and leaders readily used the observation tool to identify and articulate practice at Graduate and Proficient levels of the Standards as well as considering the Highly Accomplished and Lead levels of the Standards. School leaders/mentors and teachers used the tool to scaffold professional conversations about teaching practice across their respective schools.

Participants were also asked to identify processes that facilitated reflective and professional conversation using the observation tool and the Standards. There were four processes that participants identified as foundational to the success of the observation and reflection process. They were:

- the importance of scheduling time for a pre and post observation conversation so that there is ownership, clarity of focus and timely feedback;
- the need to focus on a limited number of Standards and Descriptors during the observation and reflection;
- the purpose of the observation process must be clear to all participants; and

- the importance of the quality of the relationships between participants.

A number of thematic areas emerged during the Phase 1 Pilot that included observation of practice, aligning practice and evidence with the Standards, as well as the processes that were identified as central to effective reflective professional conversations. These were incorporated into recommendations from the Phase 1 Pilot. In particular, there was a shared view amongst participants that the findings needed to be incorporated into induction processes for early career teachers.

3.2.2 The Phase 2 Pilot Program

The purpose of the Phase 2 Pilot program was to extend the previous Pilot program that focused on observation and professional conversations. The focus in this Pilot shifted from familiarisation with the APST in general to a consideration of professional practice in the initial Career Stage transition.

The research question used to frame the Pilot was:

> *What support is required for teachers moving from being a beginning teacher through to a more experienced teacher?*

This can be viewed as moving from the Graduate Career Stage to the Proficient Career Stage for purposes of nationally consistent registration or, for teachers satisfying their employment conditions such as probationary conditions or performance and development requirements. The main question was elaborated in terms of a number of thematic considerations and these were:

- What is required of teachers and leaders/Line Managers during this process?
- What types of evidence do teachers use to demonstrate their knowledge, skills and understanding?
- What strategies work best in obtaining evidence across Descriptors?
- Who are mentors of the teachers and what support is beneficial to them?
- Collecting examples of evidence.

The Pilot focused on Government schools in the metropolitan area. Low socio-economic status schools were included in the sample.

Three full-day workshops were held with teachers and leaders from participating sites, to facilitate an ongoing opportunity to explore and develop practices, knowledge, skills and understandings.

3.3 Pilot Program Structure

3.3.1 Activities

Day 1 focused on:

- teachers and leaders engaging intensively with the *Australian Professional Standards for Teachers* (AITSL, 2011) using the DECD "A Day in the Life" Webisode of Evan Polymeneas, a secondary Humanities teacher and the AITSL Illustration of Practice of

Reidy Park Primary School showing a Highly Accomplished teacher mentoring Graduate Teachers in her school and in particular, focusing on Standard 5.1;
- teachers and leaders identifying ways to collect evidence to demonstrate proficiency. A key activity was group discussion on using a summary matrix of the Standards with Descriptors at Graduate and Proficient Career Stages with all participants identifying evidence to illustrate each Standard at the Proficient Career Stage; and
- Graduate Teachers being shown how to set up an e-portfolio to document the collection of evidence.

Day 2 focused on:

- sharing and understanding what counts in performance conversations;
- Graduate Teachers sharing their best piece of evidence with each other using the STAR (Situation/Task/Action/Result) or CARE (Context/Action/Result/Evaluation) models of describing their evidence and with Advanced Skills Teachers moderating the process;
- leaders sharing the best strategies and processes to support Graduate Teachers' move to proficient;
- Line Managers and their Graduate Teacher sharing evidence in groups with everyone practising the skills learnt in the session on seeking, giving and receiving feedback;
- using a newly developed Mapping Your Evidence Tool to determine how many Standards a piece of "rich" evidence covers;
- providing feedback on the Mapping Your Evidence Tool; and
- collaborating about the best sharing process for Day 3 and where to next?

Day 3 focused on:

- graduates sharing their understanding of one Standard in a jigsaw process with the Teacher Quality Team, Line Managers and ASTs scribing;
- written reflection and summary of Session 1 using a Google Docs survey;
- Graduate Teachers and Line Managers making recommendations to AITSL and DECD about the best strategies and processes for moving from a graduate to proficient teacher;
- feedback on lesson observation as a tool to ascertain proficiency;
- human graph activities on a range of questions about the APST and Performance and Development; and
- Turning Point survey.

3.3.2 Participants

Eight Graduate Teachers were involved in the Pilot and there were two selection criteria, that they were (i) in their first year of teaching, and (ii) permanently employed.

The teachers – five male and three female, were from primary and secondary schools. The Graduate Teachers were accompanied by their participating Line Manager at all Pilot workshops. Five Advanced Skills teachers participated in the workshops in order to support the Graduate Teachers in sharing their understanding of collecting evidence and in moderating the evidence which was presented.

Workforce Development Teacher Quality provided overall leadership and facilitation of workshops.

3.4 Results: participant feedback

3.4.1 Preliminary feedback

All Graduate Teachers reported that the Pilot was the first opportunity they had to engage with the APST. Within the workshops teachers and leaders began to work collaboratively to unpack the Graduate and Proficient Standards. This enabled the graduates to use the Proficient Descriptors to organise their Collections of Evidence. Two approaches were used to support the graduates' engagement with the Standards. Firstly, teachers looked at the Domains and Standards to identify appropriate evidence for each of the Descriptors. Secondly, using the mapping tool, teachers documented evidence to identify which Standards were represented.

Graduate Teachers were introduced to, and encouraged to establish, an e-portfolio to collate and house their evidence against the Standards as it was collected. The second workshop provided important training in how to conduct performance conversations as either a Graduate Teacher or as a Line Manager. All participants valued the opportunity to have the training and to practise it between conference days. By the end of the Pilot, graduates and leaders expressed their confidence in using the APST in professional conversations with colleagues and in performance and development conversations.

The most useful tool for the Graduate Teachers (expressed anecdotally on the final day), was the Mapping Your Evidence Tool, which enabled them to document a piece of evidence and determine how many Standards and Focus Areas it covered. This tool enabled teachers and leaders to see the gaps in their evidence and focus on working towards ensuring all Descriptors of the Proficient Career Stage in the APST were met. The DECD Teacher Quality team organised a range of feedback mechanisms in the third workshop to cross reference responses.

3.4.2 Day 3 Feedback

This section provides an overview of participant contributions from the Day 3 Workshop of the Pilot. There were three main sessions in the Workshop Program:

- Session 1A: Graduate participants shared their personal perspective of one Standard;
- Session 1B: Graduates, Line Managers and Advanced Skills Teachers each responded to two focus questions that elicited reflections on Session 1A;
- Session 2: Graduates responded to focus questions about advice, challenges and benefits, whilst Line Managers and Advanced Skills Teachers responded to focus questions about networks, drivers (or motivators) and advice;
- Session 3A: All participants engaged in human graph activities related to the Standards; and
- Session 3B: All participants undertook a tools and strategies ranking activity.

An overview of these sessions is provided in the following sections, with the exception of the human graph activity (Session 3B).

3.4.2.1 Session 1A: Purpose and Focus – Personal Perspectives of the APST

In the first session for Day 3 Graduate participants discussed their engagement with particular Standards with Line Managers and Advanced Skills Teachers. As a way of presenting aspects of the discussions that took place within this session, selected commentary from Graduate participants is presented in Table 3.1 and Table 3.2, and aligned with the Focus Area Descriptor.

The example represents Standard 7 – *Engage professionally with colleagues, parents/cares and the community*. In the Participant Comment examples, some terms are highlighted to indicate areas where a Graduate Teacher might retain a 'paper trail' or document particular processes as evidence against the Standards, e.g., emails, record of conversations with Line Managers, completed pro-forma, and stages in the development of a community network.

The underlining of comments has been included to represent the all-important conversation starters with colleagues about engagement with the Standards. In particular, these comments have the potential to initiate a reflective discussion between a Graduate Teacher and his/her Line Manager about progression towards meeting Descriptors at the Proficient Career Stage. For example, the underlined comment for Descriptor 7.3 highlights a focus on the learning and well being of students, something that is a component of the Proficient, Highly Accomplished and Lead Career Stages for this Focus Area.

Table 3.1 Graduate Participant Commentary for Standard 7

Focus Area	Proficient Descriptor	Participant Comment
7.1: Meet professional ethics and responsibilities	Meet code of ethics and conduct established by regulatory authorities, systems and schools..	*Produced an Individual Learning Plan (ILP) for all ATSI students and placed on the server for other teachers in the school have access**; email evidence** so they know where to access ILPs.* *All students are with me when off (the school) ground; followed correct policies and procedures for excursions**, involving Line Manager**, also speaking to parents – engaging them with the project and inviting them to get on board.*
7.2: Comply with legislative, administrative and organisational requirements	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.	*At the moment I have organised a program to so with ATSI … to shoot a film/program … so duty of care to leave the site – checked school policy and risk assessments – **filled out forms; parent permission forms, letters about transport**, also permission to be in the program out of school.* *Aboriginal Education Coordinator comes in from the Department and **reviews each of the ILPs**.*
7.3: Engage with parents/carers	Establish and maintain respectful collaborative relationships with parents/cares regarding their children's learning and wellbeing.	***Invite parents** in for morning tea on Friday mornings.* ***Ring parents** everywhere – not just for the non-attending – success at school …* *School is connected to home and community and you have to have high expectations of yourself. This has engaged several students.*
7.4: Engage with professional teaching networks and broader communities	Participate in professional and community networks and forums to broaden knowledge and improve practice.	*Centrecare at school to support students in engagement and **creating community networks** that are out there to support them.* ***Email conversations** between the places collaborating (with) on the project, my own professional network.*

The second example, Table 3.2 provides a different conversation starter. The Descriptor requires a teacher to "structure teaching programs using research and collegial advice about how students learn" and the relevant Graduate participant commentary is included. Whilst there are references to aspects of learning, such as, "setting a goal", "reflection on success", ability grouping, and "how groups are structured", there are no references to any underlying

theoretical or research perspective that has informed the inclusion of such strategies in the classroom. The commentary around goals, for example, could initiate a conversation between a Graduate Teacher and a Line Manger about the nature of feedback or formative assessment – both of which have documented findings in research literature that have implications for teaching and for student learning, e.g., Hattie & Timperley (2007); Black & Wiliam (1998).

Table 3.2 Graduate Participant Commentary for Standard 1

Focus Area	Proficient Descriptor	Participant Comment
1.2: Understand how students learn.	Structure teaching programs using research and collegial advice about how students learn.	*Setting a goal at the end of each Running Record and reflect(ing) on these. The goals are more powerful than the number.* *Reflecting on the success of running records. Witnessing children taking on board advice and seeing success and improvement.* *Westwood Spelling Test – helped put class into spelling groups based on ability – differentiated activities.* *Observing students – particularly group work – knowing who is leader – how groups are structured.*

3.4.2.2 Session 1B: Purpose and Focus – Reflection on Personal Perspectives of the APST

During this session, each group of participants responded to two focus questions. The discussions related to each of these questions were documented in note form by session facilitators. As a way of capturing the essence of participant contributions, the notes were reviewed for relevant content – or particular themes, and how the content was elaborated through examples. This process is summarised for each question.

Graduate Teachers:

1. *How were teachers and leaders/Line Managers involved during this process?*

Three main areas of involvement were identified and these were (i) observations; (ii) professional conversations, and (iii) reflection on teaching practice.

In the content of the Observations comments, participants made reference to organisation, e.g., that the observations had a particular focus or were structured. They also discussed outcomes and follow-up, such as the associated reflective conversations during which observed practice was aligned with the relevant Standards.

The multi-faceted nature of professional conversations was highlighted in the content of the comments for this area, namely:

- capturing the observations through video or voice recording;
- frequency that could be structured on a regular basis or be informal as in the case of a Line Manager's "open door policy";

- outcomes that were identifiable for individuals and the broader school community, such as, the associated reflective review, measurable progress, feedback, planning support, project initiation within the school, and increased awareness within the school community of the APST; and
- collaboration that went beyond contact with the Line Manager to include colleagues, critical friends, leaders within the school, and formal mentors.

In the content of the reflection on teaching practice, participants summed up the current focus of their professional practice, e.g., adopting particular strategies, such as curriculum differentiation, to ensure alignment of practice with the APST, and using formative assessment as feedback about teaching,

2. *What strategies and tools work best in obtaining evidence across Descriptors?*

Four particular strategies were the focus of discussions, namely, feedback, collaboration and networking, observation, and curriculum planning. Across each of these strategies, three distinct features were identified in the discussion points: (i) the personnel associated with the strategy; (ii) the form of the strategy; and (iii) the purpose of the strategy. For example, within the feedback focus, a comment that related to a video of a Graduate Teacher's teaching and which was reviewed with a Line Manager to support self-reflection, the *personnel* were the teacher and Line Manager, the *form* was video, and the *purpose* was self-reflection. The features of discussion points for each of the four focus strategies are summarised in Table 3.3. All Graduate Teachers are concerned with the collection of evidence to demonstrate they are at the Proficient Career Stage in order to move from provisional registration to full registration with their respective Teacher Registration Boards.

Table 3.3 Best Practice Strategies Summary

Focus Strategy	Strategy Feature		
	Personnel	**Form**	**Purpose**
Feedback	Leaders Line Managers Colleagues Students Parents	Video Pro-forma Surveys Unit reviews Reflections	Self-reflection Informing teaching Informing learning Informing performance development goals Evidence portfolio Referee statement
Collaboration and Networking	Leaders Line Managers Colleagues Peers	Online tools Student work samples	Generating ideas Sharing ideas Implementing ideas Growing practice

	Mentors		Needs identification Moderation of work Self-evaluation
Observation	*[2]	Anecdotal notes Observation tool APST Lesson planning material	Professional learning Scaffolding practice Expanding e-portfolio
Curriculum Planning	Graduate Teacher Students	Student data Learning programs ACARA outcomes	Goal setting Developing curriculum links Focus on different learners Planning Needs development Resource development Sharing practice and learning

A point of interest in Table 3.3 concerns the distribution of personnel. From the discussion points, it is not surprising that a range of personnel is identified for providing feedback to, and for collaborating with, Graduate Teachers. The lack of mention of colleagues and peers for the Observation and Curriculum Planning focus strategies could be interpreted as participants' deeper personal reflections about their engagement in these areas. Leaders, Line Managers, Colleagues and Mentors would each play a role in feedback within both of these areas.

As an additional perspective on the discussions that took place in relation to strategies, an indication of the relative (percentage) emphasis of each strategy feature in the discussion points is provided in Figure 3.1. This representation is a general guide only, however, it is possible to make the comment that, for Graduate Teachers, *feedback* has a strong personnel orientation, *collaboration* and *curriculum planning* are both purposeful, and the feedback tool or associated documentation is an important element of *observation*.

[2] Although there was no specific reference to personnel for Observations, the discussion points implicitly assume that the focus is on the Graduate Teacher within the context of the Feedback focus. Leaders, Line Managers, Colleagues and mentors would each play a role in that feedback.

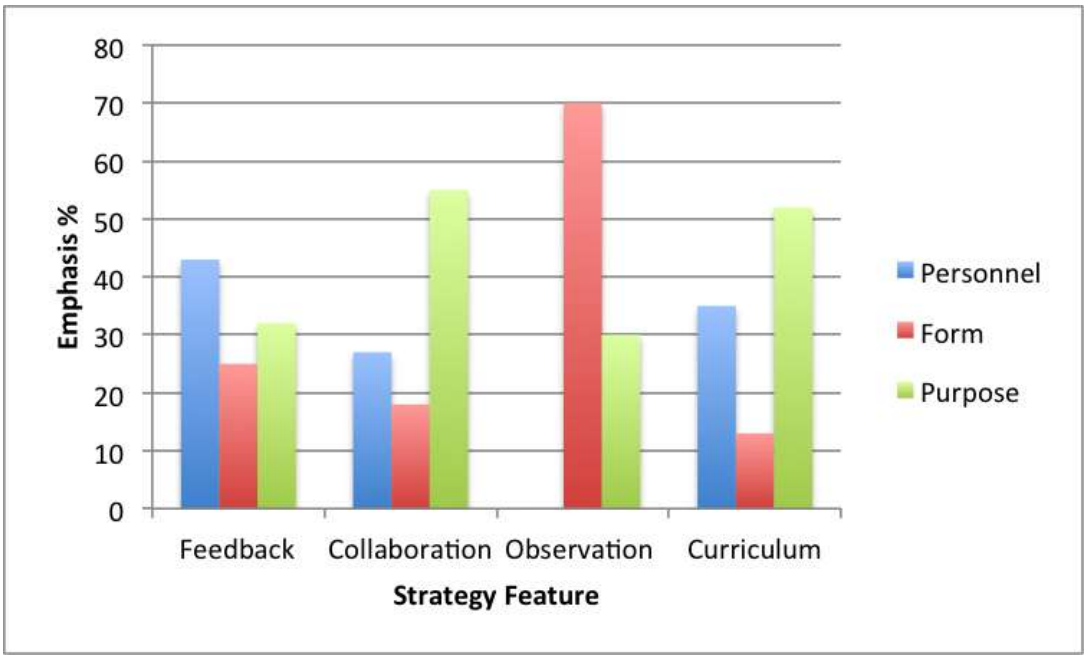

Figure 3.1 Relative Emphasis of Strategy Features in Discussion Points

During this session participants also discussed particular tools that supported evidence collection across Descriptors. Three in particular were the focus of discussions and these were e-portfolios, APST matrices, and the use of digital evidence from ICT pedagogies. In their discussion of e-portfolios, participants made reference to the types of material that could be included, such as, surveys, work samples, photos and screen shots of relevant documents. Graduate Teachers' familiarity with ICT in daily practice enables them to easily record digital evidence of the teaching practice and student learning, e.g., Podcasts, Prezi, Scootle, email spread sheets, videos, blogs etc.).

These were instantly uploaded to the e-portfolios. Graduates could then reflect on how the evidence met the Descriptors at a Proficient Career Stage and record that in their e-portfolios.

In their discussion of APST matrices, participants focused on their uses. The matrices were beneficial in that they:

- identified 'gaps' in practice;
- initiated professional conversations;
- provided a focus on key terminology in Descriptors; and
- identified items of evidence that addressed more than one Descriptor.

Line Managers:

3. *How did you work out whether the evidence was valid in demonstrating proficiency?*

Line Managers identified three general approaches to the appraisal of evidence. The first of these involved alignment of evidence with relevant documents, e.g., the APST or Australian Curriculum (AC). In the case of the Standards, Descriptors provided points of reference in the verbs used, as well as providing an indication of areas where student work samples could be used, e.g., Focus Area 4.1 – *Support student participation*, or where particular contextual issues existed, e.g., Focus Area 1.6 – *Strategies to support full participation of students with disability*.

AC documents, such as Foundation Statements or Achievement Standards, provided other sources for aligning evidence with proficient practice.

The second approach to the review of evidence was based on the feedback provided by others. The "others" included Principals, Line Managers, peers and colleagues, parents and students. This information could be informal verbal commentary, or formal – as in the case of observation reports by a Line Manager, or feedback from students about strategies adopted in the classroom. They formed the basis of professional conversations that participants referred to as a type of "moderation process". The third approach was to consider areas of impact of teaching and learning practices on student learning outcomes. An area referred to frequently by participants was assessment where diagnostic, formative and summative examples had the potential to provide indications of the efficacy of particular teaching and learning practices. Behaviour and engagement were two additional areas that participants identified as indicators within observation feedback and student surveys that supported the alignment of evidence with Proficient practice.

4. *Who are the mentors of the teachers and what informs their mentoring practice?*

Mentors could be identified as individuals or as members of teams, and whether they were from within or external to the school. Mentoring occurred in both a formal and informal capacity. Based on these criteria, Table 3.4 summarises the range of mentors identified by participants. In terms of informing mentoring practice, participants made reference to opportunities within and beyond the school that provided access to the experience and expertise of others. A range of activities were identified that could facilitate the sharing of information between Graduate Teacher and "those who have done this before" or "who have similar interests". These activities included:

- moderation of student work;
- professional conversations with a Line Manager;
- classroom observations;
- visits to other schools;
- professional Development days; and
- working with external agencies.

Table 3.4 Teacher Mentor Summary

Location	Role	
	Individual	**Team**
School-based	Line Manager Curriculum leader Colleague Literacy/Numeracy Coach Step 9 teacher/Advanced Skills Teacher[1] Year group teacher	Professional Learning Community Literacy group Faculty

External to school	Aboriginal Education Coordinator (Dept) Aboriginal Community Education Officer Teach SA mentor[2]	Subject Associations, e.g., Maths Association of SA Subject networks

[1] SA Government-based certification which involves mentoring
[2] TeachSA is a state-based mentor program for secondary maths and science teachers

Advanced Skills Teachers:

5. *How was evidence collected by teachers to demonstrate their knowledge, skills and understanding?*

Participants interpreted this question broadly. In addition to Artefacts of Practice that indicated the form evidence took, reference was made to a formative dimension to the Collection of Evidence. This formative dimension was elaborated in terms of its reflective focus, with Graduate Teachers using professional learning or lesson observations to identify areas of need and the associated evidence required to document professional growth.

Where the form of evidence was discussed, participants provided an extended list of specific artefacts of practice and instances of evidence, such as, photos, videos, screen shots, correlation charts, assessment plans, or student folders. In a number of cases these instances were further qualified to indicate the associated purpose, thereby providing additional guidance for Graduate Teachers, e.g., video of professional learning participation, video snippets of moderation, and staff meeting presentation of Standards to demonstrate understanding.

A number of options were offered for teaching and learning activities that Graduate Teachers could draw on for evidence. Whilst the associated artefact was not specified, the examples provided a reminder of the range of available options, e.g., observing lessons, questioning techniques, group work, and differentiation of curriculum.

6. *Examples of evidence and tools.*

The discussion of Advanced Skills Teachers about evidence and tools reflects the commentary from Graduate Teachers (see Question 2 above). Table 3.5 summarises the contributions from ASTs that detail the range of ICT-based and general options available as media for evidence.

Table 3.5 Examples of Evidence and Tools Summary

Medium for Evidence		
ICT	**Artefact**	**Activity**
e-portfolio	Unit plans	Differentiating curriculum
Video/photos	Lesson plans	Networking
iPad apps	Student reports	Professional observations
Google docs	Mark sheets	Professional conversations
Online recordings	Student results analysis	Questioning techniques
Online network folder	Assessment tasks	Diagnostic assessment

Scanned documents	Individual Learning Plans
Emails	Negotiated Education Plans
Screenshot	Newsletters and articles
MOOCs	Certificates
	Handouts
	Parent communications
	Resources

3.4.2.3 Session 2: Advice, Challenges and Benefits – Graduate Teachers

As part of Day 3's second major session, three questions provided the focus for discussion by Graduate participants about their engagement with the Standards. The questions were:

- What advice would you give to others who are about to start on the process of moving from Graduate to Proficient?
- What challenges have there been – What has been character building? and
- Were there any unanticipated benefits (good surprises)?

From the commentary for each of the questions, it was possible to identify a number of areas that participants regarded as supportive of the Graduate-Proficient transition. These areas are detailed below and representative commentary is included.

Question 1: Participants discussed the question of advice to others in terms of: (i) Evidence collection; (ii) Collaborative discussions; (iii) Resources, and (iv) Professional self-reflection,

Evidence collection. Participants made reference to the importance of beginning the process of collecting evidence with a detailed examination of the Standards. This sequential aspect supported participants to align their current practice with an increasing understanding of the Standards and to consolidate what it was that they were doing well and then to move on to those areas where they perceived a lack of confidence.

> *Being confident and comfortable with what the Standards are before you start and what the Descriptors are – it's an important part of the process even before you can even think about evidence to understand what they are and what they mean.*

> *The first thing we did when we pulled apart the standard and talked about what each little bit means – that was really important to understanding it.*

Collaborative discussions. Professional conversations were an integral part of the Graduate-Proficient transition. In particular, the focus and understandings that result from these conversations were highlighted.

> *You always think it doesn't cover something and then you talk to someone else who can help you see how it matches in the Standards.*

Doing it myself would have freaked me out - and being in a group with first year teachers and support to work through it you can think out loud with one another and bounce ideas off each other.

… In depth professional conversation regarding the tools etc for teachers and expectations in the system. Where can I get information from, who can I talk to (learning more about having ATSI students) …

Resources. Participants made reference to particular resources that provided support comparable to collaborative conversations.

Explore the website and look at the IOP and look at the questions that are there to guide your understanding.

Big fan of that matrix - helps you understand what areas you need to think about more.

Professional self-reflection. A key idea that came through comments related to self-reflections was that, although effort and time allocation was required, the process was seen as enhancing the teacher role and not seen as an additional, unrelated, imposition.

"Professional Development" – it's about annotation, reflection, justifying, analysing the work you are doing anyway but with an explicit outcome- it's not really adding to your work as its part of your work.

Evidence is knowing what it is and not having extra work load - just areas where to work on.

The evidence shows you were you need to focus - it gives you something to grow with and understanding of what the role is being a teacher.

It's helped personally and incorporated in to my practice – more aware of what we are actually doing and seeing the areas that need development and support.

Question 2: Participants discussed the question of challenges in terms of: (i) Time management; (ii) Evidence collection, and (iii) Feedback.

Time management. The issue of time was qualified in terms of the developing a sense of perspective and adopting a realistic and paced approach to the workload.

Don't make it too labour intensive - chip away at things and look after your health and well-being. Trying to find a balance between family/career/pressures/learning... if you don't have that you can't focus on anything.

When do we start prioritising - lesson planning at home, where can I fit this in and prioritising this in my week - trying to fit it in --don't have a lot of time to implement it and make it personal.

Overwhelming at first when it's new - trying to work out where things go and where things fit.

Make it not overwhelming by breaking it down and keep plodding away.

Evidence collection. The form – in terms of efficiency of presentation, and the substance – in terms of the depth of presentation were raised in participant commentary.

Finding smarter faster ways to collect evidence i.e. annotating with voice over documents etc on a video.

Looking at a piece of evidence and thinking about what layers need to be there to support it as it's not always stand alone. Teaching the lesson, putting it together, is the first part but having the time to think about it all, put it together and put it up on eportfolio.

Feedback. Two key features of feedback were highlighted in participant commentary, namely, 'How am I going?' and 'Where am I going?'. Answers to both of these questions were seen as supportive elements of the improvement (performance and development) cycle.

When a parent comes and talks to me I know how to talk about it (the learning using the Standards) and be clear about what we are addressing. I am more aware of other things I am doing in a lesson. Understanding the connections and the leads into different topics. It made me feel more comfortable and confident.

Critically reflect on what you are doing and get others to talk to you about your practice. Get feedback from your students as well. Makes you spend a little more quality time on getting it right and getting the feedback.

Having the confidence to go and speak to a Line Manager or mentor and accept that you may need to make changes to your program – and it is okay because we are all continuously learning. It's okay to go and discuss and talk through with people.

Question 3: Participants discussed the question of unanticipated benefits in terms of: (i) Affirmation of practice; (ii) Working with colleagues, and (iii) Professional growth.

Affirmation of practice. The alignment of professional practice with the Standards was a central theme in the commentary of participants. As such, they provided a focused lead-in to professional conversations and they provided participants with a clear developmental 'line of sight'.

If you are doing teaching right then the Standards should start to fit in easily – it is supportive of what I am doing right.

Articulating practice in professional discussions - instead of good, bad, lack of language or low level - I feel I can articulate myself I feel better about myself and I can talk about it more professionally and I personally feel good about how I interact now with leadership when I have problems.

A lot of the Standards are already embedded in practice - even though I am early in my career they are the actual work of the teacher. The Standards actually reflect on what teachers do. It's a tool to reflect on what we are doing and there are areas that we can always improve on, get advice, get support with.

Working with colleagues. Three distinct benefits were identified by participants in their conversation with colleagues, namely, articulating a professional direction, confidence building and developing professional relationships.

> *Having professional discussions with leader - didn't realise I was doing it but I was already heading towards HA and L teacher - recognition from someone else that I am heading that way without realising builds my confidence.*
>
> *Getting feedback from someone else -- really important and builds confidence.*
>
> *Other teachers are coming up to me to ask me about things (about the Standards) - they take more of an interest in what I do and I can share with them and build professional relationships*

Professional growth. The Standards and organisational tools used to support the Graduate-Professional transition both supported participants in their career planning, providing them specific goals to set, and with an overall sense of moving forward.

> *Understanding that there are further goals to keep working towards (HA) and seeing those skills in other teachers. I can see what they are meant to be doing and looking forward to what to work towards. It helps us to keep moving forward - keep setting goals-setting career pathway goals by looking at the Standards.*
>
> *If your e-portfolio is set up then you could colour code it across the levels and start thinking beyond proficiency.*
>
> *Having the next APST self-mapping tool up so we can start going for HA/L.*

As a summative endorsement of engagement with the Standards that was central to the Pilot project's focus of supporting the Graduate-Proficient transition, two Graduate participant comments are relevant. Although brief, they highlight two important considerations, namely the alignment of the Standards with practice and the collaborative nature of the profession.

> *A new framework that overarches what I do at school.*
>
> *[I have] been able to build stronger relationships with the teachers.*

3.4.2.4 Session 2: Networks, Drivers and Advice – Line Managers and Advanced Skills Teachers

In the second session of Day 3, Line Managers and Advanced Skills Teachers were also provided with three focus questions for discussion, namely:

1. What network do you call on to inform your mentoring/Line Management role?

2. What are the drivers[3] for mentors/Line Managers when mentoring?
3. What advice would you give to others who are about to start on the process of moving form Graduate to Proficient?

From the commentary for each of the questions, it was possible to identify a number of areas that participants highlighted about their role as Line Managers and ASTs and which supported the Graduate-Proficient transition. These areas are detailed below with representative commentary included.

Question 1: Networks identified that support the mentoring role encompassed individuals, theme-specific organised events, and role-specific groups or professional associations.

Discussions with others. Participants identified individuals who could be approached for specific advice, such as, holding discussions with Regional Directors concerning performance matters or sharing ideas with other people about a "tricky situation".

Organised Workshops. Workshops, such as *Performance Counts*, Focus Groups, and Leaders Days, were some theme-specific events that participants made reference to as instances of regional support.

Professional groups. A number of groups that provided role-specific support for participants were identified, e.g., South Australian Primary Principals Association, South Australian Secondary Principals Association, Cluster Principals, and other Line Managers. Establishing consistency with reference to the Step 9 process was one area of support that some participants specified.

Question 2: 'Drivers', or strong facilitators of the Graduate-Proficient transition, were identified as enhanced student learning outcomes associated with good teaching, capacity building of personnel, and establishing specialist programs that benefited school communities. Capacity building of personnel was further elaborated in terms of specific benefits that included:

- relationship building within the whole school community;
- reciprocity learning that Graduate Teachers could offer through such strategies as the preparation of e-portfolios;
- reduction in micro-management as a consequence of "up-skilling"; and
- retention of graduates.

Question 3: Advice for others undertaking the Graduate-Proficient transition encompassed the wise use of time and resources, appropriate timing of the process, and evidence compilation.

Efficient Planning. Participants made reference to existing resources and opportunities that can be utilised to support the process. In particular, graduates with a prepared e-portfolio have an

[3] A term used by Michael Fullan (2011) to refer to policy or strategy 'levers' that facilitate educational reforms.

existing structure to document their progress. In addition, access to 'allowances', such as Non Instruction Time (NIT), can be effectively used to focus on engagement with the Standards.

Timing of the process. Depending on the level of the school, i.e., primary or secondary, an ideal time frame was suggested that occurred during terms two and three. This period was suggested with some considerations in mind that included time for graduates to "settle in" with a class and the assessment requirements of South Australian Certificate of Education (SACE) Stage 2 students.

Evidence. Central to the transition process, participants had three pieces of advice concerning the compilation of evidence: (i) timely and consistent reminders about its collection; (ii) the provision of advice concerning what constitutes good evidence, and (iii) supplying suggested lists or examples of evidence.

In their concluding commentary in response to the questions as to whether or not the coverage of the Pilot had been comprehensive, Line Managers and Advanced Skills Teachers made reference to two areas. Rather than highlight omissions, participants reiterated commentary from previous sessions. The first area related to the notion that the collaborative aspects of the Pilot provided benefits for all, both in the short and longer terms. Whilst it was acknowledged that there might be logistical issues on a larger scale, there was support for ensuring the ongoing development of leaders and graduates, and sharing on a regional basis.

The second area encompassed strategies and programs that could continue to support the Graduate to Proficient transition. Whilst the detail of programs was not articulated, particular areas identified included targeted programs for new Principals or Line Mangers, Induction Days for Graduate Teachers, support for teachers perceived to be lacking in confidence, and support for contract teachers who might find the collection of evidence a difficult undertaking. An additional aspect of the strategies and programs area was the observation that a success of the Pilot was its purposeful nature, through the contextualised (School-based) approach to performance development with Line Managers and Graduates working collaboratively. As such, the Pilot was seen to stand in contrast to sector-wide programs that provided general guidelines for performance and development.

3.4.2.5 Session 3B: Evidence Ranking – All Participants

As part of the third workshop activities, participants were required to rank particular strategies and tools that they were familiar with or had used during the Pilot. There were eleven in all with the average values from participants' ranking provided in Figure 3.2.

1. Sharing and Discussions with Colleagues (SDC)
2. Networking with Others (NO)
3. Professional Conversation with Line Manager (PCLM)
4. Professional Conversation with Colleagues (PCC)
5. AITSL Standards' Illustrations of Practice (IoPs)
6. e-portfolio (e-Port)
7. The Performance and Development Plan in DECD (PDP)
8. The Observation Tool with Pre- and Post-observation Conversation (OT)
9. APST Matrix of Graduate to Proficient Focus Areas (MFA)
10. APST Mapping Your Evidence Tool (MYET)
11. List of Evidence Types to Move From Graduate to Proficient (ET)

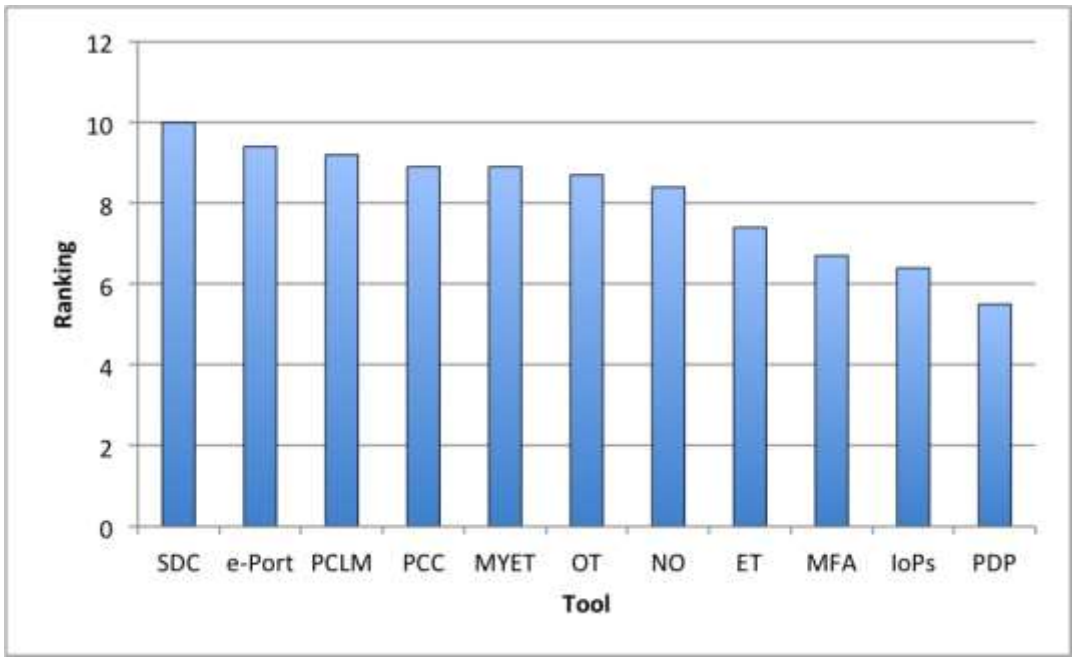

Figure 3.2 Tools and Strategies Ranking – Day 3 Workshop

Commentary was also provided as justification for each ranking and this commentary is summarised in Table 3.6.

Table 3.6 Tools and Strategies Commentary - Day 3 Workshop

Tool/Strategy	Comment
1. Sharing and Discussions with Colleagues (SDC)	• Vital/critical to improving practice • Sharing is learning which is important in understanding development
2. e-portfolio (e-Port)	• An easy way to update evidence • Great organisational tool • Time-consuming to set up
3. Professional Conversation with Line Manager (PCLM)	• Necessary for obtaining constructive feedback, engaging in personal reflection and affirming future aspirations • A supportive process • Important to make the time available
4. Professional Conversation with Colleagues (PCC)	• Builds confidence • Useful in sharing knowledge about evaluating evidence • Maintains cross-curricular consistency • Supports student development
5. APST Mapping Your Evidence Tool (MYET) Appendix 10.1.1	• A simple, useful, portable and effective tool • A visual summary that helps to identify gaps • Useful for those new to the APST
6. The Observation Tool with Pre- and Post-observation Conversation (OT)	• Excellent as a link between observation and APST • Specificity provided a good conversation starter • An excellent way for learning about the Standards and for documenting practice

Appendix 10.1.1	
7. Networking with Others (NO)	• It is important to share materials and receive feedback • Helps to share the load • Time can be an issue
8. List of Evidence Types to Move From Graduate to Proficient (ET) Appendix 10.1.2	• Essential for identifying what constitutes evidence • Excellent starting point and discussion starter
9. APST Matrix of Graduate to Proficient Focus Areas (MFA) Appendix 10.1.3	• Very good for record keeping • Useful for unpacking the Standards
10. AITSL Standards' Illustrations of Practice (IoPs)	• A great resource that was accessible at any time • Accompanying questions are good • Still getting used to them • Have not used them
11. The Performance and Development Plan in DECD (PDP) Appendix 10.1.4	• Useful in planning priorities • Useful in identifying key implementation strategies and for evaluation and review • Perhaps too many priorities

Across the eleven tools and strategies, some key elements of the progression from beginning teacher to more experienced can be identified and these relate to: (i) professional conversations for obtaining feedback, e.g., with colleagues and Line Managers; (ii) Drawing on available resources, e.g., Illustration of Practice, Standards matrices, and the Performance and Development Plan; (iii) the importance of planning and documentation of professional practice, e.g., through the use of e-portfolios and/or the Observation Tool; and (iv) the evaluation of professional practice and evidence, e.g., through the use of the DECD Performance and Development Plan.

3.5 Outcomes

What supported the Graduate Teachers and their Line Managers through the Pilot process?

- The commitment by both the Graduate Teacher and Line Manager to engage in the program in an ongoing way.
- Opportunities to meet others with expertise in the APST and awareness of the associated resources
- A structured program with expectations and timelines clearly established
- Provision of funding to release early career teachers
- The involvement of Advanced Skills Teachers (ASTs). Their approachability and support of both the Graduate Teacher and their Line Manager was highly valued. The ASTs' experience in collecting and documenting evidence to meet criteria gave them a highly respected credibility. They were regarded as mentors by the Graduate Teachers and had a different relationship with them compared to the more hierarchical relationship graduates had with their Line Managers.

- The spaced learning with three weeks between sessions with purposeful, practical homework in between and a requirement to share their progress.
- The opportunity to network with peers e.g. graduates together and Line Managers together.
- The development of a self–mapping tool to reflect on the evidence collected to support the progression from graduate to proficient using the *Australian Professional Standards for Teachers* (AITSL, 2011).
- Observation processes improved the Graduate Teachers' confidence once the relationship between peers and/or the Line Manager were established.

How does this Pilot inform future training and development by DECD?

Key outcomes were opportunities for:

- networking;
- mentoring;
- leadership support;
- training in how to conduct professional conversations using the APST as a framework to provide effective feedback; and
- development of tools which provide the focus on using the APST to improve teacher quality, such as mapping tools and observation frameworks.

Twilight sessions could be offered throughout 2013 to support Graduate Teachers' move from Graduate to Proficient, which includes Line Manager training. Working at the Proficient level is a requirement for full registration by the SA Teachers Registration Board.

Other considerations in these twilight sessions will be the opportunity for aspiring teacher leaders to mentor Graduate Teachers and gain evidence towards national Certification as Highly Accomplished or Lead Teachers and/or at the state jurisdiction towards Advanced Skills Teacher accreditation.

This Pilot provided evidence of the need to specifically target support and resources for the Line Managers of early career teachers and other teachers as they are not always included in leadership and communication training opportunities.

3.6 DECD SA Concluding Recommendations

A central theme that emerged from the commentary of participants in the Pilot project was the benefits associated with professional discussions around the requirements of aligning professional practice with the Standards. As such, this collaboration provided a focused lead-in to self-reflection and they provided participants with a clear professional learning 'line of site'. The Standards and organisational tools used to support the Graduate-Professional transition both supported participant in their career planning providing them specific goals to set and with an overall sense of moving forward.

There was strong support for ensuring the on-going development of leaders and graduates, and sharing strategies on a regional basis. The success of the Pilot was its purposeful nature, through the contextualised (School-based) approach to performance development with Line Managers and Graduates working collaboratively.

The following recommendations offer suggestions for sustaining collaborative professional practice:

1. That educational authorities promote the use of the Standards as the basis of professional conversations and reflection for Graduate Teachers and their Line Managers to support the process of full registration.
2. That educational authorities and school system leaders create and facilitate professional learning opportunities for Line Managers and mentors of Graduate Teachers to support their roles in the process of full registration.
3. That educational authorities and school leaders promote a structured approach to classroom observation and associated professional conversation to support the process of full registration.
4. That educational authorities and school system leaders create and facilitate opportunities for the sharing of strategies and tools that support the process of full registration.
5. That educational authorities, research organisations and school system leaders initiate further investigations into the range of processes, such as moderation, by which schools determine the achievement of the Proficient Career Stage.
6. That educational authorities and school system leaders create and facilitate opportunities for capturing advice from Graduate Teachers concerning the process of full registration.
7. That educational authorities, research organisations and school system leaders initiate further investigations into the types of feedback that schools use to support their respective performance and development cycles for all Career Stages.
8. That educational authorities and school system leaders create and facilitate opportunities for sharing strategies and programs that support the process of full registration.

3.7 Postscript

The Performance Standards and Certification team (formerly Teacher Quality) in HR Workforce Development has intentionally engaged with Early Career Teachers to ensure they are supported, developed and retained by the system. The *Australian Professional Standards for Teachers* (AITSL, 2011) are a key induction platform for teachers in DECD.

One year after engaging in the AITSL Graduate to Proficient Pilot in 2012, the Early Career Teachers involved readily embrace the language of the Standards in daily practice and professional conversations with their colleagues and Line Managers. The notion of collecting evidence aligned with the Standards is integral to their career development and aspirations. This ensures the DECD Workforce Development goals of attracting, training, placing, developing, rewarding and retaining quality teachers. Particular activities and events that have been occurred include:

- the establishment of an Early Career Teacher Project Officer position;
- full-day delivery of workshops for Graduate Teachers based on findings form the Phase 2 Pilot project;

- the establishment of an Early Career Teacher Facebook page;
- the development of an Early Career Teacher Ning[4] on the Workforce Development Ning;
- the compilation of a teacher mentor and teacher mentee register;
- the conduct of twilight Sessions on *Illustrating your Practice* for teachers undertaking the graduate to Proficient and the Proficient to Highly Accomplished Career Stages; and
- the revision of the APST Mapping Your Evidence Tool to accommodate teachers at any Career Stage.

[4] Ning: A closed professional learning community comprising invitees; similar to Facebook.

4 Phase 2 Pilot Theme 1 – Provisional to Full Registration, VIT

Investigating the support required for provisionally registered teachers to develop evidence for full registration using the *Australian Professional Standards for Teachers*

Executive Summary

The Victorian Institute of Teaching (VIT or the Institute) is the regulatory authority for teachers in Victoria. It provisionally registers teachers who meet all qualifications and suitability requirements to be a teacher but who have not yet demonstrated they meet the Standards of professional practice for full registration.

The Institute has developed and implemented an evidence-based process for Provisionally Registered Teachers (PRTs) to gather evidence from their teaching practice in schools to meet the VIT Standards. This process has been in place since 2004 and has been recognised by both PRTs and mentors to be an authentic way of demonstrating the Standards and of supporting professional learning. The purpose of the *Australian Professional Standards for Teachers* (the Standards) Pilot project was to:

- trial the use of the Standards in schools, school systems and associated organisations within existing structures and practices and determine what further is required to support implementation of the Standards;
- achieve national consensus about, and enable a shared sense of ownership, of the Standards; and
- reference the Victorian Institute of Teaching process for full registration aligned to the Australian Professional Standards for Teachers.

The scope of the study involved participation of provisionally registered primary and secondary teachers from five Government and Catholic schools, in the Ballarat regional area. The project was supported by staff in the Standards & Professional Learning (SPL) branch. The research involved a mixed method approach that comprised:

- a workshop to benchmark practice and develop an action plan
- school visits
- online surveys
- development of individual case studies.

Findings from the Pilot.

Feedback from PRTs, mentors and Institute managers indicate there are no major issues with documenting evidence at the proficient level of the Standards through an inquiry approach into practice. Teachers reported professional learning benefits from using the Standards in this approach.

Generally, the Standards can be easily evidenced by PRTs. Standard 4 appears to be evidenced most easily of all Descriptors. There were some Descriptors that generated some evidencing concerns for teachers. The concerns will require the Institute to investigate advice to teachers about specific Descriptors and the provision of examples to support this.

Overall:

- teachers are able to easily use the Standards in developing evidence of their practice for full registration with reference to the majority of Descriptors;
- provisionally registered teachers found the Standards provided a basis for reflection and assisted them to identify a focus for inquiry, culminating in improvement in practice;
- teachers responded positively to the revised process for full registration and found the supporting manual and templates clear, concise and useful;
- the Standards provided a common language for the teachers to engage in professional discussions;
- mentors found the Standards assisted them to support development of the practice of their PRTs and to provide feedback on practice; and
- mentors found their mentor role supported their own professional learning, particularly reflection of their own practice.

The case studies developed during the Pilot project will provide rich material to understand what practice looks like at the Proficient Teacher level and will be used as examples to support the full registration process for PRT undertaking it in 2013.

These findings are contextualised within the way that PRTs in Victorian schools provide evidence for the full registration with the support of a mentor. Those Regulatory authorities that are developing their full registration process for the first time have the potential to benefit from this Pilot project.

4.1 Introduction

4.1.1 Setting the Scene

The Victorian Institute of Teaching is an independent statutory authority for the regulation of the teaching profession in Victoria and operates under the *Education and Training Reform Act 2006.* All teachers working in Victorian Government, Catholic and Independent schools are required to be registered with the Institute.

As a Standards-referenced regulator, the Institute requires Victorian teachers to meet and maintain professional Standards for registration. New registrants are provisionally registered for up to two years until they are able to demonstrate they meet the Standards of professional practice for full registration. The *Australian Professional Standards for Teachers* (AITSL, 2011), (the Standards) will apply from 1 October 2012 and teachers will need to demonstrate competence at the Proficient Teacher level to become fully registered.

This project has trialled, in schools, a revision of the process for full registration using the Standards. It has investigated the support required for teachers moving from provisional to full registration, their mentors and their school leaders.

4.1.2 Contextual Issues

The project builds on a Pilot project undertaken by the Institute in 2011 investigating the implementation of the Standards into the evidence-based process for full registration in Victoria.

The Institute's process is school-sited and facilitates demonstration of the Standards within a structured induction period that focuses on collegial support and reflective practice. This has

been used since 2004 with over 25,000 provisionally registered teachers moving to full registration and over 14,000 teachers trained as mentors. As a consequence, many schools are familiar with using Standards as the basis for evidence of practice and assessment of proficiency. However, the previous process allowed Provisionally Registered Teachers (PRTs) to choose from 3 options and these have been amalgamated into one process for all teachers. This uses the research of Helen Timperley (Timperley, Parr & Pertenees, 2009; Timperley, Wilson, Barrar & Fung, 2007) to guide teachers through an inquiry into their practice to support student learning and develop their evidence of the Standards. Schools are not familiar with this revised approach to the process for full registration although it references aspects of the previous process.

To apply for full registration Provisionally Registered Teachers (PRTs) must:

- complete at least 80 days full time teaching in a school; and
- document evidence of proficiency in the Standards that includes an inquiry into practice, the professional support of a trained mentor, including classroom collaboration and a recommendation report from a school panel, led by the Principal.

Most PRTs complete the process within their first year of teaching. The study was confined to ten weeks during semester 2, which represents a truncated timeline. The project was contextualised within school settings and in the normal practice of beginning teachers in a regional area of Victoria.

The evidence-based process has been designed to integrate professional support for PRTs with their demonstration of the Proficient Teacher Standards. Teachers do not address the Standards and their Descriptors individually or explicitly. By investigating an area of practice to improve student learning they are able to provide ample evidence that the Standards and Descriptors have been met. The Institute states this approach supports the development of practice and avoids a checklist approach, and previous evaluations of the process support this position, e.g., findings from the Phase 1 Pilot, the ongoing work of the Institute with PRTs since 2004, and relevant research commissioned by the Institute (e.g., Richardson, 2011). It also supports PRTs and their mentors not only to acknowledge competent practice, but also to focus on those aspects of practice that require development.

Such an approach builds in support. PRTs are required to document observations in experienced teachers' classrooms, professional conversations with experienced teachers and mentors, professional learning that is targeted to areas of student need and collaborative practice in their classroom. They are also required to document reflections about student learning and their own future professional learning.

In Victorian schools there is an expectation that PRTs will be mentored as part of their full registration process and school induction. The mentors generally attend a two-day training program, delivered by the Institute and the Department of Education and Early Childhood Development and with the support of the Catholic Education Offices and Independent schools sector. Over 96% of PRTs in school report that they have a mentor. The mentor usually has knowledge of the full registration process and the Standards to be met. They are also trained in the skills of professional mentoring (VIT, 2013a). This background is relevant to the interpretation of the research findings, particularly in relation to identifying support and resources required.

4.2 Research Questions

The purpose of this Pilot project is to:

- trial the use of the Standards in schools, school systems and associated organisations within existing structures and practices and determine what further is required to support implementation of the Standards;
- achieve national consensus about, and enable a shared sense of ownership of, the Standards; and
- reference the Victorian Institute of Teaching process for full registration to the *Australian Professional Standards for Teachers* (AITSL, 2011) at the Proficient Teacher level.

4.2.1 Focus of the Pilot

In 2011 a Pilot project (Phase 1) was undertaken to trial use of the *Australian Professional Standards for Teachers* (AITSL, 2011) within current Victorian structures and practices. Findings indicated that teachers were generally able to evidence the Standards. One outcome from the Phase 1 Pilot was that the process to evidence the Standards was revised and refined in response to feedback collected. In this Phase 2 Pilot Project, the use of the Standards was further investigated within the context of working towards full registration, a process that is inquiry-based, mentor supported and collaborative. However, the contextual focus of the project was on the process as it is implemented in Victorian regional schools with the support and involvement of mentors and the Principals. Emphasis was placed on:

i. determining the support required for the process; and
ii. the types of evidence that were produced by the PRTs.

4.3 Methodological Considerations

The project involved a trial of the revised approach to the development of evidence for full registration and an investigation of the support required for teachers to meet the Standards at the Proficient level in relation to:

- the evidence produced by PRTs for full registration;
- collegial practice and mentoring by experienced colleagues; and
- resources provided for PRTs, their mentors and their school leaders.

The project involved a mixed method design (e.g., Creswell, 2003) with both quantitative and qualitative data collection. Due to the small scale of the project the quantitative data could only provide broad indicators and trends. The sample of primary and secondary PRTs came from five Government and Catholic schools in the Ballarat regional area (Table 4.1).

The participants were introduced to the project at a full day workshop delivered by Institute staff. A sample Pilot Workshop program and the Powerpoint presentation for the first Workshop are included in Appendix 10.2.1. During this time the PRTs were able to work with their mentors and/or school leaders to understand the expectations of the process they were trialling and to develop their focus for inquiry. Normally they would not have this opportunity, although mentors are encouraged to work collaboratively with their PRTs to assist them to develop their focus for inquiry. However, it allowed them to contract the first phase of evidence gathering to compensate for the limited time for the trial.

Table 4.1 School Participation by Location, Sector and Type

Location	School	No. Mentors	No. PRTs
Ballarat	Government Primary School (GP)	4	4
Ballarat	Government Secondary School (GS)	2	2
Maryborough	Government P-12 School (GP-12S)	1	2
Ararat	Catholic Primary School (CPS1)	1	1
Ballarat	Catholic Primary School (CPS2)	1	1
	TOTAL	**9**	**10**

The project structure comprised:

- a workshop, with participation of PRTs, their mentors and school leaders to:
  - explain the aims of the project;
  - explain the revised process to evidence the Standards;
  - interrogate the Standards and develop a focus for inquiry; and
  - develop an action plan for PRTs to implement in their classrooms and use as part of their evidence of professional practice for full registration;
- allocation of schools to SPL managers for follow up contact, including a site visit by two SPL managers and classroom visits; and
- data collection, including:
  - an online survey for participants completed at the end of the process – separate surveys for PRTs and mentors; and
  - evidence samples from PRTs.

PRTs and their mentors trialled the process for full registration during term three in August and September. The first four weeks of term four were used to evaluate professional learning, collect evidence and artefacts of teacher practice. Participants used a revised version of the *Evidence of Professional Practice for Full Registration*, developed by the Institute team (see Appendix 10.2.2; VIT, 2013b).

4.4 Results from the Engagement

4.4.1 Data Collection and Management

The main sources and opportunities for data collection were:

- school visits;
- discussions with the PRTs and their mentors and in some schools, their Principals;
- the evidence of practice developed during the trial; and
- the administration of an online survey towards the end of the trial period.

The small scale of the project lent limited value to a quantitative analysis of data but considerable qualitative data were collected. Table 4.2 provides a summary of the data collection within the Pilot timeline.

Table 4.2 Project Timeline and Major Activities

Timeline	Activities
August - September	i. **Discussion with PRTs, mentors and Principals at site visits and through email and phone contact** ii. **PRT evidence of professional practice** PRTs and mentors developed a focus for inquiry in relation to improvements in student learning. This was translated into an action plan for PRTs to implement in their classrooms. PRTs then developed and submitted their evidence of professional practice, referencing the Standards and Descriptors. This included: evaluations of the plans; reflections on the impact of the change to practice; and evidence artefacts. Evidence was aligned against the Standards.
Late October	i. **Online surveys** Online surveys were developed for the participants to complete. There were separate versions for PRTs, mentors and Principals. Questions were asked about the Standards, the process, time spent documenting evidence and support needed.

4.4.2 Analysis of the Data

4.4.2.1 Survey Results

The online surveys investigated responses to the use of the Standards in the full registration process and their ability to support and promote the development of professional practice of the PRTs.

Table 4.3 Responses by PRTs to Standards Use (n = 9)

The *Australian Professional Standards for Teachers …*	Disagree/ Strongly disagree %	Agree %	Strongly agree %
were used as the basis for professional discussions with my mentor	0	89	11
were used as a basis for feedback with my mentor	0	89	11
provided a common language to discuss teaching practice with my mentor	11	67	22
were useful to identify a focus for inquiry	0	78	22
highlighted areas of professional learning for myself	0	44	56

Table 4.3 indicates the strongly positive response of PRTs to the use of the Standards as the basis for feedback and investigation of professional practice.

The responses provided by mentors indicated they used the Standards in professional conversations and when providing feedback. In particular, mentors highlighted the assistance of the Standards in identifying areas for their professional learning. PRTs also responded positively to the value of the Standards in understanding and supporting practice. A number of PRTs told SPL staff that the Descriptors had assisted them to identify aspects of practice that became a focus for inquiry. For example, one PRT said:

> *I believe that through working closely with the National Standards, I was able to highlight areas in my professional knowledge that I was confident and comfortable with as well as where I needed to focus my attention.*

Table 4.4 Responses of PRTs to Standards Use for Professional Learning (n = 9)

	Did not assist %	Some assistance %	Valuable/Highly valuable %
The Standards assisted me to understand my practice	0	11	89
The Standards supported me to investigate an area of inquiry to improve professional practice	0	33	67
The Standards supported me to focus on improving student learning	11	11	78

Evidencing the Standards

Provisionally Registered Teachers found the Standards and their Descriptors at the Proficient level generally easy to evidence and they recognised the connection between their practice and the Standards' statements. There was no clear consensus about which Standards were the easiest or the most difficult to evidence, apart from difficulties identified with Descriptors 1.4 and 2.4, and the context for teaching seemed to determine the individual response. The following comment was a typical response to questions about evidencing the Standards.

> *These Descriptors formed a major part of my investigation and were, therefore, one of my Focus Areas. I also believe that they are relevant to any classroom situation and readily used.*

Of particular importance was that many PRTs recognised that the Standards referenced their normal work and they had many working documents to provide as evidence:

> *… all of these related to my students abilities and areas that needed improving, and I was able to find the evidence in their work books and through classroom observations.*

The role of the school was also recognized as supporting the evidencing of the Standards:

> *Already implemented into our learning program.*

Descriptors 1.4 and 2.4

Questions were asked about the ease of documenting evidence related to working with ATSI students and specifically Descriptors 1.4 and 2.4.

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students.

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

Survey results indicate that teachers were divided as to the facility with which they could gather evidence for these Descriptors. For Descriptor 1.4, five PRTs indicated they struggled to find evidence and three indicated this Descriptor was relevant to their practice and that evidence was easily available. For Descriptor 2.4 there were four PRTs who could provide evidence and four who found it difficult. As was expected, teachers with school support through particular ATSI programs and the employment of Koori liaison officers were more confident in providing opportunities for students to develop understanding of and respect for ATSI histories, cultures and languages. Other teachers indicated this was more difficult.

Some teachers provided anecdotal evidence to supplement their evidence with regard to these Descriptors. This ranged from expansion of their cultural education through stories, movies, art and music, to an integrated curriculum and hypothetical scenarios developed through research.

4.4.2.2 The inquiry-based process for full registration

Comments from both PRTs and mentors showed that they found the process to move from provisional to full registration to be clear, concise and connected to daily practice. The template

for the documentation of evidence was seen as very useful and provided a framework for documenting evidence. The process was seen by many PRTs as an opportunity to reflect more deeply on practice and the majority recognised the relevance to their teaching content and context.

When investigating the support required to align professional practice with the Standards, all teachers commented on the value of working with colleagues:

> *We are constantly learning as teachers – it helps so much to be able to discuss teaching with colleagues and even though it is confronting – being observed really holds a mirror up to our practice.*

A concern for some PRTs when demonstrating the Standards was the inter-connectedness and interdependence of the Standards, which led to over-lapping of Descriptors in the documented evidence. A few teachers commented on the apprehension of being unsure as to whether or not the Descriptors were being covered in enough detail.

Time to complete the process

Participants in the project had about 8 weeks to develop their inquiry of practice and record their evidence for full registration. They were aware this was shorter than the normal expectation for teachers. They were asked about the time taken to undertake the process and prepare their evidence for presentation to a school panel.

Table 4.5 Time Spent on Process

	0-5	5-10	10-20	20-30	30-40	40+
Hours spent collecting evidence %	0	12.5	25	25		37.5
Hours spent working with colleagues %	50	37.5	25	0	0	0

Table 4.5 indicates the time PRTs spent collecting their evidence and working with colleagues. From these results it's clear that PRTs either spent a period of between 10 and 30 hours collecting their evidence or more than 40 hours. Due to the small sample size, this may be an aspect of the process that will need monitoring, particularly as a number of teachers indicated the process was time consuming. Any patterns, such as a bimodal distribution in the allocation of time, would emerge from working with a larger sample of PRTs. Previous experience with the full registration process shows that these concerns are often the result of a school that offers less support and/or that views the full registration process as an assignment to be completed and not as an opportunity for development of practice. On the up side, the same teachers indicated that the process was professionally challenging and rewarding and an opportunity to reflect more deeply on practice.

Two-thirds of the PRTs indicated they spent more than 10 hours preparing their evidence for the school panel. The Institute will be able to provide greater guidance about presentation and examples of what evidence looks like to ensure the time spent on this is not excessive. Messages about this have been well established with the previous process and they will be transferable to this process.

Fewer hours were spent working with colleagues during the process, even though this was universally identified as one of the most important aspects.

> *I believe that collegiate reflection and discussion is very necessary and so will never hesitate to ask for assistance in this area.*

Finding the time for collegial visits and professional conversations was an issue that was raised. The specialist teacher in the project found time-tabling a concern with regard to collegial visits.

Principals

We did not have a good response to the Principal survey. Those who did respond indicated that the support for the development of evidence of the Standards is often delegated to another school leader and that they are comfortable with assessing and recommending PRTs for full registration.

Principals reported that the knowledge required to undertake the role of assessor and to direct the recommendation report related to:

- the Standards at the Proficient Teacher level;
- the inquiry based process and recommendation report for full registration;
- the Principal's role in the process; an understanding of their role in the process;
- being kept informed by a delegated leader; and
- discussions with mentors and visits to classrooms for observations.

Professional learning

All PRTs except one indicated that they learnt things during the trial they will use in their future work. The following comments indicate the perceived value of the process for PRTs:

> *[I learnt] that I should be investigating and trying new and different techniques and how all the areas of focus and Descriptors link together for the benefit of all students and teachers.*

> *I would like to continue reflecting on my practice by filming myself and other professionals to enhance my learning.*

> *…it is important to constantly refer and reflect on the Standards and my own practice as well as discuss it collegially.*

4.5 Resources

4.5.1 Resources used in the project

The following documents were used by participants to support the registration focus of the Pilot project:

The Evidence of Professional practice for full registration manual, which was a guide to the evidence-based process for full registration provided information about the process for full

registration, including the Standards to be met, the assessment of evidence and instructions about gathering and documenting evidence. This manual is included in Appendix 10.2.2.

A **template for evidence** was provided to assist in the documentation of evidence. This template is included in Appendix 10.2.3.

A Recommendation report was provided for PRTs to audit their evidence against the Standards at the Proficient Teacher level and to show what the school assessment will require. This report is included in Appendix 10.2.4.

Personnel from the Standards and Professional learning Branch provided support through site visits to schools, email and phone contact.

4.6 Findings and Outcomes

4.6.1 Implications and Recommendations from the Pilot

4.6.1.1 The Local Perspective – teachers in Victorian regional schools

The findings indicate:

- Teachers across the teaching contexts sampled in a Victorian regional area were able to use the Standards in the revised process for full registration and address the majority of the Descriptors at the Proficient Teacher level.
- Both PRTs and mentors identified the value of the revised process for full registration in relation to their professional learning and development of professional practice.
- Participants found the Standards helpful for professional discussions and identification of areas for inquiry and professional learning. They supported the mentors' reflection of their own practice.
- Participants found the resources provided by the Institute useful, in particular the manual and the template for evidence.
- Evidence could be developed in a variety of forms including paper-based collections of evidence, digital recordings and web-based information.
- Some Descriptors, as identified in the body of the report, were more difficult to evidence when the teaching context was not relevant to them. Work will need to be undertaken to contextualise these for all teachers and to provide examples of how they can be evidenced. The evidence the Pilot participants have developed and the AITSL evidence guide will be useful resources.
- There was a concern about the time taken to develop the evidence and undertake the project. This will need to be monitored and key messages conveyed to PRTs, mentors and school leaders about the expectations of the Institute.
- Within the limits of the project scale, Principals indicated that information about the process and their role in it and updates of teacher progress were most important to them. Currently mentors are not provided with advice about interactions with the Principal, but it is an area that could be built into the mentor training program and mentor and Principal communications.

4.6.1.2 The National Perspective

This project is unique to the Victorian regulatory environment. The findings are contextualised within the way that PRTs in Victorian schools provide evidence of the Standards for full registration. It is an expectation and current practice for PRTs in schools to be supported by a

colleague who has been trained as a mentor. Victoria has been using an evidence-based process referencing professional Standards as the means to assess teachers for full registration since 2004. This process was comprehensively trialled in 2003 with over 900 PRTs, mentors and Principals drawn from regional and metropolitan areas. The profession was consulted about both the Standards and the process for full registration.

This long track record means that other regulatory authorities establishing similar Standards referenced processes for full registration for the first time, could benefit from these findings, the approach taken and the resources that have been developed to support PRTs.

4.6.2 Outcomes of the project

This Pilot has mirrored a trial being conducted by the Institute with schools in metropolitan Melbourne. The intention is to initially investigate the findings from the survey and teacher evidence to identify any differences between geographical regions. The data will then be aggregated to provide a view to the issues that need to be addressed across all areas.

A focus for the Institute will be to develop examples of evidence using the Standards from the Pilots that will support implementation in 2013. The Institute has found that good examples of evidence are essential to training mentors and establishing the expectations for PRTs.

Evidence developed as part of the Pilot will provide rich material to understand what practice looks like at the proficient level. This work may have application for regulators across Australia and New Zealand and also provide illustrations of practice for schools and professional networks to use.

This study did not investigate use of the Standards by PRTs who are working outside schools as education officers and those undertaking casual relief teaching. This will need to be considered during 2013.

4.7 VIT Concluding Recommendations

The following recommendations offer suggestions for further developing an evidence-based process referencing professional Standards as a means to assess teachers for full registration:

1. That educational authorities, research organisations and school system leaders initiate further investigations into contextualised Standards-based approaches that support professional learning of all personnel directly engaged in the processes for full registration of Graduate Teachers.
2. That educational authorities and school system leaders create and facilitate opportunities for sharing strategies and programs that address “hard-to-evidence” Focus Areas within the Standards.
3. That educational authorities and school system leaders facilitate, through collaborative consultation, the preparation of guidelines that clarify role and information flow for all personnel directly involved in the process of full registration.
4. That educational authorities, research organisations and school system leaders initiate and facilitate opportunities for sharing with national and international stakeholders, strategies and practices that support the process of full registration.

4.8 Postscript

The Institute's Supporting Provisionally Registered Teacher (PRT) Program consists of three components: Mentor Support Program; PRT Seminars and Principal Briefings.

Teachers' feedback from the program in 2013 indicate that they have a good understanding of the revised process to evidence practice against the *Australian Professional Standards for Teachers* (AISTL, 2011) at the Proficient level (APST) and anecdotally report the process to be rigorous and of value to building capacity. We have revised the recommendation report in response to teachers' concerns around evidencing certain Descriptors. Examples of evidence developed during the pilot project were used in training and provided exemplars for PRTs and mentors undertaking the process this year.

The guide to the evidence based process for full registration has also been revised to incorporate the knowledge gained from the trial and the first year of implementation.

In 2013 The Institute investigated the use of the APST by PRTs who are working outside schools as education officers and those undertaking casual relief teaching. A modified process is being used in these circumstances. Support required has been determined and followed-up. Managers have conducted site visits to settings such as a Youth Justice Centre, and Children's Hospital.

5 Phase 2 Pilot Theme 1 – Provisional to Full Registration, CDU NTRB

Registration Remote:

Investigating the support required by urban, remote and very remote teachers moving from provisional registration (through achievement of the Graduate Career Stage) to full registration (through attainment of the Proficient Career Stage) as part of a nationally consistent teachers registration process

Acknowledgements

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The study was conducted between August and November 2012. Many thanks are offered to the provisionally registered teachers who kindly participated in this project, and to the mentors and school Principals, who also consented to be involved in this project. You have provided us all with some insights into the future and some directions for further research.

On behalf of the project team, I offer my thanks to you all.

Kathryn Moyle
Professor of Educational Leadership
Executive Director, Centre for School Leadership, Learning and Development
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5.1 Executive Summary

This Phase 2 Pilot project investigated the nature of work and types of support required by provisionally registered teachers in the Northern Territory, to collect the necessary evidence to allow them to move from provisional registration (through attainment of the Graduate Career Stage of the Australian Professional Standards for Teachers), to full registration (through attainment of the Proficient Career Stage of the *Australian Professional Standards for Teachers* (AITSL, 2011)). To a lesser extent, the Pilot also investigated the work for school Principals, school leadership teams, and mentors to support provisionally registered teachers. This Pilot was undertaken in light of the introduction of the *Australian Professional Standards for Teachers* (AITSL, 2011) (the Standards) in 2013, and the implications of this introduction for teachers' registration in the Northern Territory, and for the work of teachers, their mentors and school Principals.

This project involved eight provisionally registered teachers in seven Government and non-Government schools located in urban, remote and very remote locations in the Northern

Territory. All the schools in the Pilot have sizeable Indigenous student populations. This qualitative Pilot project was part of a national project involving six Pilots funded by the Australian Institute for Teaching and School Leadership (AITSL). This Pilot focused on the requirements of remotely located provisionally registered teachers. Of specific interest to this project were the following issues:

1. What is the nature of the work, types of support and sorts of evidence used by teachers in the Northern Territory, to move from provisional to full registration, and from the Graduate to Proficient Career Stages?
2. Who are the mentors of the teachers and what strategies meet their requirements?
3. What skills and knowledge best helps Principals adopt the role of assessor?

Most of the participants in this project were graduates new to teaching. Everything takes a bit longer for a new, provisionally registered teacher to learn and do for the first time. Involvement in this Pilot project provided the participants with the opportunity to learn more about both the requirements for the Teacher Registration Board (TRB) of the Northern Territory and the Standards. School leadership teams could see the future benefits for their school of involving a staff member in this Pilot project.

The Pilot also showed the critical importance to the provisionally registered teachers and their school leaders of the importance of using effective time management skills. To be able to collect and annotate their evidence, the teachers acknowledged that they had to allocate extended blocks of time to organise and annotate their evidence ready for presentation to a panel of assessors. Similarly, the school leaders commented that to manage the administrative demands of all teachers at all Career Stages requires considerable time management and organisational skills to ensure the requirements and career aspirations of all teachers in the school are met.

This project also reinforced the benefits of new teachers having mentors from whom they can learn, and with whom they can share their problems and achievements. This Pilot project shows the importance to provisionally registered teachers, their mentors and school Principals, of planning an approach to the Collection of Evidence that is consistent with the requirements of both the TRB of the Northern Territory and the Standards. Furthermore, the Pilot enabled the participants to investigate how the teachers' registration processes and the Standards align, and highlighted some of the implications of formally implementing the Standards for educators' work. Finally, this project points to the importance of school Principals and mentors actively supporting provisionally registered teachers to develop their understandings of the requirements associated with meeting the various Territory and national requirements to align teachers' professional practice with the relevant Career Stage.

5.2 Introduction

5.2.1 Setting the Scene

In December 2010, the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) endorsed the Standards. These Standards were released by the Education Ministers on 9 February 2011, and will be implemented in the Northern Territory in 2013.

In the second half of 2012, the Australian Institute for Teaching and School Leadership (AITSL) commissioned three Pilot projects to trial the use of the Standards within existing processes and practices in schools. In the Northern Territory, this project investigated the nature of work and

types of support required by provisionally registered teachers, to collect the necessary evidence to allow them to move from provisional registration (through attainment of the Graduate Career Stage of the Standards), to full registration (through attainment of the Proficient Career Stage of the Standards).

The findings outlined in this report are the outcomes from a project undertaken collaboratively by the Centre for School Leadership, Learning and Development at Charles Darwin University in the Northern Territory, and the Teacher Registration Board (TRB) of the Northern Territory. The Pilot was supported by the Department of Education and Children's Services (DECS); the Catholic Education Office; and the Association of Independent Schools (AIS) Northern Territory.

5.2.2 Contextual Issues

The Northern Territory covers 1,346,200 square kilometres. It has two main climates: a desert climate in the centre of Australia, and a tropical climate north of Katherine. The population of the Northern Territory is 220,000. About one-third of all Territorians, and almost half of all school children in the Northern Territory are Indigenous. The median age of Territorians is 31.2 years.[5]

Students in the Northern Territory come from a variety of backgrounds and cultures. There are 190 schools in the Northern Territory: 36 non-Government, and 154 Government schools. Over 40% of these schools are in remote or very remote locations. This Pilot was conducted with eight teachers in seven schools located in urban, remote and very remote locations.

To ensure that teachers in the Northern Territory are appropriately qualified and competent to teach, all teachers must be registered with the Teachers Registration Board (TRB) of the Northern Territory. Suitably qualified provisionally registered teachers can seek registration and are allocated 'Provisional Registration' by the Board. The requirements for registration as a teacher in the Northern Territory are guided by the Teacher Registration (Northern Territory) Act.

'Provisional Registration' is provided if the Board determines an applicant does not have the prescribed professional experience and currency of practice for 'Full Registration' but is otherwise eligible for Full Registration under the Act. 'Currency of practice' requires teachers to demonstrate they have a minimum of 180 days of teaching in the previous five years. Provisional Registration is granted for a period of three school years and teachers are supported with an induction program into the teaching profession in the Northern Territory. During this time the provisionally registered teacher works towards gaining the professional experience that entitles him or her to apply for Full Registration.

[5] Australian Bureau of Statistics (2010). *Population by Age and Sex, Regions of Australia, 2010,* Australian Bureau of Statistics, Canberra. Retrieved on November 19, 2012 from http://www.abs.gov.au/ausstats/abs@.nsf/Products/3235.0~2010~Main+Features~Northern+Territory?OpenDocument

The Standards will be introduced into the Northern Territory in 2013. Applications for moving from Provisional to Full Registration commencing before the end of 2012 require the teacher to prepare a portfolio of evidence against the Professional Standards for Competent Teachers in the Northern Territory. Those teachers commencing the processes of moving from Provisional to Full Registration in 2013 and beyond, will use the Standards.

5.2.3 Assessment of provisionally registered teachers

To assess the evidence presented by a provisionally registered teacher in the Northern Territory, the Principal has to establish a panel to assess the teacher's evidence of competency, within the framework of the Standards. The Panel comprises:

1. a formally recognised Lead Teacher who acts as the chair of the panel;
2. a fully registered teacher nominated by the teacher (and could be his or her mentor); and
3. a fully registered teacher familiar with the provisionally registered teacher's work.

The Panel assesses the evidence presented to determine whether it does or does not meet the Standards. In cases where there are insufficient panel members, the Principal may seek the involvement of fully registered teachers from outside the school to assist in the panel assessment. For some of the participants in this project, due to the small size of the school, the involvement of teachers from outside their schools will be required for them to complete the requirements of assessment to move to full registration. Involvement of teachers outside of remote schools in the Northern Territory often means involving teachers located several hundreds of kilometres away from the local teacher's school.

5.2.4 Current support

To support provisionally registered teachers in the Northern Territory to meet the requirements for full teachers' registration, school Principals must ensure a mentor has been partnered with new, provisionally registered teachers in their schools. The TRB of the Northern Territory provides extensive information online about how to apply for full registration. See http://www.trb.nt.gov.au/registration/provisionally-registered-teachers

The TRB of the Northern Territory also conducts professional learning workshops in regional centres throughout the Northern Territory.

5.3 Research Questions

This Pilot focused on the following investigation question:

> *What support is required by Northern Territory school teachers moving from provisional (Graduate Career Stage) to full registration (at the Proficient Career Stage), as part of a nationally consistent registration process?*

To address this question, the Pilot project used the following sub-questions to guide the work:

1. What is the nature of the work, types of support and sorts of evidence used by teachers in the Northern Territory, to move from provisional to full registration, and from the Graduate to Proficient Career Stage?
2. Who are the mentors of the teachers and what strategies meet their requirements?
3. What skills and knowledge best helps Principals take on the role of assessor?

5.3.1 Focus of Pilot

This project focused on the nature of the work required for Provisionally Registered Teachers to meet the requirements of full registration in the Northern Territory, and reflected on the work of school Principals, school leadership teams and mentors of teachers, to support these provisionally registered teachers.

To enable the provisionally registered teachers to collect evidence in order to meet the Northern Territory teacher registration requirements, and to meet the requirements of the Standards, the focus of the Pilot was for each teacher to undertake the following activities:

1. plan the ways in which they could identify and collect evidence of their teaching performance, through their daily work, that could be used to meet one specific Standard they identified from within the Standards;
2. commence the development of a portfolio of evidence for moving from provisional to full teacher registration in the Northern Territory; and
3. reflect on the approaches they used.

In formulating a direction for this project, there was no intention for judgements to be made about the quality of evidence gathered by the participants, nor about whether the evidence collected by the participants was of a suitable nature and standard to meet the requirements of either the Standards or the Professional Standards for Competent Teachers in the Northern Territory. The focus of this study was on the process, i.e., to listen to the views of the participants about how they were approaching or supporting the collection of evidence, so that the provisionally registered teachers could meet the requirements for full teacher registration.

5.4 Methodological Considerations

This Pilot set out to investigate the nature of work and types of support required by provisionally registered teachers in the Northern Territory, to collect the necessary evidence to allow them to move from provisional registration (through attainment of the Graduate Career Stage of the Standards), to full registration (through attainment of the Proficient Career Stage of the Standards). The project involved working with eight provisionally teachers in the Northern Territory from September to November 2012. This Pilot also investigated the work for school Principals, school leadership teams, and mentors of provisionally registered teachers, given the implications for teachers' registration processes in the Northern Territory from the introduction of the Standards.

Key activities for provisionally registered teachers in the Pilot were:

- completion of self-evaluation questions about their understandings of:
    - the requirements for moving from provisional to full registration; and
    - their understandings of the Standards;
- attendance at a workshop in Darwin;
- planning their approach to collecting evidence to meet the requirements of one of the Standards; and
- participated in two interviews: one by telephone; and the other through a site visit to the school.

In addition, two school Principals, an assistant Principal and a mentor to provisionally registered teachers, were interviewed during the site visits.

5.4.1 Participants and Contextual Overview

The project commenced with nine enthusiastic, provisionally registered teachers. Due to contextual issues within two of the remote schools, one of these teachers was unable to participate in the project, while the other teacher participated in a limited way and provided reflections on the difficulties that impacted on involvement in the project. Two school Principals, an assistant Principal and an in-school mentor also participated in the project.

The eight provisionally registered teachers in the Northern Territory who participated in this Pilot project, were located in either a Government, Catholic or Independent school in an urban centre (ie Darwin or Alice Springs), or a very remote location (e.g., in an Indigenous community). All schools in the project have student populations comprising at least 20% Aboriginal students. The students at the very remote schools were all Indigenous, except where a teacher's children were attending the same school.

The participants' teaching experiences at the time of this project ranged from a few weeks to several years. All of the teacher participants were provisionally registered teachers. Except for one teacher, all the teacher participants were early career teachers. One teacher had prior experience working in educational contexts in another state in both schools and in a university. However, in that jurisdiction, the teachers' registration had lapsed and, consequently the teacher had provisional registration in the Northern Territory. Table 5.1 summarises the school contexts within which each of the teachers in this Pilot worked.

Table 5.1 Summary of Participants' School Contexts

Location	School type	Year levels taught by the teacher	Sector	Curriculum taught by the teacher	Percentage of Indigenous students in the school
Remote Urban	Special school	8-12	Government	Differentiated to each student	39%
Remote Urban	Special school	Transition 5-6	Government	Differentiated to each student	39%
Remote Urban	Primary	Transition/Year 1	Government	Junior primary	80%
Remote Urban	K-6	Grade 1 and 2	Catholic	Junior primary	21%
Remote Urban	6-12 including a boarding school	Years 8-12	Independent	Maths and PE and International Baccalaureate	32%
Very remote	K-10	Year 5	Government	General primary	100%

Very remote	Homeland[6] – early childhood to year 11	K-11	Government	Differentiated to each student	100%
Very remote	K-10	Reception	Government	Junior primary	99%

It can be seen from this table that at the time of this Pilot, the project included provisionally registered teachers of primary and secondary students. Two participants were located in a special school, and one participant worked in a 'homeland school'. This teacher's work involved flying from between small communities on islands off the coast of the Northern Territory for four days a week. Another teacher taught units within the International Baccalaureate.

Several participants reported they prepared and taught differentiated curricula due to the age and ability ranges of their students. The teachers in the special school indicated they implemented individual learning plans for each of their students. For one teacher the age range of students taught was one to three years, while for another teacher, the age range of students was eight to 18 years. One of the early career teachers, who had been teaching only a few weeks at the commencement of this project, was located in a school attended only by Indigenous students. This teacher's junior primary school class regularly had 18 or more Aboriginal children aged between four and five. None of these children spoke English at the commencement of their schooling.

5.4.2 Research method

A qualitative approach to the project was used. To address the investigation questions, the Pilot project investigated the following issues:

- the types of evidence teachers collect to move from provisional to full registration and from the Graduate to Proficient Career Stages;
- the nature of work required of teachers and school Principals, to support new teachers in the Northern Territory to move from provisional to full registration and from the Graduate to Proficient Career Stages; and
- the strategies that support provisionally registered teachers and the school leaders who are identified as the mentors of these teachers.

To collect data the following two methods were used.

1. At the outset of the project, participants were asked to complete self-evaluation questions to determine their levels of understanding about:

[6] Homeland schools are primary and secondary educational facilities in very remote Indigenous communities, often linked to a hub school in a town centre. The hub schools are remotely located as well.

a. the processes of moving from provisional to full teachers' registration; and
b. the requirements for evidence to meet the Standards.

2. At the midpoint and at the end of the project the provisionally registered teachers participated in two interviews: one by telephone and one through a site visit by the researchers.

Copies of the self-evaluation tools and the interview questions are included in Appendix 10.3.1 and Appendix 10.3.3, respectively.

5.4.2.1 Initial workshop

The project commenced with a workshop that the provisionally registered teachers attended. The purpose of the Workshop was to provide the teachers with:

- an overview of the Pilot project;
- time to identify and plan which one of the seven Standards they would focus their efforts upon during the Pilot project period; and
- plan an approach to collecting evidence for moving from Provisional to Full Registration, against the Standard they selected.

The following content was covered at this Workshop:

- the nature of the Pilot project;
- the processes and sorts of evidence required to move from Provisional to Full registration in the Northern Territory; and
- the Standards at the Proficient Career Stage.

The teachers participated in the following activities at the Workshop:

- completion of two self-evaluation tools about their knowledge of the processes and requirements of moving from Provisional to Full Registration in the Northern Territory;
- identification of one specific Standard in the Standards upon which they would focus their efforts during the project; and
- preparation of a plan about the evidence they would collect through their daily work, during the Pilot project.

The pro-forma used to support the preparation of their plans is included at Appendix 10.3.2. A summary of the types of evidence they planned to collect is summarised in Table 5.2 below.

5.4.2.2 Interviews

Interviews with the provisionally registered teachers were conducted at the mid-way point, and at the end of the Pilot project. The interview held mid-way through the project was conducted by telephone, and the interview at the end of the project was conducted at the teacher's school, in all but one case. During the site visits, two school Principals, an assistant Principal and a mentor also participated in project interviews by reflecting on their work supporting these provisionally registered teachers.

Open-ended questions were used as a basis for discussion with the participants in this project. The questions used in these interviews can be found in Appendix 10.3.3. The data collected through the interviews have been used to inform understandings about the nature of work

required of teachers in the Northern Territory to move from provisional to full registration and from the Graduate to Proficient Career Stage.

The data collected through the self-evaluation tools provides insights into the existing knowledge and understandings of the provisional teachers participating in this project. The data collected from the interviews with the teachers, provide insights into their growth during the project. Furthermore, the interviews with the provisionally registered teachers, mentors and school leaders were prepared as textual data and the major themes from the interviews were identified through a thematic analysis of the texts.

5.5 Results from the Engagement

This section provides an overview of the results from provisionally registered teachers, the self-evaluation tools and interviews. A summary of their plans prepared at the initial Workshop, regarding the types of evidence they planned to collect, is also provided. The results from the interviews conducted with the teachers, school Principals, assistant Principal and mentor, are used to inform the responses to the investigation questions that guided the Pilot.

5.5.1 Self evaluation tools

Self-evaluation tools were used with the provisionally registered teachers at the Workshop. One self-evaluation tool asked the teachers to evaluate their areas of strength and areas for development against the Standards. The second aspect of this self-evaluation tool required the teachers to rate their understandings of the processes for moving from provisional to full teacher registration, and about their understandings of the Proficient Career Stage of the Standards. The second self-evaluation tool asked participants to write three to five words that described their school Principal and mentor's role characteristics when supporting them to meet their registration requirements.

While some of the teachers came into the project with some understanding about the requirements for moving from provisional to full registration, others were commencing their introduction to these requirements through their involvement in this project. Participants rated their knowledge of the teachers' registration processes as higher than for meeting the *Australian Professional Standards for Teachers* (AITSL, 2011) at the Proficient Career Stage. Table 5.2 summarises participants' responses to the first self-evaluation tool.

Table 5.2 Summary of provisional teachers' responses to the self audit against the Australian Professional Standards for Teachers

Domains	Standards	Areas of strength	Areas for development
Professional Knowledge	1: Know students and how they learn	• Rapport with students • Knowledge of students • Developing individual learning plans • Use of technologies in teaching and learning • Using visual learning activities to engage students	• How to interact with all students • How to identify and implement styles of learning appropriate for each student • Understanding the ways in which Indigenous students learn best • Understanding how to work with 'non-verbal' students • Differentiating strategies
	2: Know the content and how to teach it	• Knowledgeable with content • Familiarity with curriculum and how to adapt it to year levels • Adjusting the curriculum to suit students with special needs • Numeracy • Information and Communication Technologies (ICT) • The Arts	• How to broaden the teaching strategies used • Ability to vary teaching strategies to accommodate all students • Understanding how to implement the Australian curriculum • Teaching strategies that improve students' literacy development
	3: Plan for and implement effective teaching and learning	• Preparation of unit plans • Planning in teams • Knowledge of planning lessons • Using program templates to plan lessons • Using ICT across learning areas • Using high energy teaching styles • Establishing high expectations of students	• Understanding curriculum development • Implementing individual programs that integrate specific strategies designed for individual students • Knowing how to do risk assessments of students' behaviour and of the activities to be taught • Developing students' creative and critical thinking skills • Making the learning goals explicit • Strategies for best utilizing Indigenous assistant teachers in the classroom

Domains	Standards	Areas of strength	Areas for development
Professional practice	4: Create and maintain supportive and safe learning environments	• Able to make students feel comfortable with the learning environment • Positive behaviour management strategies	• Using effective behaviour management strategies • Maintaining positive attitudes • Encouraging students to work harder • Using emotional literacy • Promoting positive interactions between students • Promoting the ethical uses of ICT
	5: Assess, provide feedback and report on student learning	• The provision of formative feedback to students • The provision of feedback to parents and students • Making formative observations of students' performance • Conducting formal assessments of students' performance	• Differentiating assessments • Using different types of assessments linked to objectives • Time management strategies • How to assess the requirements outlined in the Australian curriculum • How to provide better student feedback
Professional engagement	6: Engage in professional learning	• Participation in school-based professional learning opportunities including staff meetings	• Translating professional learning into practice in the classroom • Implementing new ideas in the classroom • Finding time for personal reflections • Developing strategies for recording professional learning and professional development activities, and outcomes from involvement in these activities
	7: Engage professionally with colleagues, parents/carers and the community	• Able to develop relationships with colleagues • Collaboration with parents • Communication strategies with parents • Communication with therapists • Communication with other staff members	• Building relationships with parents • Building consistent relationships with parents • Building better relationships with the community (e.g. Indigenous elders) • How to communicate with reluctant parents • How to build open communication channels with parents • Working with teacher assistants in the classroom

Generally, the provisionally registered teachers in this project felt comfortable with their teaching capabilities, ability to develop lesson plans and their development and use of teaching resources. Some of the teachers indicated they understood how to conduct formative and summative student assessments, although most teacher participants indicated they would like to develop a wider range of teaching, learning and assessment styles. While most of the participants also indicated they believed they communicate well with their colleagues and students, they also indicated they would like to build better relationships with the parents of the children they teach. In the remote locations, most of the parents in the school communities are Indigenous. Engaging with the community in these locations involves developing deep understandings of the Indigenous communities and their cultural practices.

5.5.1.1 Collecting evidence

At the Workshop, the provisionally registered teachers identified the types of evidence, and the sorts of activities from their daily work, they thought they could use to meet the requirements of the one Standard they identified as their focus for this Pilot project. The focus of evidence collection against each Standard is summarised in Table 5.3 below.

From the range of activities identified by participants presented in Table 5.3, the following are all listed as evidence that can be used to meet the requirements of the respective Standards at the Proficient Career Stage:

- the plans of class and individual students' programs, units and activities;
- students' work, including formative and summative assessment items;
- photographs and videos of teachers interacting with their students;
- diaries and logs of individual students' progressions;
- notes of meetings with parents;
- observation notes from mentors and others viewing the teacher's work in class; and
- resources and class presentations made by the teacher.

Following the Workshop, the teachers in this project set about implementing their respective plans for the collection of evidence in preparation for submitting it to their assessment panels for consideration.

Table 5.3 Activities and evidence planned by the provisionally registered teachers

Domains	Standards	Activities planned in your daily work that will enable you to meet this Standard	Evidence will you collect to enable you to meet this Standard
Professional Knowledge	1: **Know students and how they learn**	• Literacy Rotations - work based on student ability – differentiated tasks. • Integrated Unit: rich, hands-on tasks Indigenous Education Worker (IEW) to support Aboriginal perspectives.	• Education Adjustment Program (EAP)/Individual Learning Plan (ILP) – Inclusion of students with special needs. • Structured observations to inform teaching strategies & planning. • Planning sheets. • Planning Matrix to support different learning styles, including English as a Second Language (ESL) students.
	2: **Know the content and how to teach it**	• Prepare class programs • Students use ICT to undertake project based learning on a topic • Assessment criteria used with students • Summative assessment tasks used that demonstrate, ICT, literacy and numeracy skills as well as for content knowledge	• Examples of students' work to demonstrate their achievements against the assessment criteria. • Examples that highlight the use of ICT and literacy and numeracy skills to achieve the content outcomes • Observations by mentor
	3: **Plan for and implement teaching and learning**	• Prepare programs with senior classes • Prepare Middle Years Program (MYP) unit plans • Collect student assessments and photocopy • Save all work in folder/hard drive	• International Baccalaureate Middle Years Program (IB MYP)/Northern Territory Certificate of Education and Training (NT CET) unit plans/programs • Student work • Assessment tasks • Photos/videos • Parent meeting logs

Domains	Standards	Activities planned in your daily work that will enable you to meet this Standard	Evidence will you collect to enable you to meet this Standard
Professional practice	4: **Create and maintain supportive and safe learning environments**	• Interaction/social role modelling • Use social and emotional literacy programs • Develop social stories • Implement role plays • Facilitate feelings and emotions discussions open and 1-on-1 • Implement safety and calm, Positive Behaviour Support (PBS) movement • Set clear behaviour expectations • Collect data on each student daily to discover patterns	• Observation notes • Behavioural records • Video of sessions • Published social stories • Positive Behaviour Support (PBS) plan • Behaviour logs

	5: **Assess, provide feedback and report on student learning**	• Implement Accelerated Literacy Program
		  • Teach Peach, Pear, Plum Poetry: Rhyming
		  • Whole class brainstorm – continuous
			• Running Records
			• Spelling/writing samples
			• Pictures for rhyming words
			• Photos of students working on learning games – individual, group-small and whole class.

Professional engagement	6: **Engage in Professional Learning**	• Log my reading • Complete reflections on Professional Development activities • Participate in Group School Reach Sessions & Reflection	• Reading logs • Professional Development Reflection Notes • Notes from Upper Primary Syndicate Meetings
	7: **Engage professionally with colleagues, parents/carers and the community**	• Use Communication books with parents/emails to carers • Implement Kids matter policies • Review TRB website code of conduct & ethics • Undertake First steps coaching	• Communication books • Kids matter slideshow & evaluation • Education plans

5.5.1.2 Types of support from Principals

The second self-evaluation tool completed at the outset of this project asked the teachers about their expectations of their school Principals while they were collecting evidence to meet the TRB requirements and those specified in the Standards. While one participant did not have any expectations, the other teachers in this Pilot proposed the following types of support they would like from their school Principals:

- ensuring a suitable mentor is allocated and available for the guidance required;
- provision of feedback from classroom observations;
- provision of advice about whether the evidence collected is sufficient;
- promotion of safe environments;
- acknowledgement of the differentiated demands of students;
- provision of information about where resources can found; and
- the use of effective communication strategies regarding ethics, and expectations about responsibilities.

When asked about the types of characteristics sought from their school leaders, the provisional teachers nominated the following attributes:

1. Supportive
2. Provision of mentors
3. Involved
4. Attends scheduled meetings
5. Knowledgeable
6. Makes pathways clear
7. Monitors progress
8. Provides constructive criticism
9. Encouraging
10. Allocates time to the provision of support
11. Able to give clear, concise advice
12. Maintains accurate and up to date records
13. Helpful
14. Approachable
15. Understanding
16. Motivational

While the aforementioned results established the knowledge and plans of the provisional teachers, the interviews provided insights into the types of activities the participants found simple or difficult to undertake, and those activities where they found or could see that support would be of assistance.

5.5.2 Interviews

Following the Workshop, two interviews with the teachers were conducted:

- one telephone interview, midway through the project; and
- a site visit at the end of the project.

During the site visit where possible, school leaders were also interviewed.

This section draws on participant contributions and is structured in terms of the three sub-questions that guided the Pilot project, namely:

1. What is the nature of the work, types of support and sorts of evidence used by teachers in the Northern Territory, to move from provisional to full registration, and from the Graduate to Proficient Career Stages?

2. Who are the mentors of the teachers and what strategies meet their requirements?
3. What skills and knowledge best help Principals adopt the role of assessor?

5.5.2.1 Nature of the work (Investigation sub-question 1)

What is the nature of the work, types of support and sorts of evidence used by teachers in the Northern Territory, to move from provisional to full registration, and from the Graduate to Proficient Career Stage?

All the participants indicated they found it useful to familiarise themselves at the beginning of the project, with the requirements for both moving from provisional to full teachers' registration, and for meeting the requirements of the Proficient Career Stage of the *Australian Professional Standards for Teachers* (AITSL, 2011). They found that having a planned approach for evidence collection assisted them to organise their classroom activities, and to ensure they could collect evidence from their daily work. They also indicated that they found the plan they took away from the Workshop was helpful because it enabled them to return to and revisit the plan and refocus, after breaks such as the school holidays.

The sorts of processes reported by the teachers as being useful for supporting their collection of evidence included those outlined in Table 5.4 below.

Table 5.4 Types of processes undertaken and evidence collected

Processes	Evidence artefacts
Had regular meetings with their mentor and school Principal	Records of the meetings held with their mentor and school Principal
Had peers, mentors and the school Principal undertake structured lesson observations of their teaching	Documented feedback from the lesson observations
	Documented reflections of the feedback from the observations of their teaching
Had performance reviews by Line Managers	Documentation generated from performance reviews
Kept a diary or log of classroom activities that included reflections of what went well and what did not.	Classroom logs or personal diaries Photographs

The participants reported varying approaches to organising and annotating their collected evidence. Some participants indicated that they preferred collecting their evidence in hard copies and organising it into a ringbinder folder, while others preferred to use electronic means such as using a Powerpoint presentation to annotate the evidence and to use the

functionality of Powerpoint to attach the relevant documents to illustrate the Standards in the evidence presented.

While the participants indicated they felt the collection of evidence for most of the Standards seemed achievable within their daily work, there were concerns expressed about a lack of understanding about 'how much is enough evidence'? Concerns were also raised with the complexity of some of the Focus Areas, namely:

1. 1.1: Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
2. 1.3: Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
3. 3.5: Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
4. 5.1: Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
5. 5.3: Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

It is the multiple characteristics joined with 'and' that makes it complex for provisional teachers to ensure a comprehensive collection of evidence is undertaken to meet these aforementioned respective Focus Areas. The findings from this project suggest that the evidence used to address these Focus Areas benefits from the teachers annotating their evidence.

One teacher at a very remote school reported difficulties with accessing technologies to enable this teacher's students to meet Focus Area 2.6*: Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.* This teacher reported that the only power available was through generators and that Internet access is not guaranteed in the Aboriginal communities visited by the teacher. This teacher also indicated that the heat in these communities tends to be extreme, and the lack of air conditioning was not an ideal condition for students to sit at computers during class. Nonetheless, this teacher has been brainstorming ways in which computers can be taken out to these Aboriginal communities. The teacher is planning for the students to undertake 'claymation' activities. The logistics of this classroom activity however, involves organising for a suite of laptop computers to be transported to each teaching location by small plane. Given the lack of electricity in these small communities, the laptops had to be powered up before leaving home base, and once their power runs out, 'claymation' activities were no longer possible until the next visit.

One of the teachers located in a very remote school was unable to participate in the project as originally planned. Availability of suitable personnel to support the teacher through the process was the main reason for withdrawal. Some of the specific issues that prevented participation included:

1. the school being located in a challenging environment, and the students are 100% Indigenous except for 2 children who were children of the teachers;
2. as a very new teacher who began teaching in July 2012, the teacher had 'hit the ground running';

3. all of the leadership team except for the school Principal were on sick leave in term three 2012, and as a result the remaining staff were expected to do everyone else's jobs while the leadership team was away;
4. as a consequence the absence of a leadership team in this school during term three, she was without a mentor; and
5. there were three other Graduate Teachers in the school who also required mentors and support.

Due to these circumstances, although enthusiastic, this teacher found the day-to-day work so demanding that involvement in this Pilot project was too much on top of commencing a teaching career in a very remote school with limited leadership team. Based on the experiences of this teacher and the others involved in this Pilot though, a supportive school leadership team and the provision of well-conducted mentoring, are critical to enabling provisionally registered teachers to learn about how to be a teacher, and for them to meet the accountability and performance requirements necessary for them to teach in the Northern Territory.

5.5.2.2 Mentoring (Investigation sub-question 2)

Who are the mentors of the teachers and what strategies meet their requirements?

The processes for moving from provisional to full registration in the Northern Territory include a requirement of school Principals to ensure that all provisionally registered teachers in their school have a mentor allocated to them. At the commencement of the project, some teachers did not have a mentor or did not know if they had a mentor allocated to them. As a result of participating in this project however, all participants knew of the requirement to have a mentor, and most had one allocated to them by the end of the project. All participants reported that they could see the benefits of mentoring, and considered ways of strengthening the mentoring available to them.

Most of the participants who did have mentors indicated that this person was an experienced teacher within the school, and/or had been teaching at the school for a period of time longer than the new teacher. A small number of the provisionally registered teachers, however, reported that the initially allocated 'experienced teacher' did not meet their needs for support. While these new teachers were enthusiastic and eager to try out the various teaching strategies they had learnt at university, some found their allocated mentor used teaching strategies they did not respect or did not want to emulate. Where these circumstances prevailed, provisionally registered teachers tended to politely avoid this teacher and set about seeking out a more appropriate mentor for their needs.

In the very remote schools though, consistent with previous studies, this project found that mentors can be more difficult to identify than in the urban schools, as most very remote teachers have only been in their school a short period of time, usually less than five years and more often, less than one year. In addition, many very remote teachers are new, provisionally registered teachers themselves. Some of the teachers in this project commented that although they had been assigned a mentor, they were reticent to seek out their support too often, as they recognised that the 'high quality' experienced teachers in their respective locations were heavily loaded. Others commented that due to the turnover of staff it was hard to build rapport suitable for mentoring, or to locate a sufficiently qualified mentor.

All the teachers in this project recognised and observed the importance of mentoring in their daily work, although there was variance in the degree to which each teacher received formal or suitable mentoring support. Some of the teachers in this project reported positive experiences about the quality of the leadership and mentoring available to them within their school. Some participants reported that they felt very supported by their mentor. These participants also indicated that the level of trust they share with their mentors allowed them to gain very detailed feedback on the classroom observations they conducted. Participants also reported that they valued mentoring opportunities as they felt that these enabled them to refine their classroom teaching and learning, and behaviour management strategies.

The teachers in this study also recognised the value of being in a school where the school Principal took an active interest in their development and achievements. Others commented upon the importance of school Principals undertaking professional development in 2013 so that they may learn about the implications for their work of the processes they have to undertake in relation to teachers' registration requirements using the Standards.

5.5.2.3 Skills and knowledge of the Principal as assessor (Investigation sub-question 3)

What skills and knowledge best helps Principals adopt the role of assessor?

The Principals, assistant Principal and mentor who participated in this project spoke about the benefits of involving their staff in this study. They all indicated that they felt less informed about the new arrangements coming into place in 2013, than about the current arrangements. They also acknowledged that they felt they required more information within their schools, about the place of the Standards in the NT teacher registration processes. Furthermore, they indicated that they thought that having a provisionally registered teacher involved in this project would assist them to build the organisational knowledge of the school around these new, incoming processes.

The Principals, assistant Principal and mentor indicated that to support the assessment panels of provisionally registered teachers, the following would be beneficial:

1. to plan the approach and timelines required to support and assess each teacher;
2. to organise for experts (e.g., officers from the TRB) to attend staff meetings and run information sessions;
3. to link up the in-school processes with the external accountability requirements e.g., use the Standards as the basis for probation and performance review of all teachers;
4. to maintain a file and a record of each meeting with each teacher in the school, and specifically for provisionally registered teacher and his/her mentor;
5. to build an excellent working knowledge of all staff strengths and weaknesses so that appropriate mentors are buddied with the new teachers.

All the school leaders who participated in this project reported upon the importance of professional learning about the incoming processes for 2013. The types of knowledge and skills they nominated for development included:

1. knowing and understanding the processes required to support teachers at each career level and being structured in the organisational approaches taken;
2. being positive about the work of the provisionally registered teachers;

3. understanding the assessment processes and requirements for making judgements about provisional teachers' portfolios of evidence to move to full teacher registration; and
4. developing coaching and mentoring skills to enable them to work with teachers at all Career Stages on their staff.

5.5.3 Summary

This Pilot focused on the support required by Northern Territory school teachers to move from provisional (Graduate Career Stage) to full registration (at the Proficient Career Stage), as part of a nationally consistent registration process. Key themes that emerged from the project included:

1. Value: The provisionally registered teachers reported that their involvement had been useful to them, and had generated positive experiences;
2. Planning: The collection and annotation of evidence of teaching is achievable with a plan;
3. Mentoring: Mentors are important to assist provisionally registered teachers build their portfolios of evidence; and
4. Organisational Strategies: School Principals and mentors require organisational strategies to meet their responsibilities for supporting, and/or assessing provisional teachers' portfolios of evidence of performance.

These themes are briefly discussed below.

5.5.3.1 Pilot project was valuable

All participants, teachers, mentors and school leaders, commented positively about being involved in this project. The main reason reported, was that they gained insights into the requirements for evidence collection and presentation styles required, so that they may gain full registration in the Northern Territory based upon the Standards.

The provisionally registered teachers reported that they improved their knowledge, and as such, gained confidence in their understanding of the requirements for the collection and presentation of evidence of their teaching performance. The school Principals indicated that one of the reasons they had agreed for their teachers to be involved in the project, was that they recognised the benefits to the school of involving some of their new teachers in the project so they could learn about the incoming requirements for teachers registration. The teachers also reported that they enjoyed the initial Workshop as it provided them with the opportunity to plan the processes and types of evidence they could collect in their teaching practices. The teachers indicated they valued the opportunity to plan and reflect upon the links between their teaching practices and the collection of evidence.

The following suggestions were made about the ways in which evidence can be collected through teachers' daily work:

- be aware of the Standards and their requirements while planning program outlines and classroom activities;
- make sure everything you create is archived or recorded;
- file and archive emails and hard copies of letters;
- have a timeline;

- be focused; and
- review and reflect on progress.

5.5.3.2 Collection and annotation of evidence of teaching is achievable with a plan

All the provisionally registered teachers who participated in this project reflected upon the value of having a plan of approach to the collection of evidence to allow them to move from provisional registration (through attainment of the Graduate Career Stage of the Standards), to full registration (through attainment of the Proficient Career Stage of the Standards). Furthermore, these teachers indicated they had found it valuable to attend the Workshop at the outset of the project as it provided them with time to familiarise themselves with the teacher registration processes, the Standards and the requirements for evidence. They reported that the Workshop and subsequent interviews provided them with support and guidance about how to meet the respective Standards, and that this approach had enabled them to focus upon the nature of 'evidence' that they could collect in their daily work.

5.5.3.3 Mentors are important

Mentors were recognised as important to the quality of support provided to provisionally registered teachers. Several participants commented upon the workload involved in providing school-based mentoring, and that the workloads of their mentors could detract from high quality ongoing mentoring. Teachers located in remote locations indicated that at times they experience difficulties accessing professional support, such as suitable mentors, and suggested having regular meetings with teachers in regional offices and online to address some of these difficulties. Irrespective of the difficulties reported, mentoring for new teachers in remote schools, was consistently reported by the participants as one of the most useful and supportive strategies for assisting them to become a fully registered teacher.

5.5.3.4 Work practices of school Principals and mentors

All participants recognised the workload demands for school Principals and mentors to provide suitable mentoring support and to conduct the assessment panels. The provisionally registered teachers acknowledged that the more experienced teachers in their schools were already heavily loaded, and voiced concerns about not wanting to add to the workloads of these experienced teachers. The school Principals talked about the importance of inducting new teachers into their schools, and talked about the importance of setting expectations with the new teachers at the commencement of their placements.

As the new arrangements for teacher registration based on the Standards commence in 2013 in the Northern Territory, it was suggested that it would be useful for school Principals across regions or across the Territory, to share some of the practical, organisational strategies they are putting in place. It was acknowledged that professional development for Principals about what constitutes evidence and how it should be assessed would be beneficial to them.

5.5.3.5 Types of support required

To return to the overarching investigation question for the Pilot project, the following types of support would seem to be beneficial to support provisionally registered teachers to move

from provisional (Graduate Career Stage) to full registration (at the Proficient Career Stage), as part of a nationally consistent registration process:

- provision of time and support processes to enable the provisionally registered teachers to plan their approaches to the collection of evidence;
- provision of support strategies that enable provisionally registered teachers to work collaboratively with their mentors to plan the collection of their evidence;
- provision of professional learning opportunities for school leaders and mentors to develop their mentoring and coaching skills;
- regional and/or Territory-wide strategies to enable teachers to access mentors from outside of their school and to access suitably qualified teachers for the teachers registration assessment panels;
- access to cultural development, orientation and induction programs specific to the local Indigenous communities;
- provision of professional learning about ways in which to engage parents and the local community in the school; and
- access to regularly, scheduled time within the school day for provisionally registered teachers and their mentors to meet.

The reflections of one participant in this Pilot project reflects the benefits seen from taking part in this project:

> *I am experimenting with a range of different strategies now. I am looking at the work I'm doing in the classroom and taking a step back to see the bigger picture, why am I doing this certain activity, is it going to benefit the students? I have progressed in ways that I am more confident about my teaching because of the support I have been given.*

5.6 Resources

5.6.1 Resources Developed for the Pilot

Appendix 10.3.1: Self evaluation tools

Appendix 10.3.2: Planning pro-forma

5.6.2 Existing Resources Used in the Pilot

Existing resources developed by the TRB of the Northern Territory were well received, particularly the TRB *Reflection form* and *Evidence Guide*. These resources are available from the TRB website: http://www.trb.nt.gov.au/index.shtml

5.7 CDU – NTTRB Concluding Recommendations

The Pilot project highlighted the importance to the provisionally registered teachers and their school leaders of the effective time management and organisational skills to ensure the requirements and career aspirations of all teachers in the school are met. In particular, the implications of formally implementing the Standards for educators' work and effective mentoring were two recurrent themes in the project.

The following recommendations offer suggestions for further strengthening the support for Graduate Teachers to address national requirements that align professional practice with the relevant Career Stage:

1. That educational authorities and school system leaders create and facilitate opportunities for sharing strategies and programs that address “hard-to-evidence” Focus Areas within the Standards.
2. That educational authorities and school system leaders create and facilitate opportunities for Graduate Teachers to work collaboratively taking into account contextual (e.g., geographic and personnel related) considerations.
3. That educational authorities and school system leaders facilitate, through collaborative consultation, the preparation of professional learning programs that enhance the skills of mentors who support the process of full registration.
4. That educational authorities and school system leaders create and facilitate professional learning opportunities for those who take up the role of mentor to support the process of full registration.
5. That educational authorities, research organisations and school system leaders initiate and facilitate opportunities for investigating strategies that establish sustainable mentoring practices and structures across contexts.
6. That educational authorities and school system leaders create and facilitate professional learning opportunities for Principals to share planning strategies for implementing a Standards-based processes for full registration in their school.
7. That educational authorities and school system leaders create and facilitate regional professional learning opportunities for Principals, school leaders and mentors to plan a Standards-based process for full registration for their respective school contexts.
8. That educational authorities, research organisations and school system leaders initiate and facilitate opportunities for investigating moderation practices and strategies that Principals, school leaders and mentors adopt in their assessment of evidence that support the process of full registration.

5.8 Postscript

At the commencement of this Pilot the phrase ‘early career teachers’ was used to describe the participants involved in the project. It became apparent though, that one of the participants was an experienced teacher from another state, who had subsequently worked in a university before moving to the Northern Territory. He is provisionally registered, as he moved to the Northern Territory and had let his previous teachers’ registration, lapse. To take account of the experienced teacher in the group, the phrase, ‘provisionally registered teachers to the Northern Territory’ was coined.

Towards the end of this Pilot project, it became apparent that this phase too, was inadequate. The newly elected Country Liberal Party (CLP) Government reduced budgets to school education at the end of 2012, which saw the Department of Education and Children’s Services move senior central officers into school Principal positions. Although these officers are all highly experienced educators, and have been working for several years in the Northern Territory, these officers have also let their teachers’ registration lapse. As a consequence, there will be school Principals in the Northern Territory in 2013 who are not new to teaching or to the Northern Territory, who will be provisionally registered.

The teacher and the school Principals mentioned above, must become fully registered, but they are more interested in meeting the Standards at the Highly Accomplished and Lead Teacher Career Stages, rather than those at the Proficient stage. In addition, the rules for assessment of provisionally registered teachers make the assumption that the school Principal is fully registered. In 2013, there will be some exceptions to these rules.

6 Phase 2 Pilot Theme 2 – Self–assessment Tool, Australind Senior High School

Implementing the *Australian Professional Standards for Teachers*: Using the Self-Assessment Tool

6.1 Summary Overview

The Phase 2 Pilot Study undertaken at Australind Senior High School built on the findings and recommendations from the Phase 1 Pilot carried out in 2011. In particular, a priority area for the school is the redesigning of professional learning programs to be more flexible in delivery and timing. Linking professional learning to the *Australian Professional Standards for Teachers* (AITSL, 2011) as a working document provides teachers with the opportunity to use the Standards as a map of development and conduit to professional learning and thus improved professional practice.

Six of the recommendations from Phase 1 were incorporated into the ongoing planning for professional learning that was the focus of Phase 2. These were:

1. providing teachers with more autonomy in their selection of professional learning, identified from within the Standards and tailored to individual needs;
2. using self-reflection tools, such as video footage for classroom conferencing to collect and store visual data that may be accessed and analysed at a more strategic time and by a number of observers;
3. utilising a range of data sources, both qualitative and quantitative, as an approach to the analysis and reflection on professional practice, i.e., triangulation;
4. scheduling time to collaborate with a trusted colleague;
5. starting small and building from there, e.g., selecting only 2 – 3 Focus Areas to concentrate on for each improvement cycle; and
6. creating opportunities for staff to lead curriculum change, through a distributed curriculum leadership approach.

6.1.1 Contextual focus

Australind Senior High School is a large Year 8 to 12 secondary school of just under 1000 students located near Bunbury on the south coast of Western Australia. It has a stable, experienced staff. The school's entry point to performance and development was its decision to focus on quality teaching as a central component of its proposal to become an autonomous independent state school. In determining on this focus the school used the *Australian Professional Standards for Teachers* (AITSL, 2011) as a starting point for teachers to conduct conversations about what constituted good teaching practice and as the basis for determining what good teaching looked like in the classroom.

6.1.1.1 The Pilot Program

During 2011 the school established a Pilot program that involved volunteer teachers drawn from a cross-section of the staff carrying out a self-reflection of their teaching against the *Australian Professional Standards for Teachers* (AITSL, 2011). The self-reflection was designed to assist teachers to determine the alignment between their practice and teacher practice as described in Descriptors of the *Australian Professional Standards for Teachers*

(AISTL, 2011) at the appropriate Career Stages. This self – analysis provided feedback that was both affirming as well as providing information about perceived 'gaps'. The feedback was then validated by additional feedback from two sources: (i) from students who completed a survey form related to classroom learning; and (ii) feedback from a peer teacher, chosen by the teacher, based on a classroom observation. In the case of the peer teacher, the classroom observation and subsequent discussion and feedback were components of a pairing arrangement whereby the teachers involved worked together to discuss their self-reflections, and to carry out mutual classroom observation with subsequent provision and collaborative discussion of feedback.

The self - reflection and feedback was accompanied by the guarantee that the teachers' development needs as identified by the process itself would be met through appropriate teacher learning programs provided through the school. The school developed and extended this performance and development process to involve all teachers in 2012.

6.1.1.2 The 2012 Performance and Development Process

The current performance and development process, which has been strengthened by successes of the 2011 Pilot, includes a number of distinct but connected elements.

Self-reflection and analysis: The first step in the current process is a continuation of 2011 process of the teacher self - reflection on their teaching practice with a gap analysis against the *Australian Professional Standards for Teachers* (APST) (AITSL, 2011). This has now been extended to all teachers and is followed by the validation process, which is carried out during the first semester.

Validation: During the first semester the self-reflection and gap analysis is validated by two sources of feedback.

1. Student feedback – all teachers receive feedback on their teaching via a simple student survey on their teaching (see Appendix 10.4.1).
2. Peer feedback – all teachers now work with a peer, who is selected by mutual agreement between the teacher and his/her peer. These teacher pairs then carry out classroom observations of each other based on prepared lesson plans with the purpose of providing feedback based on observation notes drawn up according to a lesson observation protocol (see Appendix 10.4.2). Teachers are trained to carry out the lesson planning, classroom observation and feedback conversations, at the start of the year.

Performance Appraisal: After the self-reflection and analysis and the validation processes are completed, there is a more formal performance appraisal process carried out with all teachers in the second semester. This consists of a formal classroom observation of each teacher carried out by a member of the senior leadership of the school and the Head of the relevant learning area. Each teacher prepares a lesson plan prior to the lesson to be observed; the lesson is then conducted and observed by the two leaders and observation notes are taken. A feedback conversation follows the lesson and written feedback is subsequently provided to the teacher.

Professional development: The professional development that accompanied this process is focussed on three areas. Firstly, in contrast to past practice in the school, the teacher development activities are organised to meet the individual needs of teachers as the

teachers have identified them through the performance and development process. Secondly, but connected to teachers individual learning needs, common needs are identified and the school takes measures to ensure teachers have access to appropriate programs that meet these needs. An example of the common needs that teachers have is in the use of Information Technology.

Thirdly, and most significantly, the school has organised a professional learning program for all leaders and teachers around teaching practice itself. It is called the Classroom Management Strategies (CMS) program comprising 5 x 1 day workshops on classroom management with four classroom conferences and 3 x 1 day workshops on instructional strategies with three classroom conferences. It is being delivered by the Behaviour and Well Being area of the Department of Education (WA).

To ensure that the school leaders are demonstrating instructional leadership and are in a position to fully appreciate the value of the program, the first group to undertake it has included all members of the school's leadership team including the school Principal, and one teacher from each learning area. The program has involved all participants going through the process of developing lesson plans, teaching lessons under observation and receiving expert feedback from the trainers. The program is now being rolled out to all teachers in 2013.

An important extension of the CMS program is that two school leaders and three teachers have completed additional training and gained accreditation in classroom observation. This accredited expertise is designed to assist the school to develop consistency and reliability in its classroom observation and feedback practices.

Review discussion: The final element of the school's approach to performance and development is a review meeting and discussion between the individual teacher and the relevant Head of Learning Area (HOLA). This is designed to take place after all other elements of the process have been completed and brings together all the feedback gathered by and about the teacher during the year. An important focus of this meeting is the teacher's future development needs, which can then be translated into the teacher's professional development plan at the start of the following year.

A key to the implementation of the process to date has been the strong promotion and support provided by the school leadership team. This not only includes the senior leadership team, led by the school Principal, but it also a number of significant middle-level leaders who have become champions and advocates of the school's performance and development process. This has been particularly important in a school that is not disadvantaged and has an experienced and well-established teaching staff. An extremely important element in this leadership is the way the senior leadership team has modelled the process that other teachers are being asked to undertake by being among the first to go through a process of preparing lesson plans, conducting lessons under observation and receiving verbal and written feedback on their teaching.

6.1.2 Phase 2 Pilot – Setting the scene

Current practice at Australind SHS is that professional development support activities and training have been offered in two main forms. The first of these is sending staff to professional development training offered externally by the Department (or other suitable providers). The second of these is through workshops offered internally by skilled or 'expert'

staff identified within the school or the North Bunbury Network of Public Schools. It is the intention to further develop both the Network and internal staff development workshops in 2014 and beyond. There is a strong belief that the Network possesses the collective expertise to expand and to staff its own performance appraisal development needs.

Based on the success of the 2011 Pilot, the school has developed and extended this performance and development process to involve all teachers in 2012. The annual review for each teacher is informed by a range of data including: teacher self-reflections against the Standards; student feedback; classroom observation; and feedback from a peer, the Head of Learning Area and members of the school leadership team. In 2012 Australind introduced a professional learning program addressing classroom management and instructional strategies. The opportunity for teachers to have access to an online self-reflection tool based on the APST aligns with the school's ongoing performance appraisal and teacher development processes.

The Phase 2 Pilot was a continuation of the 2011 Pilot. A significant development in the Phase 2 Pilot was the introduction of the Instructional Strategies (IS) programme offered by the Department of Education, Western Australia (the Department). The impetus for this decision stemmed from many discussions and feedback from within the school that recognised issues with sub-optimal student engagement in the classroom.

6.2 Methodology

As mentioned previously, the performance and development process at Australind comprises a number of components:

- self-assessment tool;
- engagement with the *Australian Professional Standards for Teachers* (APST);
- feedback;
- performance management meetings;
- classroom Accredited Trainers (CATs) training; and
- Instructional Strategies (IS) meetings.

These were incorporated into the 2012 program in three stages.

1. The entire executive administration team undertook the relevant training and their teaching was assessed.
2. Five staff (2 x administration and 3 classroom teachers) undertook training to become Classroom Accredited Trainers (CATs).
3. All teaching staff were trained between Terms 1 – 3 2013, to undertake classroom observation and provide feedback that identified teacher practices related to student engagement in the classroom.

Running parallel to the Instructional Strategies program were classroom observations conducted by teachers' Line Managers and members of the school executive. These observations culminated in a performance development conversation that included all data collected related to teacher performance during Phases 1 and 2 of the Pilots and collated on an interactive PDF document (see Appendix 10.4.3). This document summarised improvements related to classroom practices as evidenced by student performance. Consensus was reached about these improvements during collaborative discussions

between teachers and their Line Managers, with future areas of development identified. This process, essentially, completes an annual cycle of performance and development that has significantly changed the way in which teachers and administration staff view teacher performance and its impact upon student performance.

6.2.1.1 Participants

6.2.1.1.1 Administration staff (Members of the School Leadership team) [5 Staff]:

Administrative staff who took part in the Pilot were the Principal, three Deputy Principals and a Program Coordinator (Administration). They observed and gave feedback to all teaching staff in written and verbal forms. Prior to the Pilot, they had participated in Instructional Strategies training, which included having their lessons assessed. Appendix 10.4.4 provides an overview of the Instructional Strategies process.

In addition, two members of the Administrative team are currently training to become Classroom Accredited Trainers (CATs) with the Classroom Management Strategies (CMS) programme delivered by the Department (WA).

6.2.1.1.2 Level 3 Heads of Learning Area (HOLA) [6 Staff]

- HOLAs and Line Managers from the executive team conduct formal performance management meetings (review discussions) with staff that they line manage. During these meetings a range of data, collected during the year, is re-visited and used to assess teacher performance and to produce tailored plans for staff development. This completes an annual cycle of teacher review where established Key Performance Indicators are assessed and future development needs and new Indicators are proposed.
- All Level 3 administrators participated in Instructional Strategies training in Term 4, 2012 so they can use the knowledge and language gained from the training to assess and develop their staff.

6.2.1.1.3 Teaching Staff:

- The school is at full implementation stage with the Standards; thus, all teachers, a total of seventy-five, are involved in the Pilot. We aim to use the new online tool to support teachers to align their professional practice with the Standards and as a means of streamlining the professional conversations that take place within Learning Area and across the school. Already, many staff have ongoing access to electronic copies of the Self-Assessment Tool (SAT) summary stored in their performance management files to use during performance management meetings.
- All teachers will participate in Instructional Strategies training in Semester 1, 2013. Currently, we have completed two thirds of the training requirements to have all staff accredited in Instructional Strategies.

Figure 6.1 details the equal contribution that each of the above-mentioned elements contributes to a performance management conversation that formalises feedback from multiple sources. Each of the lines connecting to the central point represents channels of explicit feedback that a teacher and Line Manager use to inform teacher development.

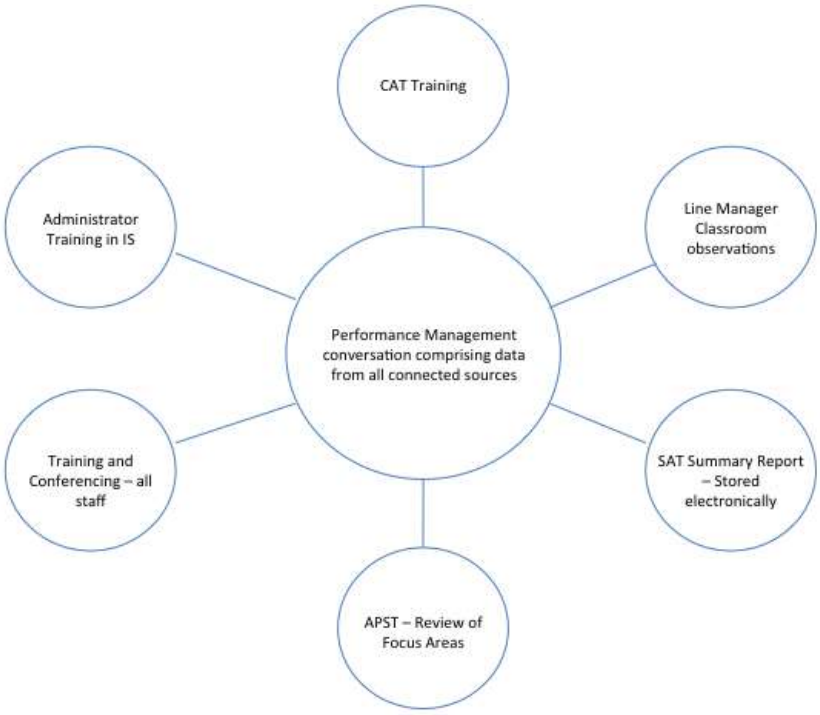


Figure 6.1 Teacher Development Feedback Framework at Australind SHS

6.3 Results: participant feedback

The following points represent a summary of face-to-face interview commentary provided by staff who engaged with the Self-Assessment Tool (SAT) at Australind Senior High School. The Self-Assessment Tool represents a key element of the Performance and Development Framework since the feedback it provides is gained during the first stage of the process. As such, it provides the foundation for the professional conversations that follow. The comments were grouped initially into three themes within the context of Australind Senior High School's ongoing performance and development priorities:

1. the role of the SAT in planning future professional learning;
2. feedback as a result of using the SAT; and
3. engagement with the *Australian Professional Standards for Teachers* (AITSL, 2011).

The interviewees comprised three Heads of Learning Areas (HoLAs), two coordinators – one with a non-teaching role, and an early career teacher.

6.3.1 The Self-Assessment Tool: Planning future professional learning

Three benefits were identified as associated with completing the SAT, namely that it provided:

1. indications of professional practice strengths;
2. initiation of professional conversations; and
3. an additional source of information to inform performance development, i.e., triangulation of practice.

For all interviewees, the SAT provided the opportunity – and in one case a new opportunity ("*I've never had anything like that before*"), to identify aspects of professional practice that are "positives and areas of concern" and to reflect on those aspects as a guide for "*moving on*" or "*to improve teacher performance*". This view was shared by teaching staff as well as those who had an administrative role within the school that precluded them from personally taking up such opportunities.

Although the SAT prompted reflection, enabling individuals to determine "*where [they] stood*" or to understand what was necessary to align themselves with a particular Career Stage, the process of 'moving on' was viewed as collaborative. This collaboration was mainly expressed in terms of engaging in "*professional conversations*" that were guided by the general question – in response to SAT information, of "*Well OK, what are we going to do about this?*" (Interviewee 2). Two aspects of professional conversations were specified, namely:

1. planning with staff to identify areas of the Standards to become a focus for ongoing support, e.g., through classroom observations of each other's practice; and
2. identifying members of staff who demonstrate strengths across the careers stages, whose skills and expertise could be used as within-school professional development resources.

The SAT results were also seen as additional informative feedback to supplement information gathered through reflection on the Standards, and student survey responses. To be able to do a "*mapping*" of the "*manual one*" (i.e., personal reflection on the Standards) and the "*black and white*" (SAT version) was regarded as advantageous. Gathering as much data as possible was regarded as central to improving teacher quality - "*OK, so this is where you're sitting, this is what the data shows, let's have a look at AITSL, what is it we need to move on?*" (Interviewee 3)

An additional recurrent theme in relation to mapping one's practice against the SAT results concerned mismatches between individuals' perception of their respective strengths and the SAT's appraisal of that strength. Individuals who considered they provided quality support for literacy and behaviour management strategies, or engaged productively with the parent community were disappointed in the notion that these were identified as areas of concern in their respective SAT results. Because the results are based on the individuals' input, the mismatch may be more about how teachers rate their own strengths. There may be a more general theme underlying this observation about highly performing teachers under-estimating their professional achievements based on their sustained and deep reflections on practice.

6.3.2 The Self-Assessment Tool – user-friendliness

A number of points were raised about procedural aspects of completing the SAT. These included:

- difficulty with the four selections, e.g., distinguishing between 'always' and 'usually', or expecting a 'never' but only having 'rarely' as an option;
- not knowing where to 'slot' oneself when it came to 'supporting' or 'leading';
- changing the way questions were answered later in the process, "*I probably felt that at the beginning I was kind of like, oh, maybe sometimes or that, and then when I got towards the end I felt I was ticking usually a fair bit*";

- finding that areas of strength were being highlighted as areas of concern, necessitating repeat attempts; and
- the number of questions and feeling that teachers were repeating themselves with many of the questions.

6.3.3 Engagement with the Australian Professional Standards for Teachers

In general, engagement with the Standards can be summarised as providing professional learning with a 'purpose'. This purpose was described in a variety of ways in the commentary.

By providing a vocabulary and a common language, it is possible to have targeted conversations with colleagues and more experienced teachers. This was summarised in one comment as:

> *It's been important for me to learn from a few teachers in there that have taught those kind of high end English subjects before, and I do need to be able to cut to the chase with them and say, "So when you did this with assessment, how did you do this, and what's?" All that language comes in really handy. (*Interviewee 7*)*

It was also reported that the Standards were used to articulate thoughts, such as, "*Right, this is what I need to do*" and to provide a structure for dialogue around professional learning to catalyse change within whole departments and to generate a whole-school focus:

> *So not only does it give my team a professional dialogue, and a common language, it gives the HoLA's a common language, so we're all doing the same thing. We're all having the same discussions. (*Interviewee 1*)*

Another purposeful use of the Standards was stated as "*traffic-lighting*" – a process that was synonymous with 'mapping' oneself against the Standards, or undertaking a professional practice 'audit'. The stated benefits were being able to recognise what was being done well, and to identify areas where there had been little or no opportunity to demonstrate particular aspects of the Standards. An important outcome of this process was the provision of a professional learning focus – either along the Career Stage continuum, or within a particular Career Stage. An associated benefit of engaging with the Standards was seen to be a greater awareness of the differences between Career Stages so that teachers could confidently align their practice with a particular Career Stage.

Both the SAT and the *Australian Professional Standards for Teachers* (AITSL, 2011) provide focus and directions for individuals and collaborative groups to pursue professional learning. There are some differences – principally in the documentation and hard copy outcome of reflection that the SAT provides. It is of interest that there are some issues of rating mismatch between individuals and SAT when it comes to perceptions of strengths. Users of the Self-Assessment Tool have access to other forms of feedback about their professional practice that would provide a triangulation process to place perceived anomalies in context.

6.4 Outcomes

The use of the Self-Assessment Tool at Australind SHS has taken place within a professional practice context that is, in part, shaped by the school's:

1. holistic professional learning program comprising; and
2. priority of strengthening the teaching and learning culture for both teachers and students.

Obtaining and analysing feedback about one's own professional practice is regarded as a crucial first step in the overall cyclic performance and development process at the school. The Self-Assessment Tool has provided an additional data source that can be used to triangulate information concerning teacher practice, thereby providing a sound basis upon which to inform future professional learning. In particular, through its affirming and confirming outcomes, the SAT has helped to provide a clear focus for professional discussions and has enhanced the evidence-based approach to contextual teaching and learning issues.

6.5 Australind Senior High School Concluding Recommendations

The following recommendations offer suggestions for further strengthening school-wide performance and development processes:

1. That schools adopt the use of the SAT as one of a number of self-reflection tools to support contextualised performance and development processes.
2. That AITSL further investigate the use of the SAT in terms of teacher perception of their teaching and learning strengths and the SAT report.
3. That AITSL further investigate the use of the SAT in terms of the efficacy of, and terminology associated with, its four-point question response scale.
4. That educational authorities and school system leaders create and facilitate opportunities for sharing strategies and practices that adopt a structured approach to classroom observation that support school-based performance and development processes.
5. That educational authorities, research organisations and school system leaders initiate and facilitate opportunities for investigating school contexts where approaches to performance and development are collaborative and school-wide.

7 Phase 2 Pilot Theme 2 – Self–Assessment Tool, DoE Tas

Implementing the *Australian Professional Standards for Teachers* (AITSL, 2011): Using the Self-Assessment Tool

The report provided below was prepared by Dr Mike Brakey, Department of Education, Tasmania.

7.1 Abstract

The Australian Professional Standards for Teachers is a public statement of what constitutes teacher quality. The Standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st-century schools, which result in improved educational outcomes for students. The Standards do this by providing a framework that makes clear the knowledge, practice and professional engagement required across teachers' careers. They present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations and the public. (AITSL website, March 7th 2013)

This report represents the culmination of involvement by Tasmania's Department of Education in the monitoring of the application of the Standards and provides advice to AITSL on the AITSL Self-Assessment Tool (SAT), which has been developed to give teachers professional feedback on their Career Stage, areas of strength and areas for further personal and professional growth.

Specifically, the report details feedback obtained from 18 Highly Accomplished or Lead teachers who completed the SAT, and an associated survey, in February 2013. These leaders and teachers had involvement with the Standards through a course for leading teaching and learning developed by the Tasmanian Professional Learning Institute and were involved in providing feedback on other aspects of the Standards. Alignment of participants with each Career Stage was made on the basis of their prior engagement with the Standards, their professional learning, and the project personnel's direct knowledge of their professional practice.

7.2 Background

The Tasmanian Professional Learning Institute (the Institute) has responsibility for the professional learning of staff within the Tasmanian Education Department (see Appendix 10.5.1). Over the past 2 years the Institute has been involved in three Pilots relating to the implementation of the *Australian Professional Standards for Teachers* (the Standards) with this Pilot being the culmination of the partnership with AITSL on the Standards.

During 2011 and 2012, approximately 120 teachers and leaders across the state were involved in a professional learning program aimed at leading teaching and learning and a significant part of that course has involved familiarisation with the Standards and considerable thought about how the Standards might be used to enhance teachers' and leaders' professional growth. This placed the participants in the program in a sound position to offer feedback on the AITSL Self-Assessment Tool (SAT) as they had prior knowledge and

understanding of how the Standards might be used to assess Career Stages and to provide direction in areas of potential growth and improvement. This also meant that the group who completed the SAT and associated survey focussed their feedback on the Highly Accomplished and Lead Teacher Career Stages.

7.3 Methodology

During October, November and December 2012 participants in both the 2011 and 2012 courses were contacted to obtain an Expression of Interest in being involved with the Pilot. Many had prior involvement with providing feedback on potential items for the SAT and 32 expressed an interest in being involved. Due to issues with the finalisation of the SAT, identified participants were asked to wait for the SAT to become available on a number of occasions before it was decided to carry over the Pilot into the early part of 2013. The uncertainty as well as the early start both contributed to a smaller than expected return from the February survey (n=18).

A survey was developed for use with this particular cohort of participants. As well as providing an assessment of each person's familiarity with the Standards, it also attempted to have participants reflect on their thought processes as they completed the SAT online and an assessment of how they thought the SAT might be used in their workplace once it becomes available to teachers and leaders. The survey was completed online using Survey Monkey after participants had completed the SAT and AITSL took responsibility for data collection and providing the raw data to the researcher. This happened in the final week of February, 2013.

7.4 Results

7.4.1 Participant Background

Table 7.1 Details of Sector and Years of Experience of participants (n = 18)

Sector	No.
Primary	9
Secondary	6
Senior Secondary	3
	18

Experience in years	No.
0-10	3
11-20	1
21-30	2
30+	3
	10[1]

[1] Data in this field was corrupted and could not be retrieved for all participants.

7.4.2 Participant knowledge and experience

To determine the initial assessment of participants' familiarity with the Standards, they were asked to rate their familiarity from 1 to 5 where 1 corresponded to the least familiarity and 5 corresponded to the greatest familiarity.

Table 7.2 Participant familiarity with Content and Structure of the Standards (n = 18)

Item statement	1	2	3	4	5	Mean
Familiarity with the structure, organisation and functions of the [then] *National Professional Standards for Teachers* (AITSL, 2011), including the domains of teaching, the seven Standards and the four Career Stages.	0	2	3	10	3	3.77
Familiarity with the content of the Standards, including the Focus Areas and Descriptors.	0	3	6	6	3	3.5

The slight difference in the means is to be expected as the second statement calls for a more detailed knowledge of the Standards. The means, nevertheless, show a strong working knowledge of the Standards across the 18 participants.

Table 7.3 Participant experience with using the Standards

Statement	Yes	No
I have used the Standards to do a self-assessment of my Career Stage.	**17**	**1**
I have used the Standards to identify areas of focus to enhance my leadership skills.	**17**	**1**
I have used the Standards to reflect on my teaching.	**17**	**1**
I have used the Standards to plan my own professional learning and development.	**15**	**3**
I have used the Standards to guide self-reflection of other staff.	**10**	**8**
I have used the Standards to help plan professional learning and development of other staff.	**9**	**9**
I have attended professional learning based on the Standards.	**16**	**1**
I have presented professional learning based on the Standards.	**8**	**10**

There is a high degree of participant experience with the Standards in keeping with what we know about their Highly Accomplished or Lead Teacher status. About half indicated in items 5, 6 and 8 that they have used the Standards with other staff, which would be expected of Lead Teachers in particular. Overall, responses in the first part of the survey indicated we had a group of participants who a very familiar with the content, organisation and functions of the Standards and who had some experience, beyond the personal, with using them.

Participants were also given the opportunity to comment more fully about the SAT in the survey. The comments made reference to some of the inherent structures and underlying assumptions of the SAT and to the potential for supportive professional learning.

I didn't like the options for response. (Always?! Yeah right, sometimes, usually and rarely, I feel that a scale from 1-7 would have given a better picture.) the 4 worded responses 'cheapened' my answers.

I have not as yet added my own PL plan but consider it will be a powerful point of flexibility with the tool.

Thought some of the questions made big assumptions about roles people undertake and that everyone is in the same place and type of school and type of community.

The feel of it was simple and effective; there were no distracting icons or other information to drag your attention away from the task.

7.4.3 Participant insight into the presentation, structure, feedback and outcomes of the SAT

The results strongly endorsed the ways in which the SAT provides feedback and the way it is presented and works online. Of particular interest are the high means for the feedback presented through the statements of *Strengths* and *Areas of Development* (4.11, 4.06), which suggest a definite connection between participant perception and actual feedback received.

Table 7.4 Participant thoughts about the online appearance and presentation of feedback of the SAT.

Area for comment	1	2	3	4	5	Mean
Presentation	0	1	2	13	2	3.89
Pie Graph	1	2	4	8	3	3.56
Areas of Strength	0	2	0	10	6	4.11
Areas of Development	0	3	0	8	7	4.06
Time required	0	1	7	5	5	3.78
Ability to add own Professional Learning Plan	0	0	6	10	2	3.88

Participants were quite equivocal about the pie graph feedback and a rather high number (7) rated the time required for completion as 'not to their complete satisfaction'. This could have been influenced by the need to complete a survey immediately after engaging with the SAT. Given the sample size, there is not enough evidence to suggest that time will be an issue when the SAT is released more generally.

7.4.4 Written responses

The next section of the survey involved written responses to four (4) questions. Commentary related to these questions are provided below.

Question 5: How confident did you feel that the SAT was asking for responses that could legitimately be used to assess your current Career Stage and professional learning needs, and provide insights for you into your future career development and professional learning?

Two issues emerged from the responses. The first issue related to whether or not participants considered that the SAT assessed their respective Career Stages. Whilst there was consensus that the SAT reflected the Standards, some participants made reference to the "*direction and focus*" provided, yet others were not "*sure what Career Stage [they] came out at after doing the survey*". Relevant commentary is underlined in the following examples.

The second issue concerned 'opportunity' as it relates either to (i) professional learning, e.g., in connection with preparing learning programs for ATSI students, or (ii) career progression, where participants noted that opportunities to demonstrate leadership vary enormously from school to school. Relevant commentary appears in bold print in the following examples. One participant felt that their confident engagement with the SAT was constrained by the four-point scale used.

> *Very; Very confident; very confident; Quite confident; it will provide direction and focus; Overall not ineffective. Felt covered wide range of questions.* (6 responses)
>
> *It clearly identified what was needed. There are so many items required to be highly accomplished.* ***There are very few opportunities to plan for students from Torres Strait and aboriginal background*** *that identify as such.*
>
> *I felt that some of the questions were aimed at those in leadership positions.* ***Unless presented with the opportunity within your school to fulfil certain tasks or begin initiatives, you would be disadvantaged in your stage of teaching****.*
>
> *Not very- Felt a number of survey items did not apply to my role and wasn't even sure what Career Stage I came out at after doing the survey and looking through my results.*
>
> ***Leadership opportunities vary in schools and some of the questions were asking about implementing programs which may be the role of one individual only****, which is then reflected as a negative in your personal results. People also may specialise in larger schools.*
>
> *Some of the questions were repeated a couple of times, this may have been to test the consistency of the respondent? The questions seemed okay but some were a bit interpretative. The questions definitely made me think about my practice and how it related to the AITSL Standards.*
>
> *Confident that the SAT was reflecting the Standards.* ***Less confident that real situations are currently implementing/allowing opportunities to meet the Standards****. It is not clear where my responses placed me in relation to the 4 Career Stages.*
>
> *I was surprised at the number of questions that seemed to focus on the administrative aspects of teaching, and the focus on leading and developing policies/initiatives.* ***For a teacher with no leadership responsibilities, these questions would be very difficult to answer****. Though I also accept that this would be reflective of their Career Stage.*

*Somewhat confident, although there are many areas that require in schools and **it is not possible (in my opinion) for one person to possess outstanding abilities in all of them**. The role of a leader in schools is more complex than a list of skills and multi tasking and delegation means that not all aspects are lead by one individual.*

If the scale was worded differently and a larger scale, not simply 4.

Question 6: Do you feel confident that the SAT could be used as one way of helping other staff to focus on their Career Stage and professional learning needs?

In addition to a consistent affirmation as to the benefits of the SAT within the question context, it was of interest to note how this benefit was qualified. Participants made reference to the SAT providing a "*basis of feedback conversations*", or as an "*easy and non-threatening way to undertake an evaluation*". These specific foci that the SAT provided are underlined in the commentary below. One participant chose to reiterate their issue with the scale used in the SAT.

Absolutely; Definitely yes (x4); Yes (x4)

Yes, one of the ways in conjunction with other discussions to clarify "leading colleagues". This could be a whole staff, as would be presumed of a leader or only a group of three peers.

The self-assessment tool could be used as a way of helping staff with their professional learning needs and identify areas of improvement to progress in their Career Stage.

As always identifying areas of strength is great to see first. Having specific areas for development highlighted quickly draws your attention, so goals can easily be created for future growth.

I think this is a great tool for staff to be able to bring some personal data to a discussion to form a basis of feedback conversations and career goal setting.

As a general tool, yes.

Yes, it definitely hones the respondent into thinking about their practice in relation to the AITSL Standards. It is also a relatively easy and non-threatening way to undertake an evaluation and could be used in a more formal setting with a peer.

For those pursuing leadership positions, yes

Two other respondents qualified their answer using their response to Question 5 to indicate in that they were not confident because of the very different leadership opportunities that are available in different schools. Nevertheless, there was general confidence and optimism that the SAT can be used for helping staff in these two areas.

Question 7: How does the way you see your Career Stage compare with the assessment provided by the SAT?

Responses to this question reinforced the strong endorsement in the Question 5 commentary where it was noted that the SAT report aligned with participants' Career Stage. This consistency was further echoed in comments that questioned the Career Stage placement – underlined sections of the following comments.

> *Matches up well; Pretty accurate; Honest; objective; no real surprises; Reasonably accurate; Fairly accurate; Fair; Very similar: I would have liked to be higher.* (9 responses – 50%)
>
> *The two are fairly much in alignment, although some areas were a bit of a surprise.*
>
> *It fits in well and was quite accurate. It is at this point that I do develop my professional learning based on the data received.*
>
> *The areas I expected to see as both strengths and areas for d'ment were evident here.*
>
> *I was positive about it. I think I could shape it too easily with the limited scale.*
>
> *It is not clear at which Career Stage the SAT assessment placed me!*
>
> *I perceive my career to be at a different stage than the information provided in the assessment of the SAT. I have had experience doing some of the things stated but in my current position, this doesn't apply, but it doesn't mean I haven't completed these criteria in the past and would fulfill them having been given the opportunity.*

Question 8: If you have previously used the self-assessment tool developed at Taroona High by David Hamlett (see Appendix 10.5.2), what are your thoughts about how they compare?

There were insufficient responses to this question to make a meaningful comparison.

> *I have looked at it but was daunted be the number of questions.*
>
> *SAT is more user friendly*
>
> *David's assessment summary provided a clearer indication of how responses sat within the Career Stages.*

7.4.5 The ways in which the SAT might be used in the workplace in the short and medium term

Participants were asked to make an assessment of the likelihood of the SAT being used in the particular ways in their current workplace, where 1 signified 'not at all likely' and 5 signified 'almost certain'.

Table 7.5 Participant assessment of the likely use of the SAT in the workplace

Statement	1	2	3	4	5	Mean
Staff will be encouraged to complete the SAT.	0	0	6	8	4	3.89
Staff will be expected to complete the SAT.	2	3	3	5	5	3.44
Staff will be encouraged to link the feedback from the SAT to their professional learning planning.	0	1	5	6	6	3.94
Staff will be expected to link the feedback from the SAT to their professional learning planning.	1	4	3	4	6	3.56
The SAT will become one of several ways teachers receive feedback on their performance and development.	0	1	2	7	8	4.22
The SAT will become an essential professional planning tool for all staff members.	1	2	4	7	4	3.61
The SAT will be linked to the staff development framework.	0	3	4	6	5	3.72

There is a reasonable degree of confidence in these results. Participants expect the SAT to become a frequently used tool in the professional learning resources in of their workplace. The strong result for it becoming one of a number of tools reflects a maturity in the thinking about the appropriate ways both to collect and to use data, and not have only one way of making an assessment of Career Stage or professional learning needs. An awareness of the need for multiple sources of data is consistent with triangulation as a technique to explore the richness of professional practice.

7.4.6 The SAT, Self-reflection and Professional Learning

In the final survey question, participants were asked to give a summary of their thoughts about the usefulness of the Self-Assessment Tool to staff self-reflection and professional learning planning. In terms of supporting self-reflection, participants affirmed the usefulness and effectiveness of the SAT, acknowledging that is was objective, informative and non-threatening. In addition, the SAT provided the opportunity to establish a "*starting point*" in relation to teaching strengths, against which future self-assessments could be compared. These affirmative references are underlined in the commentary below. Participants also affirmed the support for professional learning planning that the SAT offered – highlighted in bold in the comments below. In particular, reference was made to the guidance that the SAT provided in identifying appropriate professional learning, and to its role in promoting "*continual growth*" and goal setting.

There were also some cautionary comments. One participant commented on the necessity for having a "*community of reflective practice*" in a school as a precursor to career appraisal, and another put forward the idea that some teachers might be confronted by the setting and meeting of goals generated through reflection on SAT data.

Three comments were made indicating that the SAT had limited or no use. Of interest is the longest of these comments, which suggested questions need to be tailored to the different foci of beginning and experienced teachers. This is a valid comment that correctly identifies a key difference between Career Stages; however, the adaptive algorithm of the SAT is able

to accommodate these differences based on the way a teacher progressively responds to ensure that relevant questions are presented.

I was impressed and it will be ***particularly useful for our PDP's*** (Prof. Development Plans)

It is an objective way to identify areas to develop skills that would be useful if you were in a leadership position.

I think it is good, but I also feel a good conversation with a colleague or a leader at work is more valuable than simply doing this on your own.

Highly effective and very useful.

It could be quite useful as a starting point for people to assess their strengths and weaknesses, and for aspiring leaders to see where they need to develop skills. Not so sure about the usefulness for proficient teachers - perhaps ***to see where they have gaps and could focus future development****. Many would need assistance interpreting the results.*

The practical application of AITSL Standards needs to be shown to staff in order for them to get on board to use it as a useful tool. A community of reflective practice needs to be established and encouraged within a school before some teachers will fully accept any assessment of their career. I ***believe it would be a useful tool to improve teacher practice, and provide information that can guide teachers to appropriate professional learning****.*

An objective response to subjectively answered questions...It depends on how well coached through the SAT staff members are as to the 'honesty' of the results.

moving them to the next level.

This is quite quick and easy and the analysis is done for you. It appears as though there will also be an opportunity to make comparisons with future self-assessments. I believe linking professional learning to strengths and areas of passion are healthy so I'm pleased strengths are identified. I think this could ***be a very useful tool for continual growth****.*

This is not an external judgement or coaching session. ***The data from the SAT will determine how goals are set and met****. This will be confronting for many teachers, however, the changing nature of teaching and education is rapidly changing and* ***some teachers will need significant support when identifying Professional Learning needs and goal setting as part of the profession****.*

The self-assessment tool would greatly help with staff self-reflection and professional learning planning. It is a time effective, non-threatening way for staff to reflect on their practice using the AITSL Standards. I will be definitely be encouraging the use of the self-assessment tool in my school and will show to other senior staff and Principal.

*Very **important in conjunction with our school priority of Quality Teaching***

I think that it would be useful to include more questioning around pedagogical practices of teachers. There seems to be too much focus on to what extent teachers are involved in leading and implementing policy and practice in schools. For experienced teachers this is useful, but for beginning teachers, they really have a different focus, and these survey questions don't seem to give teachers an opportunity to reflect on the things they need to focus on.

it will have relevance for some but none at all for others and therefore will be of no use to them

It has to be very broad to encapsulate the diverse roles and levels of experience within the educational context. I think this fundamentally weakens it.

7.5 Discussion

Participants in this Pilot had considerable knowledge and experience with the Standards both in their construction and their various uses. This came from participation in the Leading Teaching and Learning Program, from their own professional interests and from involvement in professional learning delivery in their workplaces. Results from this group might provide a reference point for other Pilots where those surveyed have not had the benefit of this extra preparation and learning or hold the generally positive attitude that most participants held towards both summative and formative feedback on their professional practice.

There are two types of feedback evident in the results – that, which relates to the construction, ease of use and validity of the SAT itself and that which relates to how the SAT might be introduced, used and acted upon in the workplace.

There is a generally positive response to the SAT as a professional learning tool. Participants were able to access the SAT with little difficulty and complete it online without any problems. There was no negative feedback on how the SAT worked online or on the way the survey worked for them. The mean for the time required (3.78) was as strong as the other items, suggesting this group of participants was not daunted by the number of items or the thought required to complete the SAT. This view is supported by their response to the "Presentation" question (Mean 3.89) shown in Table 7.4.

The SAT gave this group of participants the results that they were able to anticipate from their own self-reflection. This is a very positive aspect of the SAT – participants generally felt that the feedback they received was in line with what they felt about themselves. This is the most significant test of the SAT's validity, especially given participants' previous experience with self-assessment based on the Standards. As a consequence, means for "Areas of Strength" and "Areas for Development" are particularly strong (4.11 and 4.06). The results concerning the presentation of the SAT output indicate that participants were less positive with the pie graph (Mean 3.56 – the lowest response). However, there was no feedback about this in the written responses. This might be worth a follow-up during the year.

Qualitative feedback about the SAT came from responses to Questions 5 – 8. Participants were generally confident that the SAT was asking for responses that legitimately assessed their Career Stage and professional learning needs as well as providing insights into their

future career development and professional learning. A feature of the feedback was the focus on whether the SAT was as valid for teachers in the Wider Education Workforce. Some teachers whose roles were not classroom-based felt that questions were so weighted towards classroom experience that their ability to gather evidence about their Career Stage was limited. As a consequence some teachers need to project themselves to their former classroom selves to complete the SAT accurately. Such teachers, therefore, do not receive an assessment that applies to their current practice. In future years teachers will have the Standards and the SAT, and a variety of other self-assessment tools, available before they launch into roles that are not classroom based. Indeed teachers going into such roles would have to demonstrate at least Highly Accomplished skill sets before being considered for teacher and school support roles. This raises the issue of sustainability. Non-classroom based teachers will need additional ways to demonstrate their Career Stage.

A second related issue that came out of the qualitative feedback was the considerable discrepancy between schools in relation to the identification and support for developing teacher leaders. Some participants said that in some schools there were explicit policies that supported leadership development and Career Stage enhancement, whereas it was not found in others. Clearly the development of the Standards and tools like the SAT will make it incumbent on school leaders in particular to pay close attention to teacher Career Stage aspirations and have in place appropriate, targeted and well planned professional development to support teachers to undertake Certification at the Highly Accomplished and Lead Career Stages. It can only be of benefit to the profession to use the Standards in this way.

The final set of results related to how participants felt the SAT might be used in the workplace. These questions also tested the degree to which participants thought that the SAT would be a mandated part of their professional learning. There is a pattern of greater support for the SAT being adopted through support and encouragement rather than being mandated (a difference of about .5 on the mean in the paired questions 1 and 2, and 3 and 4). Regardless, there is strong support for the SAT to be used to provide feedback on an individual's Career Stage and professional learning targets. There is very strong support (mean = 4.22) for the SAT to become one of several performance feedback tools available to teachers and this makes sense considering the transition issues mentioned above and the wealth of evidence we have about the best use of data to support learning. It might be expedient to rely on one tool to provide feedback, but that fails to recognise the complexity of the performance appraisal process or the variety of different career experiences that an individual brings to the task.

Participants continued this theme in their summary comments.

> *A community of reflective practice needs to be established and encouraged…before some teachers will fully accept any assessment of their career.*
>
> *…I also feel that a good conversation with a colleague or a leader at work is more valuable than simply doing this (the SAT) on your own.*
>
> *…it depends on how well coached through the SAT staff members are …the more reflective practitioners will find it informative and compelling…*

There is a strong theme throughout the final comments that relate to positioning the SAT in the context of a school-wide professional learning plan that encourages a community of learning. Participants expressed that view that sole reliance on the SAT would be of limited use. It is when it is linked to a carefully executed plan that encourages formative assessment, feedback and professional conversations about teaching across the school that the SAT will be at its most powerful.

7.6 DoE Tas Concluding Recommendations

There is strong evidence from the participants that the SAT does what it sets out to do, that is, to provide valid and useful feedback to teachers about their current Career Stage and the areas for professional learning and development into the future. There is also strong evidence to support a view that the SAT will be at its most effective when it is used in the context of a broader program to encourage a feedback culture within a learning community. In the light of this the following recommendations can be made with confidence.

1. The SAT should be made available to schools and teachers as soon as is practicable.
2. Principals and school leaders should be encouraged to see the SAT as one very useful tool in a number of initiatives designed to foster a reflective feedback culture in a school.
3. School system leaders should anchor the Standards and the SAT in a system-wide policy approach to feedback, Career Stage development, teacher performance and professional learning planning.

8 Phase 2 Pilot Theme 3 – Certification of Highly Accomplished and Lead Teachers, ACT Teacher Quality Institute

Research Theme 3 investigated the evidence requirements for teachers aspiring to the Highly Accomplished and Lead Career Stages, and the training requirements of Certification Assessors. The research, which took place in the ACT, involved a cross-sectoral approach that was coordinated through the ACT Teacher Quality Institute (ACT TQI). The study, which became known as the ACT TQI Certification Pilot, trialled the implementation of Certification (AITSL, 2012). The Certification Pilot was conducted before the publication of *Guide to the Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2013), *Certification Documentary Evidence Supplement – Highly Accomplished Teachers* (AITSL, 2013) and *Certification Documentary Evidence Supplement – Highly Accomplished Teachers* (AITSL, 2013). The research also pre-dated the implementation of the AITSL 'Assessor Training Program'. Thus, the pilot was cutting-edge.

8.1 Context: ACT – Teacher Quality Institute

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established under the *ACT Teacher Quality Institute Act 2010* (the Act) to enhance the standing of the teaching profession in the ACT and to strengthen the quality and sustainability of the teaching workforce. The Act came into effect on 1 January 2011. The initial priority has been to establish policies, systems and processes to engage with local and national education stakeholders and to enable the implementation of teacher registration.

ACT TQI is a key cross-sectoral initiative of the *National Partnership Agreement on Improving Teacher Quality* (ITQNP) (COAG, 2008), which was established to drive and reward systemic reforms to improve the quality of teaching and leadership in Australian schools. The ACT TQI is responsible for leading the ACT Implementation of major ITQNP policies, including the *Australian Professional Standards for Teachers* (AITSL, 2011), *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012), *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (AITSL, 2011) and improved teacher workforce data collection.

The purpose of the TQI is to:

- uphold the standards of the teaching profession in the ACT;
- provide quality assurance processes to support the delivery of education in schools in a professional and competent way by approved teachers;
- recognise, develop and promote professional learning; and
- maintain community confidence in the teaching profession.

The TQI is responsible for the:

- professional registration or permit-to-teach approval of ACT teachers;
- accreditation of ACT education courses for pre-service teachers and teachers;
- Certification of ACT teachers against *Australian Professional Standards for Teachers* (AITSL, 2011);
- development and application of a code of professional practice for ACT teachers; and

- promotion of continuous professional learning for teachers by working closely with schools and education stakeholders.

There are 123 schools and approximately 7500 registered teachers across the Public, Independent and Catholic sectors in the ACT.

8.2 Theme Research Questions

The research questions for the ACT Certification Pilot were:

1. How much work is required of teachers and Principals?
2. What do teachers need to do to evidence Certification at the higher Career Stages? Can Certification be evidenced within 6-10 pieces? If so, what are key features of this evidence? Are there differences between evidencing requirements for Highly Accomplished and Lead Career Stages and the other specifically targeted groups, i.e., Teacher Librarians?
3. How much effort is required by teachers to accurately represent their work? What is needed to keep the evidencing load minimal whilst still remaining valid?
4. How do teachers authentically account for each Descriptor of the Standards? What are appropriate generic strategies for teachers who are not in low SES areas or do not teach Aboriginal and Torres Strait students or students with disabilities?
5. Are there differences in information available in different states?
6. What are the requirements and the time demands for the on-site visits in Stage 2 of the Certification process?
7. What are the requirements for assessor training? (Features of Practice and Illustrations of Practice, portfolios of evidence)
8. What personnel will take on the role of Assessor and what knowledge and skill sets would be most useful?
9. What do assessors need in terms of backup information and/or training? (self readiness; portfolio preparation, etc.)
10. What are the capacity building needs for differing personnel in existing positions to take on the roles and responsibilities of Certification assessors, e.g., Deputy Principal, School Network Leader, TQI jurisdictional officer?

8.3 Research Design

8.3.1 Sample Population Guidelines

The research design required two groups of participants: aspiring teachers to self-identify with, and apply for, Certification at the Highly Accomplished and Lead Career Stages; and school executives to nominate for, and train to become, Certification assessors. The ACT TQI sought to recruit 30 primary, high school and secondary college teachers to self-identify with, and apply, for Certification at the Highly Accomplished and Lead Career Stages, and 15 Deputy/Assistant Principals to train for and perform Certification assessments. (See the Recruitment Flyer in Appendix 10.6.1).

The research design accommodated a range of factors to promote the selection of a representative sample population. The sample population guidelines for participant teachers applying for Certification included consideration of jurisdictions (Catholic, Independent, Government) and level (P-2, Primary, Secondary, VETiS and Trade) per Career Stage. Table

8.1 and Table 8.2 represent the sample population guidelines for participant teachers applying for Certification at the Highly Accomplished and Lead Career Stages, respectively.

Table 8.1: Sample Population Guidelines for Teacher Applicants: Highly Accomplished

Level/Jurisdiction	Catholic	Independent	Government
P-2	1	1	1
Primary	1	1	1
Secondary	1	1	1
VETiS & Trade Training	1	1	1
Total (n=12)	4	4	4

Table 8.2: Sample Population Guidelines for Teacher Applicants: Lead

Level/Jurisdiction	Catholic FT and MM	Independent FT and MM	Government FT and MM
P-2	1	1	1*
Primary	1	1	1*
Secondary	1*	1*	1
VETiS & Trade Training	1	1*	1
Total (n=12)	4	4	4

*One Middle Management (MM) position from each school level

In addition to attracting aspiring classroom teachers, it was also anticipated that the pilot could attract teachers working in the Wider Education Workforce. Whilst it was recognised that the Certification eligibility criteria and evidencing requirements (AITSL, 2012) would preclude the participation of many teachers who work in the Wider Education Workforce, e.g. teachers working with dis-engaged youth in offsite locations and teachers working in hospitals, zoos, botanical gardens, museums, etc., provision was made for teachers in the Wider Education Workforce to be involved in the pilot study should they be able to meet the eligibility and evidencing requirements, e.g. Teacher Librarians. Table 8.3 and Table 8.4 indicate sample population guidelines for teachers working in the Wider Education Workforce. Table 8.3 indicates that flexibility was incorporated in the sample population guidelines for Highly Accomplished applicants. Given that fewer applicants were expected from the Wider Education Workforce, the sample population guidelines accommodated the different jurisdictions and levels at the Highly Accomplished and Lead Career Stages collectively.

Table 8.3: Sample Population Guidelines for Wider Workforce in Schools: Highly Accomplished

Position	Primary	Secondary
Specialist/Support Teacher E.g.Teacher Librarian	2	2
Region Support/Integration	1?	1?
Total (n=4 or 6)	2 or 3	2 or 3

Table 8.4: Sample Population Guidelines for Wider Workforce in Regions: Lead

Level/Jurisdiction	Catholic/Independent	Government
Curriculum Support	1	1
Specialist support	1	1
Total (n=4)	2	2

Gender balance and the inclusion of teachers from schools with varying student populations were also considered when determining the sample population guidelines for applicant teachers.

Sample population guidelines were also formulated for personnel who would undertake assessor training and perform Certification assessments. Table 8.5 summarises the sample population guidelines for trainee assessors.

Table 8.5: Sample Population Guidelines for Trainee Assessors

Level/Jurisdiction	Catholic	Independent	Government
Principals/Deputies Primary	1	1	2
Principals/Deputies Secondary	1 Plus 1 from either primary or secondary as selected by TQI	1 Plus 1 from either primary or secondary as selected by TQI	2
TQI Personnel	1	1	1
Lead Teachers	1	1	1
Network leaders	1	1	1

Total (n=19)	6	6	7

8.3.2 Pilot Population

The ACT TQI advertised the Certification Pilot by distributing a Flyer (Appendix 10.6.1.1). The Certification Pilot attracted more Expressions of Interest than anticipated in both the applicant and assessor categories. Thus, the sample population guidelines were applied proportionally where possible.

The pilot population involved teachers and school leaders from 40 schools across the Catholic, Independent and Government sectors. Within the total pilot population, the applicant population comprised 35 teachers, 20 applying for Certification at the Highly Accomplished Career Stage and 15 applying for Certification at the Lead Career Stage. Table 8.6, Table 8.7, Table 8.8 and Table 8.9 summarise demographic information pertaining to the applicant population at the commencement of the Certification Pilot. The pilot attracted more school-based teacher applicants and fewer wider workforce teacher applicants than anticipated. Ten applicants subsequently withdrew before the commencement of Stage 1 assessment.

Table 8.6: Demographic Information - Highly Accomplished Teacher Applicants

Sector	Catholic	Independent	Government
Early Childhood	0	1	0
EC / Primary	3	0	3
Primary + Secondary	1	1	1
Secondary	2	2	3
VET/Trade Training	0	1	1
TOTAL (n=19)	6	5	8

Table 8.7: Demographic Information - Highly Accomplished Wider Workforce Applicants

Wider Workforce	Primary	Secondary
Specialist School	1	0
Support	0	0
Teacher Librarian / ICT	0	0
TOTAL (n=1)	1	0

Table 8.8: Demographic Information - Lead Teacher Applicants

Sector	Catholic	Independent	Government
Early Childhood	0	0	0
EC / Primary	1	0	8
Primary + Secondary	0	0	0
Secondary	0	2	4
VET/Trade Training	0	0	0
TOTAL (n=15)	1	2	12

Table 8.9: Demographic Information - Lead Wider Workforce Applicants

Wider Workforce	Primary	Secondary
Specialist School	0	0
Support	0	0
Teacher Librarian / ICT	0	0
TOTAL (n=0)	0	0

The Certification Pilot attracted 37 participants to train to become Assessors, which was almost double the anticipated number. The trainee assessor population comprised: Assistant and Deputy Principals from Catholic, Independent and Government schools; personnel from ACT TQI; and central office personnel from the Education and Training Directorate and the Archdiocese of Canberra and Goulburn Catholic Education Office. Table 8.10 summarises the demographic information of the trainee assessor sample population.

Table 8.10: Demographic Information – Trainee Assessors

Sector	Catholic	Independent	Government
EC / Primary	9	0	5
Primary + Secondary	0	4	2
Secondary	2	6	3
ACT TQI	1	1	1
CEO/ETD	1	0	2
TOTAL (n=37)	13	11	13

8.4 Certification Pilot Organisation

The organisation of the Certification Pilot involved the coordination of procedural and research components, which were often interconnected (see Table 8.11). Attention to the interpersonal domain was essential to support both of these components. The ACT TQI attended to the interpersonal domain by ensuring that all stakeholders were informed about the nature of the pilot and its progress. This was achieved through regular email contact and information sessions that often included social dimension.

The major components of the Certification Pilot were two Training Days, a two-day Assessor Workshop, Site Visits, and Evaluation and Reflection meetings. The Training Days were collaboratively designed and delivered by the ACT TQI Pilot team, the AITSL Certification team and the SiMERR research team. The Training Days were attended by applicants and trainee assessors, who undertook many sessions together, although the groups were sometimes separated for role-specific sessions. The Training Days:

- situated Certification within the political agenda vis-à-vis key policy documents such as the *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA, 2008) and the *National Partnership Agreement on Improving Teacher Quality* (COAG, 2008);
- included detailed examination of the *Australian Professional Standards for Teachers* (AITSL, 2011), which enabled applicants to gain a thorough understanding of the differences between Career Stages; and
- included detailed examination of *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012), which enabled participants to gain thorough knowledge of the Certification process and the roles and responsibilities of key personnel.

The Training Days included direct input from the ACT TQI Certification Pilot team, AITSL Certification team and SiMERR Research team, as well as numerous interactive sessions that enabled participants to hone their understanding through active engagement with each other.

The two consecutive Assessor Training Days occurred after applicants had submitted Collections of Evidence in Stage 1 of the Certification process. The assessors had had the

Collections of Evidence that they were to assess for approximately two weeks, which enabled them to familiarise themselves with the organisation and content of the Collections of Evidence prior to the Assessor Workshops. The Assessor Workshops provided the trainee assessors with information and templates to assist in the assessment of Collections of Evidence (Appendices 10.6.6.1-10.6.6.6), the conduct of site visits and the composition of Feedback Reports (Appendices 10.6.6.7 & 10.6.6.8). Most of the time, however, was devoted to the assessment of the Collections of Evidence by the teamed assessors. An Expert Panel comprising members of the ACT TQI Certification Pilot Team, AITSL Certification team and SiMERR Research team was convened. The Expert Panel was available to teamed assessors who were unable to resolve issues relating to the assessment of Collections of Evidence.

Assessors of successful Stage 1 applications then proceeded to conduct the site visit associated with Stage 2 of the Certification process. The assessors were shadowed by a member of either the ACT TQI Certification Pilot Team, AITSL Certification team or SiMERR Research team.

Table 8.11: Timeline for applicants and assessors

Date	Activity	Participants	Duration
27/06/12	Welcome and Certification Pilot Launch	Applicants & Assessors	4.45pm – 6.00pm
28/06/12	Training Day 1	Applicants & Assessors	9.00am-5.00pm
02/08/12	Optional update on progress	Applicants & Assessors	4.00pm-5.00pm
29/08/12	Training Day 2	Applicants & Assessors	8.30am-4.30pm
15/10/12	Applicants submit applications by COB	Applicants only	
16/10/12	Assessors collect applications for assessment	Assessors only	
24/10/12	Assessor Workshop	Assessors only	8.30am-4.30pm
25/10/12	Assessor Workshop	Assessors only	8.30am-4.30pm
29/10/12 – 2/11/12	Site visits	Applicants, Assessors and Principals of Applicants	
8/11/12	TQI contact	Assessors only	
16/11/12	Assessor submit reports to TQI	Assessors only	
3/12/12	Wrap up and celebration	Applicants, Assessors and Principals of Applicants	4.15pm onwards

Given the collaborative, participatory nature of the Certification Pilot, the ACT TQI Certification Pilot Team, AITSL Certification team and SiMERR Research team met after each major component of the Certification Pilot. The purposes of the meetings were to reflect upon key components of the Certification Pilot, to plan and design future components of the Pilot and to implement other quality assurance strategies as required. In relation to the latter, the ACT TQI Certification Pilot Team, AITSL Certification team and SiMERR Research team collaboratively moderated Feedback and Final Reports prepared by the trainee assessors.

8.5 Data and Analyses

The design and conduct of the two Training Days and the Assessor Training sessions incorporated opportunities for data collection and analysis. Further data analysis occurred in meetings with the AITSL Certification Team, the SiMERR research team and the ACT TQI Certification Pilot team members. The following sections present interpretive commentary concerning data collected (i) at selected activities on Training Day 1, the Assessor Training Days and the AITL-SiMERR-TQI report moderation meeting and (ii) through interviews with applicants who withdrew from the Certification pilot, and surveys of applicants and Principals/delegates.

8.5.1 Training Day 1

Training Day 1 occurred at the beginning of the Certification Pilot, 28th June 2012, immediately after the Welcome and Certification Pilot Launch. The first Training Day: situated national Certification within the *National Partnership Agreement on Improving Teacher Quality* (COAG, 2008); examined the Highly Accomplished and Lead Career Stages in detail (AITSL, 2011); introduced AITSL resources such as Illustrations of Practice; outlined the Certification process (AITSL, 2012); and outlined the key elements and timeline of the Certification Pilot.

Training Day 1 contained four interactive activities (Table 8.12). Some activities involved all participants together and others were undertaken by Certification applicants and trainee assessors separately. Data were collected from Activities 3 and 4. Activity 3 involved the identification of types of evidence that could be used to evidence the Descriptors for all Standards for both Career Stages (Appendix 10.6.9). Activity 4 investigated issues and support identified by applicants applying for Certification and assessors. The following section presents interpretive commentary relating to Activity 4.

Table 8.12: Structure of Training Day 1

Time	Program
9.00am	Introduction and welcome Acknowledgement of Country ACT context The ACT Pilot of Certification against the *Australian Professional Standards for Teachers* – Highly Accomplished and Lead Teacher
9.20am	Certification • purpose & outcomes • features & Career Stages The Certification Pilot – purpose & process Research context – research questions
10.00am	*The Australian Professional Standards for Teachers* Animation
10.10am	Highly Accomplished and Lead Standards *Activity 1*
11.00am – 11.30am	*Morning Tea*
11.30am – 1.00pm	Illustrations of Practice *Activity 2*
1.00pm – 1.45pm	*Lunch*
1.45pm – 2.30pm	Applicants 1. thinking about your evidence at your Career Stage *Activity 3 (Collected on the day)*
2.30pm -3.30pm	Issues and Support *Activity 4 (Collected on the day)*
3.30pm – 3.45pm	*Afternoon Tea*
3.45pm – 4.15pm	Report back
4.15pm – 4.50pm	Wrap up Next steps, key dates

8.5.1.1 A Summary of Commentary for Activity 4, Training Day 1

Activity 4: Two Issues (Submitted by Highly Accomplished Career Stage applicants)

Participants were asked to identify two particular issues that had arisen for them during the workshop. Comments provided were grouped within six Categories:

1. evidence;
2. format;
3. time;
4. support and feedback;
5. Critical Reflection; and
6. Process Guidelines

1. Within the *Evidence* category, four separate aspects were identified and these related to:

i. documenting and organising evidence;
ii. the quantity of evidence;
iii. identifying evidence that represented specific Standards/Descriptors; and
iv. making judgements about evidence.

The questions raised in each of these aspects have implications for each of the main stakeholders, namely AITSL, ACT TQI, SiMERR and participants. Firstly, by addressing considerations raised in the first two, such as (i) "*Should evidence be dated?*" and (ii) "*Supplying or having enough evidence*", process guidelines can be developed that will document the development of the Certification process through ACT TQI and which will inform AITSL's further work in this area.

Secondly, questions raised in aspects (iii) and (iv) had the potential to form the structure of follow-up work with participants, i.e., the next workshop scheduled for 29th August. For example, comments, such as, "*How do I select powerful, effective evidence pieces that will ensure that Standards are fully met?*" or "*Evidence for 'supporting each other'*" could be addressed if participants had the opportunity to explore evidence by sharing ideas with others and by drawing on the respective perspectives of AITSL, ACT TQI and SiMERR.

2. Within the Format category, the main issue raised related to electronic versus hard copy submission of evidence – and whether or not a mixture of both was possible. Additional requests for confirming "pieces or … a nice collection" and a template suggest that on overall style ruling needs to be provided.

3. Within the Time category, two separate aspects were identified and these related to:

i. the actual time frame during which evidence is gathered, given the associated complexities; and
ii. the timelines and key dates associated with evidence collection.

In terms of ongoing planning and advice that can be provided to current and future applicants, item (ii) becomes a key planning tool. Provision of a timeline can prompt a task analysis of the Certification process so that applicants can develop a management plan that accommodates aspects such as:

- completion of Standards audit;
- identification of evidence; and
- establish filing protocol.

4. Within the *Support and Feedback* category, participants highlighted the importance of working together to 'support' each other through the process. One comment formalised the support by asking whether or not a mentor would be assigned to an applicant to answer ongoing questions about compiling evidence.

5. Within the *Critical Reflection* category, the main point raised related to how to turn "intangible *things into evidence or finding evidence*". This sounds like an important point, although some further qualification is needed and it may form the basis of discussion at the next participant workshop. Does the statement mean "*I know what I do well, I just can't identify the best evidence*," or "*I don't really understand or meet Descriptor XXXX and so what are the implications for evidence collection?*" Either way, participants may need to explore this area.

An additional point related to the choice of Career Stage for engaging with the Certification process. This point has implications for how participants undertake a 'self-audit' prior to applying for Certification.

6. Within the *Process Guidelines* category, the main point raised related to assessors and the guidelines associated with their role, e.g., meeting them, provision of feedback, matching with applicant, and expectations. These issues have the potential to inform the 'training' of assessors at subsequent workshops and the preparation of any support materials for assessors.

An additional point raised related to whether or not an applicant could change the Career Level focus of their application once the process had started.

Activity 4: Two Issues (Submitted by Lead Career Stage applicants)

Participants were asked to identify two particular issues that had arisen for them during the workshop. Comments provided were grouped within five Categories:

1. assessors;
2. evidence;
3. opportunity;
4. support and feedback; and
5. time.

1. Within the *Assessors* category, one aspect raised by participants related to the 'mindset' of assessors. In particular, participants drew attention to the differing expectations between applicants and assessors that might arise due to different information provided in the workshop settings. Participants also focused on leadership attributes as another area where differing expectations might lead to an 'unrealistic' view of evidence submitted.

2. Within the *Evidence* category, participants referred to two issues, namely practicalities and guideline clarification. The first of these highlighted important planning considerations around the submission of sufficient evidence to represent teaching practice undertaken or to address all Focus Areas for the Career Stage. Representative comments included "*Evidencing things I have done in the last 2 years that I don't have paperwork/evidence for?*" and "*… though I have evidence at the Lead level, I am worried that may not be able to evidence all Focus Areas, e.g., ICT.*"

The main point of clarification raised by participants concerned the Lead initiative. In particular, whether or not the initiative was (i) included in or additional to the Collection of Evidence, or (ii) the scope of the initiative – School-wide, Department-wide or Year-wide. The second of these aspects of the Lead initiative was referred to most frequently.

3. Within the *Opportunity* category, a number of contextual issues were raised that were perceived to have an impact on a Lead application. These contextual issues included those that were related directly to the Standards and encompassed Focus Areas, such as Focus Areas 1.4, 1.5 and 1.6 – ATSI students and students with disability. In addition, school-based considerations were also identified that could impact on an application, and these included: (i) the capacity of a new Principal within the school to act as a referee, (ii) a school structure which limited opportunities for demonstrating Lead attributes, and (iii) maintaining the distinction between a Lead teacher and a member of the school Executive.

4. Within the *Support and Feedback* category, participants highlighted the need for some specific ongoing planning advice. Support was identified in terms of the equivalent of a 'case manager' who might contribute to reflective discussions. Specific feedback suggested that would facilitate planning included advice on whether or not evidence to be submitted was appropriate to the Career Stage prior to committing to Certification at that Career Stage.

5. Within the *Time* category, participants made reference to the lack of release time to compile, collate and document evidence. In addition to these procedural aspects of the Collection of Evidence, reflection on practice against the Standards and annotation of evidence were also acknowledged as areas that would require an expenditure of time.

Activity 4: Two Issues (Submitted by Assessor participants)

Participants were asked to identify two particular issues that had arisen for them during the workshop. Comments provided were grouped within five Categories:

1. authenticity;
2. evidence;
3. feedback;
4. moderation and consistency; and
5. process guidelines.

1. Within the *Authenticity* category, participants raised considerations that were linked to making judgements, e.g., when comparing evidence provided for Certification, which might be more representative of the applicants' practice, with a single observation of classroom practice, which can be a contrived situation. In the case of documentation and practice not matching, implications identified included the extent to which assessors would need to question an applicant about their evidence, and the structure and content of conversations that would be needed with an applicant's referees and colleagues.

2. Within the *Evidence* category, the relatively small number of comments made reference to practicalities of the Certification process, such as, whether on nor not an assessor would be able to access all necessary electronic files submitted as part of an

application. An additional aspect of evidence related to terminology of Descriptors, with some assessors questioning how an applicant might demonstrate "*model exemplary ethical behaviour*" (AITSL, 2011, p. 19) or "*exercise informed judgments*" (AITSL, 2011, p.19).

3. Within the *Feedback* category, applicants acknowledged a reversible dimension, namely feedback provided to applicants and feedback received by assessors. Practicalities of providing feedback were raised mainly around the need for consistency both in its format and delivery. The feedback that assessor participants regarded as important related to knowing whether or not they could develop a clear picture of what it was that they were looking for in an application. Establishing a network of other assessors for discussions or engaging in mentoring/moderation processes were identified as avenues for feedback.

4. Within the *Moderation and Consistency* category, three considerations were evident in the commentary of participants. The first of these related to differing 'mind sets' that assessors might take with them into the Certification process. Manifestations of these individual perspectives included differing expectations across jurisdictions concerning the nature of Lead Career Stage evidence, having a pre-conceived notion of what 'effective evidence' looks like, or comparing applicant evidence against an assessor's professional practice and context. Achieving consensus was the focus of a second group of comments. Specifically, participants identified areas where they considered that a shared view was important. These areas included:

- understanding of the Standards and Descriptors;
- language used in feedback;
- observation guidelines;
- how critical to be; and
- making on-balance judgements.

Related to achieving consensus, a third group of comments identified particular language in the Standards that could lead to multiple interpretations by assessors, e.g., terminology, such as, "*ethical behaviour*" (Lead Descriptor, 7.1). Other instances included "*comprehensive range*", "*manage*", "*support"* and "*professional discussions*".

5. Within the *Process Guidelines* category, participants made reference to a range of protocols and pro-formas that would support the Certification process for both applicants and assessors. Included in the list of suggestions were: the roles and responsibilities of the two assessors; taping conversations and/or videoing lessons during site visits; pairing assessors from different jurisdictions; referee reports; advising potential applicants; and mapping documents and/or templates for applicants.

8.5.1.2 Training Day 1 Participant Survey

An online survey (Appendix 10.6.8.1) containing 10 questions was developed and administered by the AITSL Certification Team. The Principal aims of the survey were to evaluate Training Day 1 and elicit future training needs. The survey was completed by 20 (57%) applicants and 23 (62%) assessors (Survey Question 1).

The respondents evaluated all of the sessions highly (Survey Question 2). One respondent commented that "*all sessions were helpful*" and another elaborated that s/he found all of the sessions *"equally useful as they all helped add to the contextual knowledge and*

practical understanding". Several respondents also commented on the value of the cross-sectoral approach, e.g., "*Working cross sectorally was a huge benefit"*.

The participants also evaluated the whole day positively, e.g. one participant commented, "*I thought the day was extremely worthwhile and I thought all sessions were helpful*". Another commented that "*The day ran smoothly and was engaging".* When asked to offer constructive feedback to increase the impact of the day (Survey Question 3), several respondents indicated that they would not change anything, e.g., *Nothing- I think the day gave us a good broad brush understanding of the whole process which is what was needed*" and "*Nothing. I thought it was a great start".*

Notwithstanding the overwhelmingly positive evaluation of Training Day 1, some participants did offer constructive feedback to increase the impact of the day. The most frequently mentioned suggestion concerned the opportunity to view, discuss and evaluate more examples of evidence, especially to "*see concrete evidence that addresses more than one standard"*, and *"how much information is needed"*. The participants also expressed desire to see *"exemplars".*

Respondents also indicated that they were having difficulty visualising how the various elements of a Collection of Evidence could be organised, which suggests that they would appreciate coverage of this aspect in the next training day. Comments that exemplified this included:

> *I'm still working our[7] HOW exactly to organise my information into 6 to 10 pieces of 'evidence'. I know that I have several pieces of evidence to cover every standard, and I have cross checked everything, but I'm still confused as to how to lay it out and put it together!*
>
> *How to condense evidence into one portfolio*

Other constructive feedback that was offered included "*Breaking down of Descriptors at both career stages to ensure consistency*" and the opportunity for teamwork with participants teaching the same level, e.g., "*As a primary teacher, brainstorming ideas with a college teacher was no help to me*".

When asked to gauge their level of understanding of the requirements of the Certification Pilot following Training Day 1 (Survey Question 4), most respondents (69%) indicated that their understanding had improved, but that they still had some questions. These respondents anticipated that their understanding would increase as the Pilot progressed, e.g., "*Most of my questions will be answered as we go along I think"* and *"It gave me a lot*

[7] **Please Note:** In order to respect the voice of the participants and to provide authentic data, quotations have not been edited. They may, therefore, contain typographical errors, etc.

to think about and it's great that we have the extra casual afternoon meeting on August 2 to ask further questions". The remaining respondents (31%) indicated that Training Day 1 had improved their understanding 'extremely well'. The respondents, as a whole, also took the opportunity to raise specific concerns, namely moderation, on-balance judgement and indirect evidence.

The majority of respondents (55.8%) indicated that the training had 'somewhat prepared' them for the decision-making process related to either gathering or assessing evidence (Survey Question 5); 32.6 % indicated that the training had 'well prepared' them and 11.6% indicated that the training had 'extremely well prepared' them.

The survey responses for Question 6 suggest some misunderstanding. When asked whether the training day had provided them with sufficient examples of using the then *National Professional Standards for Teachers* to guide the evidence they would present, 42 respondents answered the question. However, the question applies only to applicants, i.e. to 20 of the respondents. Nevertheless, 6 respondents (14.3%) indicated that they had an 'excellent understanding' of how to relate their evidence to the Standards; 29 respondents (69%) indicated that they understood 'to a degree' and that they needed to consider the Standards in more detail; and 7 respondents (16.7%) indicated that they were 'a little confused', but that they would review their work and ask further questions.

Question 7 sought to identify individuals and/or organisations that the participants had consulted when they began thinking about preparing evidence to support their Certification application or the process of assessing applications. Some respondents indicated that they had contacted more than one individual and/or organisation. Respondents indicated that they had contacted the ACT TQI (n=11), AITSL (n=4), their Principal (n=12), members of the school leadership team (n=12) and other (n=8). In the 'Other' category, respondents specified that they had consulted employers, other assessors and attendees at a conference. Two participants indicated that they had not consulted any individuals or groups.

Question 8 was two-fold and it was used to elicit information for future planning. Participants were asked (i) whether they still had questions about the Certification Pilot and (ii) to specify aspects that would be beneficial in the next training day. Only one response addressed the first sub-question and it indicated that the respondent did not have any further questions about the pilot. The remaining 28 comments indicated that the respondents had further questions concerning workplace and industrial issues, evidence and the organisation of Collections of Evidence.

In relation to workplace and industrial issues, one respondent wrote:

> *If we do become certified, what will this mean in terms of our positions in our schools? Apart from the one off payment a year later, does a raise in salary occur? Are principles keen to develop school positions or is certification meant to be a title?*

More than 60% of the responses, however, raised questions concerning evidence. Some respondents indicated that they did not document all aspects of their practice and that they were concerned, therefore, that they would be unable evidence all of the Standards, particularly working with colleagues and ASTI students, e.g.:

What if I cannot find firm evidence of each standard? I am sure as teachers we cover most standards but trying to find evidence to prove it is more difficult.

How else can I present evidence when I don't have written copies of conversations etc?

How to demonstrate some standards such as those relating to how we assist other teachers - this is often not recorded or has only unclear evidence such as resulting work but not explicit documentation. The ATSI standards are also hard to quantify as the classwork is often the same but approach or individual attention different

The third comment is particularly noteworthy because it implicitly addresses the issue of *relevant* evidence and demonstrates an understanding that a product does not and cannot evidence a process. Questions/comments related to the amount of evidence was another recurring theme. One participant, for example, questioned how s/he would be "*able to cover all the Descriptors of the standards in only 6-10 pieces of evidence*" and another contemplated the implications of the requirement to evidence each Standard with at least two pieces of evidence:

I know we have to cover each standard twice but what constitutes 'cover' - if I have a piece of evidence that addresses 2 Descriptors and then another piece that addresses the rest of the Descriptors in that standard is that sufficient? Is my evidence enough?

The comments concerning evidence reflected perspectives from applicants. Comments pertaining to assessors' work addressed matters including moderation and professional conversations, e.g.:

Mainly about the moderation and evaluation process....should the first evaluation be a blind review with a blind moderation prior to deciding whether the candidate proceeds to stage 2? (Ellipsis in the original)

Common practise for class observations - what to look for and the language of conversations.

When asked whether the materials provided at the training assisted the participants in the next step in the Certification process, as either an applicant or assessor (Survey Question 9), 26 (61.9%) participants indicated that the resources were 'valuable'; 15 (35.7%) respondents indicated that the resources assisted them 'somewhat', but that they 'needed more guidance'; and 1 (2.4%) respondent indicated that the resources were 'not useful'.

When asked how well the training day improved their knowledge of the Certification of Highly Accomplished and Lead teachers (Survey Question 10), 19 (44.2%) respondents indicated that the training day improved their knowledge 'extremely well' and 24 (55.8%) indicated that the training day improved their knowledge, but that they still had some questions.

8.5.1.3 Reflection and Evaluation

The participatory, action-orientated research methodology (Kemmis & McTaggart, 2005) resulted in collaborative evaluation and reflection being undertaken following key events in the Certification Pilot's design. The evaluation and reflection undertaken by the participants,

the ACT TQI Pilot team, the SiMERR research team and AITSL Certification team was used to inform the production of Frequently Asked Question Fact Sheets. The following have been included in Appendix 10.6.

- FAQ Themes from Training Day 1 – Highly Accomplished (Appendix 10.6.7.1)
- FAQ Themes from Training Day 1 – Lead (Appendix 10.6.7.2)
- FAQ Themes from Training Day 1 – Assessors (Appendix 10.6.7.3)

8.5.2 Training Day 2

Training Day 2 occurred mid-way the Certification Pilot, 29th August 2012. Highly Accomplished and Lead teacher applicants focused on refining the content and structure of the Collection of Evidence, planning for its submission, and the site visit. Assessor participants considered the support materials and guidelines that would enhance the Assessor roles and responsibilities. Some activities involved all participants together and others were undertaken by Certification applicants and trainee assessors separately, as indicated in Table 8.13.

As part of the evaluation for Training Day 2, participants were provided with three questions seeking their feedback about either the *Collection of Evidence* or the Assessor role. This section presents an overview of participant reflections elicited by these questions for each group of participants.

Table 8.13: Structure of Training Day 2

Time	Program	
	Teacher Applicants	Assessor Participants
9.00am – 9.30 am	Welcome Outline of the Training Day	
9.30am – 10.00 am	Collection of Evidence practicalities: Format; submission	Compiling Evidence: • Understanding the process • Key terms and terminology What does it mean to be Highly Accomplished or Lead?
10.00am – 11.00 am	Reflections and sharing	Focus Questions: i. What does an Assessor expect to see in an application? ii. Who supports and advises Assessors?
11.00am – 11.30am	*Morning Tea*	
11.30am – 1.00pm	Evidence: 1. Examples 2. Developing Annotations 3. Collaboration	Evidence: 1. Key questions, challenges and global perspective 2. Example for reflection 3. Moderation and consistency 4. Attributes of an Assessor – being an 'ambassador'

1.00pm – 2.00pm	*Lunch*	
2.00pm – 2.45pm	1. Roles and responsibilities during classroom observation *2.* Referee report	2. Providing feedback 3. Note taking 4. Referees 5. Reporting
2.45pm – 3.30pm	Site Visit planning	Roles and responsibilities during classroom observation
3.30pm – 4.00pm	Concluding remarks and reflections Future dates	

Highly Accomplished and Lead teacher applicant questions:

1. How have today's sessions provided support to refine the preparation of you Collection of Evidence?
2. What are the main aspects of your Collection of Evidence you will be working on after today?
3. Who, or what, has guided the preparation of Annotations for your Collection of Evidence?

Assessor participant questions:

1. How have today's sessions supported the development of a shared understanding about making consistent judgements?
2. What aspect(s) of your role as an Assessor will you be reflecting on (and rehearsing) after today?
3. What knowledge and resources (both personal and other) does an Assessor need to draw on?

The following section presents an overview of the feedback elicited by these questions for each group of participants.

8.5.2.1 Participant Reflections for Training Day 2

Highly Accomplished Teacher Applicants

1. Refining a *Collection of Evidence*

Participants made reference to two particular aspects of the *Collection of Evidence* in their feedback and these were format and Annotations. When discussing the format, most applicants indicated that they had gained a clearer idea of what a *Collection of Evidence* might look like and some commented on the implications for presentation that were raised by requirements, such as, the need to provide five copies. The need for further guidance about structure and content was also raised. Participants acknowledged that the preparation of Annotations was a priority but they expressed differing confidence levels in their development.

Possibly changing presentation method due to submitting 5 copies.

… keeping it simple; not making it too huge

Knowing that annotations are key.

Still unsure about how to annotate.

Other aspects that were addressed in participants' feedback included: the value of discussions with other participants; the flowcharts and checklists provided; and the importance of including references to student learning outcomes.

2. *Collection of Evidence* focus following Training Day 2

The focus of attention that participants consistently referred to was the preparation of Annotations. In particular, they acknowledge the need for clarity, relevance, and explicit links to student learning outcomes.

The annotations to show the links to standards and make sure they are explicit.

Annotations – a lot of difficulty around providing evidence of student outcomes.

ANNOTATIONS – making them clear, relevant and logical. Showing the links.

Other aspects that were addressed in participants' feedback included: particular components of the Certification process, such as, nominating referees or preparing the reflection statement; and the review of evidence to ensure that all Descriptors were evidenced.

3. Guidance in the preparation of Annotations

The majority of participants indicated that they drew on their own professional experience and personal judgements in the preparation of Annotations.

I have guided my preparation based on my knowledge of programs / things I have had a major influence on developing / improving successfully.

My own judgement.

Nobody really – I'm working it out as I go.

Some participants did make reference to discussions with colleagues and networking with other applicants. Additional aspects of support that were addressed in participants' feedback included: continued reflection on the Standards; and the use of available resources that included examples of practice on the AITSL website.

Lead Teacher Applicants

1. Refining a Collection of Evidence

Lead Teacher applicants also made reference to two particular aspects of the *Collection of Evidence* in their feedback, namely format and Annotations.

Better understanding of the process and what is required to be collected.

5 copies!!! – this will definitely affect how I present my evidence.

They have allowed me to place more emphasis on the way I annotate my evidence. I know my evidence is high quality and links to the Standards but I need to explicitly show this to my assessors through my annotation.

Other aspects that were addressed in participants' feedback included: the importance of discussion with colleagues and other participants; and the clarification of expectations associated with the overall Certification process.

2. Collection of Evidence focus following Training Day 2

Annotations and format emerged as the main areas of attention for participants following the Training Day.

Careful and thorough annotations.

Annotating in depth aligned to the Standards.

Annotations and putting it together so it is functional, easy to follow collection of evidence.

Annotating the evidence and putting the collection of evidence in a logical way that can easily be interpreted by my assessors.

Other aspects that were addressed in participants' feedback included: particular components of the Collection, such as the reflection statement; on-going review of alignment of evidence with the Standards; and the importance of including references to student learning outcomes.

3. Guidance in the preparation of Annotations

Lead Teacher applicants acknowledged two areas of support that they drew on for the preparation of Annotations: available resources, such as the Standards document and Training Day materials; and professional experience and personal judgments.

The guides given today will be a big help and information on what is required across the publications etc.

Standards, reflections and the information clearly contained/provided in today's package.

My experience, knowledge and work created. I draw upon tow different careers and working both nationally and internationally as a teacher.

Assessors Participants

1. Developing shared understandings

Assessors made reference to the importance of professional dialogue with colleagues across sectors as the most important element in developing shared understandings about the

Certification process, their role in the process, and clarity of evidence. Some also acknowledged that there were areas requiring further clarification.

Good chance for discussion. Excellent to get to know other assessors and begin the discussion about how we will work through the process.

The importance of 're-discussion' to gain an insight into the thinking of other assessor.

It was very good to have the time to discuss professional consistent judgement.

Through group discussion we have a much better understanding of our role.

The day has been very beneficial in many ways – further clarifying a complex and important role.

But still there are so many unknowns – the need for clearer ideas of exactly what we are looking for in evidence in the collection of evidence with annotations.

2. Reflections on the Assessor role following Training Day 2

The majority of comments from participants related to gaining a deeper knowledge of the Standards and considering what evidence would look like at each Career Stage.

Really know the Standards.

Continuing to familiarise (know them backwards) myself with the standards.

Being really familiar with what each descriptor should look like.

Looking carefully @ the standards and thinking about what type of evidence I would be looking for.

Other aspects that were addressed in participants' feedback included: organising the workload; and preparing for particular elements of the process, namely, the lesson observation, the criteria for making judgements, how to conduct an interview, and providing feedback, i.e., report preparation.

3. Assessor knowledge and resources

The majority of participants indicated that they would be drawing on their own professional experience and understanding of current relevant documents or frameworks to support their role as an Assessor.

Personal practice as a classroom observer.

Knowledge of practice and pedagogical skill, mentoring / coaching skills, procedural fairness, knowledge of the standards, background in professional learning.

Knowledge about how to feedback to applicants using evidence and data.

I will draw on QT

Understanding of the Standards

Other aspects that were addressed in participants' role-supportive feedback included: personal attributes that assessors felt were integral to the role, such as, flexibility, impartiality and objectivity; collaboration with colleagues from within their own school contexts and outside organisations, i.e., ACT TQI and AITSL; and a thorough understanding of the requirements of particular Certification elements, notably report writing and providing feedback.

By way of summarising the priorities for teacher applicants and assessor participants mid-way during the project, their priorities encompassed:

1. The format of a *Collection of Evidence*
2. The clarity with which an Annotation aligns professional practice and the Standards
3. The basis of decision-making
4. The importance of collaboration with colleagues
5. A deep understanding of relevant documents and processes

8.5.3 Assessor Training Days

The Assessor Training Days were conducted on 24-25th October 2012, ten days after the assessors had collected the Collections of Evidence that they were to assess. This enabled the assessors to become familiar with the Collections of Evidence that they were to assess prior to the Assessor Training Days.

The Assessor Training Days consisted of sessions in which assessors were introduced to, and provided with, templates and other documents to support them in the assessment of the Collections of Evidence. The use of some templates was optional, whereas others were mandatory. Specifically, the assessors were introduced to and provided with the:

- Certification Assessment and Reporting Flowchart (Appendix 10.6.4.2);
- mandatory Coversheet on which assessors were to indicate whether a Collection of Evidence contained all the required elements (Appendix 10.6.6.1); and
- mandatory Feedback templates for Highly Accomplished and Lead Applicants (Appendices 10.6.6.7 & 10.6.6.8).

The Assessor Training Days were principally devoted, however, to the assessment of the Collections of Evidence. Assessors worked with their co-assessors to assess the Collections of Evidence. An 'Expert Panel', comprising members from the AITSL Certification team, the ACT TQI Pilot team and the SiMERR research team, was convened. Assessors consulted the Expert Panel when faced with queries or concerns that they could not resolve. Thus, the matters raised with the Expert Panel were problematic. Assessors accessed expert advice if required. Commentary from interviews with the expert panel was documented for analysis.

Four recurring themes were identified within the queries and concerns that assessors brought to the Expert Panel:

1. annotations;

2. evidence;
3. referees; and
4. lead Initiative.

Annotations

Two separate concerns were identified within the Annotations category: number and quality. In relation to number, two different concerns were presented: absence of annotations and large numbers of Descriptors being claimed in annotations. In relation to the absence of annotations, assessors sought explicit advice concerning whether they were expected to find links between applicants' evidence and the Descriptors. This led the assessors to raise issues such as the responsibilities of applicants versus assessors and reasonableness concerning assessors' time.

Issues related to quality concerned correspondence between evidence and the Descriptors. In many instances assessors claimed that correspondence was not explicit or detailed. In some instances the quality was variable within a single Collection of Evidence. In one case annotations were sometimes not provided, sometimes they consisted of one sentence written in pencil on the back of pieces of evidence and annotations were not linked to the Descriptors.

Assessors also queried the number of Descriptors that applicants specified in annotations. There were repeated instances in which applicants claimed, through their annotations, that single pieces of evidence demonstrated 20+ Descriptors. Sometimes applicants claimed that single pieces of evidence demonstrated every Descriptor. Assessors commented that in such cases the links were often tenuous or at best peripheral. Assessors commented that the practice of assigning large numbers of Descriptors to single pieces of evidence weakened the case being presented.

Evidence

Some of the concerns relating to Evidence have been addressed in the Annotations section above, e.g. when applicants claimed that evidence related to numerous, sometimes all, Descriptors. There were also similar concerns that related to the number of pieces of evidence submitted by applicants. In some instances, assessors regarded the number of pieces of evidence as being excessive, e.g. one Collection of Evidence contained 60 pieces of evidence, which resulted in the issue of reasonableness being raised again in relation to the time that assessors should spend assessing Collections of Evidence. Concerns were also expressed when few pieces of evidence were submitted, especially when the assessors perceived an over-reliance on particular pieces of evidence.

Assessors also raised queries and concerns about the nature of evidence. Assessors queried, for example, whether Referee Reports could be regarded as evidence. They also queried how certain aspects of the Standards, e.g. ethical practice, could be evidenced. They also expressed concern about highly specialised pieces of evidence. Assessors who were assessing a Collection of Evidence from a teacher of Chinese raised this concern. Many of the pieces of evidence were in Chinese and the assessors expressed concern about their lack of capacity to evaluate them. Assessors also raised concern when they thought that applicants' claims were not substantiated by the evidence.

Referee Reports

Concerns arising from Referee Reports were raised frequently, however, it was that same concern that was expressed. Assessors were concerned when Referee Reports did not support Applicants' claims and they sought advice on how to proceed in that situation.

Lead Initiatives

Several concerns relating to Lead Initiatives involved attribution. Specifically, assessors expressed concern when it was unclear whether *applicants* had *led* initiatives. This was sometimes exacerbated by evidence of collaboration and by references to 'we' in annotations. Thus, applicants did not always state explicitly the roles *they* had performed in order to *lead* initiatives. Assessors also queried whether particular programs/projects qualified as 'initiatives' as per the requirements stipulated in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012).

Overall, the assessors' discussions with the Expert Panel indicated that applicants could benefit from guidance concerning (i) how to make valid correspondence between pieces of evidence and Descriptors explicit and (ii) the judicious selection of meaningful, relevant and trustworthy evidence. The discussions also accentuated the need for consideration of processes that can be implemented in schools to enable teachers to provide tangible, third person documentation of their practice.

8.5.4 Feedback Moderation Meeting

The ACT TQI Certification Pilot team, the AITSL Certification team and the SiMERR research team met to moderate all the Feedback templates (Appendices 10.6.6.14 & 10.6.6.8) that the assessors had completed following the assessment of the Collections of Evidence and interviews with Referees. Whilst guidelines for the completion of the Feedback templates had been discussed at the Assessor Training Days, the completed Feedback templates needed considerable editing. Figure 8.1 and Figure 8.2 illustrate an original section from a Feedback report and editorial changes that were made, respectively. Edited templates were returned to the assessors to check whether the edited versions adequately reflected the meanings that they had intended to convey.

Pre observation discussion

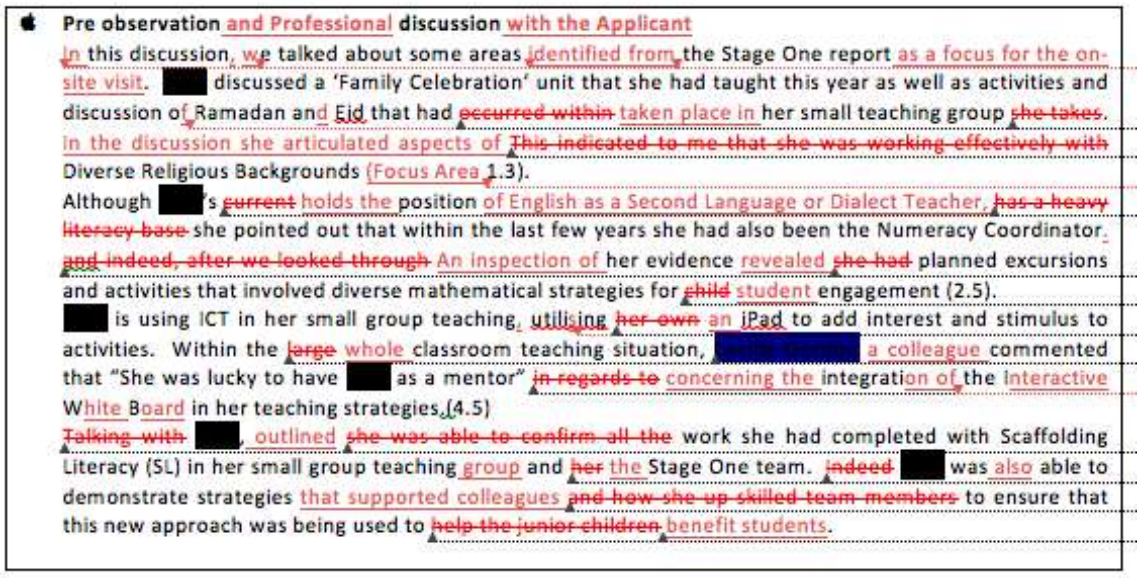
During this discussion We talked about some areas that had been asked for clarification in the Stage One report. [redacted] discussed a 'Family Celebration' unit that she had taught this year as well as activities and discussion on Ramadan an Eid that had occurred within her small teaching group she takes. This indicated to me that she was working effectively with Diverse Religious Backgrounds (1.3).

Although [redacted]'s current position has a heavy literacy base she pointed out that within the last few years she had also been the Numeracy Coordinator and indeed, after we looked through her evidence she had planned excursions and activities that involved diverse mathematical strategies for child engagement (2.5).

[redacted] is using ICT in her small group teaching utilizing her own iPad to add interest and stimulus to activities. Within the large classroom teaching situation, Cecilia Gordon commented that "She was lucky to have [redacted] as a mentor" in regards to integrating the IWB in her teaching strategies.(4.5)

Talking with [redacted], she was able to confirm all the work she had completed with Scaffolding Literacy (SL) in her small group teaching and her Stage One team. Indeed [redacted] was able to demonstrate strategies and how she up skilled team members to ensure that this new approach was being used to help the junior children.

Figure 8.1 First draft of a section of a report from assessors



Pre observation and Professional discussion with the Applicant

In this discussion, we talked about some areas identified from the Stage One report as a focus for the on-site visit. [redacted] discussed a 'Family Celebration' unit that she had taught this year as well as activities and discussion of Ramadan and Eid that had ~~occurred within~~ taken place in her small teaching group ~~she takes~~. ~~In the discussion she articulated aspects of This indicated to me that she was working effectively with~~ Diverse Religious Backgrounds (Focus Area 1.3).

Although [redacted]'s ~~current~~ holds the position of English as a Second Language or Dialect Teacher, ~~has a heavy literacy base~~ she pointed out that within the last few years she had also been the Numeracy Coordinator, ~~and indeed, after we looked through~~ An inspection of her evidence revealed ~~she had~~ planned excursions and activities that involved diverse mathematical strategies for ~~child~~ student engagement (2.5).

[redacted] is using ICT in her small group teaching, utilising ~~her own~~ an iPad to add interest and stimulus to activities. Within the ~~large~~ whole classroom teaching situation, [redacted] a colleague commented that "She was lucky to have [redacted] as a mentor" ~~in regards to~~ concerning the integration of the Interactive White Board in her teaching strategies.(4.5)

~~Talking with~~ [redacted], outlined ~~she was able to confirm all the~~ work she had completed with Scaffolding Literacy (SL) in her small group teaching group and ~~her~~ the Stage One team. ~~Indeed~~ [redacted] was also able to demonstrate strategies that supported colleagues ~~and how she up skilled team members~~ to ensure that this new approach was being used to ~~help the junior children~~ benefit students.

Figure 8.2 First edit of section from report

The moderation of Feedback templates indicated that more detailed guidelines were required, especially concerning:

- explicit incorporation of references to, and the language of, the Descriptors;
- appropriate use of evaluative language; and
- style, including the level of formality, tense, etc.

8.5.5 Interviews with Applicants who withdrew

As noted previously, ten applicants withdrew from the Certification Pilot. They withdrew at various times and for various reasons. Three of the applicants who withdrew agreed to be interviewed, which enabled the documentation of rich contextual information concerning the competing demands and priorities of personal life, teaching and Certification. The interview questions are included in Appendix 10.6.10. The applicants who withdrew shared their hopes and frustrations concerning their engagement with the pilot. The commentary that follows is structured around the following themes that reflect the semi-structured interview questions:

- motivation ;
- reasons for withdrawal;
- positive outcomes from the pilot;
- future applications for Certification;
- advice for others;
- resources; and
- other.

Motivation

The three applicants who withdrew shared motivating factors that led them to apply for the Certification Pilot. The motivating factors were diverse. Applicant 2 was motivated by a single factor, whereas Applicants 1 and 3 were motivated by a range of factors. Applicant 2 attributed his/her motivation to a single belief: "*I believe in the Standards".*

Applicant 1, however, specified two motivating factors: that Certification might enhance career progression and a desire to stay up to date with current developments in education. In relation to the former, s/he commented:

> *I'm looking to move into a leadership role and I thought the Certification programme would be a, a good way to, I suppose to consolidate my experience and my knowledge and have it affirmed by the department and I thought it was just another step on the way to, to promotion.* (Applicant 1)

Applicant 3 identified numerous motivating factors, which included recognition and acknowledgement of his/her practice at the Lead Career Stage, encouragement from the executive team, the opportunity to reflect on his/her practice and his/her preference for clearly defined work goals. In relation to the latter Applicant 3 stated:

> *I am somebody who likes to be able to have, maybe something that I can sort of have, outlined in front of me and, and have sort of, some sort of documentation to say "Well alright, that's sort of where I'm heading and that's what I'm trying to get to".*

Reasons for withdrawal

Like the motivating factors, the reasons for withdrawal often involved multiple factors. The overriding factor for Applicant 1 was the time required to prepare the Collection of Evidence. Applicant 1 referred to time constraints throughout the entire interview. The extended quote below has been compiled from statements made throughout the interview.

It emphasises the amount of time that is required to plan and develop a Collection of Evidence and conveys the applicant's belief that time release from teaching ought to be provided for teachers undertaking Certification.

> *There just wasn't enough time for me to put the work together to the level and to the quality that I wanted. So, to do with justice, I had to put in these hours and I really couldn't… I found that it was very demanding on time. That was the, that was the one constraint … We weren't given time outside of our lessons to prepare anything … We just didn't have the time given by the school to get together and actually consolidate our portfolios and consolidate our discussion … We're enjoying it and actually wanted to do it, but we, none of us could afford the time … We all mentioned that if we've been given a line off or it had been one period off during the week to actually consolidate what we were doing, then I think we would have been, we would have stuck with it, but the only time we had was our own time … When we asked to be released of our, of our subject areas, he [the Principal] said he just couldn't give us the time … and that was, that was a bit desperate for all of us at one stage. We thought "Just give us a bit of time".* (Applicant 1)

Applicant 2 shared multiple reasons. Firstly, Applicant 2 emphasised that s/he did not need public affirmation and recognition of the calibre of his/her practice:

> *I don't feel I need a certification; I think that I need to be satisfied. … I would feel satisfied within myself to be able to say to people, "Look, I meet these Standards". I know I don't have a certification to back that up, … but I don't feel personally that I need to have the certification.*

Applicant 2 also prioritised the needs of his/her students above undertaking Certification and raised the difficulty/disadvantage associated with teacher mobility:

> *The students, they're my number one priority. … It was taking my energy away from my class so that was probably the other reason I started to withdraw from it.*

> *I started in a new school this year and all of my evidence I gathered from the work that I've done at my other school and I know that when your going for a Lead, it's, you need to be seen as a leader and I felt like coming into a new school I wasn't at that point. I come into the school as a teacher, not an SLC, and I didn't, I didn't feel like the management, like my executive team. I can, I felt like that they didn't know what I was capable of and I didn't want to stand on their toes. I knew that I would be able to continue with, with mentoring people or presenting or whatever, but I didn't feel like I kinda fit or gel with the school and I didn't want to annoy them.*

Applicant 3 also shared multiple factors that caused him/her to withdraw from the pilot, including the difficulty/disadvantage that Principal mobility can pose to applicants. Applicant 3 shared *"a lot of extenuating circumstances that, that came into play for my journey*", including:

> *We suddenly had a new Principal. Now that Principal has no knowledge, prior knowledge of, of where I'm at and I can talk through the Standards with her and say "This is what I've done and this is what I've done and this is what I've done". But, but obviously for her or for him to feel comfortable, they, they would actually have the*

opportunity to see that evidence actually happening before they can put their hands on their hearts and go "Yes".

Applicant 3 also had a change of position in the school, moving from teaching to a leadership role.

Positive outcomes from the Pilot

Despite withdrawing from the pilot, all three applicants reported positive outcomes from their involvement. Two of the applicants specified that the cross-sectoral approach resulted in positive outcomes, such as increased professional network and increased understanding of the structures and processes in the different sectors, e.g.,

The positives were that I actually found it fantastic to actually get together with other teachers. Because I've worked across every sector, I found it was really interesting to bring us all together because each sector manages their teachers and their teaching and learning programmes quite differently. So that was great. (Applicant 1)

I actually really enjoyed the opportunity that it gave me to broaden my network and I, and I don't just mean within the, the public school system. …It was actually reaffirming to have that opportunity to network with, with the Catholic and the private teacher section, too. …My personal gain was that, with that opportunity to, to network with, with other people in the, in the public sector as well as the private and Catholic sector too. To realise that actually, yes, we're all going to be on the same boat in the end. (Applicant 3)

Other positive outcomes that were reported included (i) an increased knowledge of the Standards across the Career Stages, which had "*given me more confidence to work with beginning teachers"* (Applicant 2) and (ii) "*an affirmation for me that my philosophy on education is quite concrete and aligned with where we're going in education"* (Applicant 3).

Future re-engagement with Certification

When asked whether they would re-apply for Certification in the future, the applicants' responses were categorical. Applicants 1 and 3 indicated that would engage in the Certification process in the future, whereas Applicant 2 was emphatic that s/he would not re-apply: *"I wouldn't, no. I wouldn't go for the Certification again."*

Advice for others

Only Applicant 2, who did not intend to re-apply for Certification in the future, offered advice for future applicants. His/her advice concerned planning and preparation.

The advice that I would give to other people would be to read the Standards. Become familiar with the Standards and think about if you want to go for that in the future. Like if an individual wants to go for that in the future, then just keep all of your evidence in one spot and have a look at when, when they're writing. … They need to work on, gather evidence along the way to work towards going through Certification.

Resources

When asked whether there were any resources that they considered to be essential to the Certification process, Applicants 2 and 3 specified 'time'.

> *The number one resource, I think, is time.* (Applicant 2)

> *The practicality of having that time off class* (Applicant 3)

Applicant 3 also specified the importance of *"training people up"* and support networks. In relation to the latter, Applicant 3 provided a detailed overview of the types of support that would benefit Certification applicants, e.g. advice/help lines and mentoring:

> *providing some sort of network where there are people that you can ring or, or speak to face-to-face, just to have a look at something and go "Yes, you're on the right lines. That's, that's exactly what, what, what's being looked for and being expected of you", to reassure you that your personal journey is, is on the right line, people to provide that mentoring.*

S/he then continued to outline a support system that was being introduced where s/he worked:

> *What we've been doing is looking at ways how we can set up a support system within the school for, for people next year and future years, who, who we would be encouraging to take, take that journey, if they choose to do that so. I suppose that's a positive. … We're using my situation to set up some, some procedures and processes we can put into place. We're going to be able to give them the, the support they need and, and time, I think, too. The support is in that time to, to get, get, gather the evidence and, and obviously for next year's group, they, they will automatically have a little bit more information of what it needs to look like and, and how you could make that journey easier.*

Other

When asked whether there were any other matters that the applicants would like to address, a range of matters were raised.

Applicant 1's response conveyed a sense of futility. S/he had been motivated to apply for the pilot because s/he thought it would enhance career progression into a leadership position. A sense of futility was discerned in the statement: "*we would be Certified … but they were only going to have so many leadership positions released next year or the year after".* S/he then continued to discuss the reward payment for Certification: "*That wasn't in writing. The, the incentive for the one off payment was not in writing so I suppose what we were also challenging '[is] it really going to affect our career?'*".

Applicant 2 presented the view that Certification was confronting and demanding.

> *It's pinpointed a lot of holes in people's teaching, that they weren't addressing every Descriptor and people were getting quite worried about that during the course* [Pilot].

There were a lot of youngies [sic] *there who were very, very frightened and anxious about what had to be done.*

Finally Applicant 3 raised the topic of Principal training, "*for the Principals to be trained up into what exactly is, is expected from them and what they're looking for*". S/he continued:

Had I had the support of my team leader and the Principal, getting them to, getting their support and having them help me along, that probably would have made a difference.

The rich, personal experiences that were shared by the applicants who had withdrawn contain insights that can inform the processes and structures of schools and Certifying Authorities.

8.5.6 Principal/Delegate Survey

As mentioned previously, the ACT TQI engaged school Principals in the Certification Pilot, ensuring that they were well informed about the nature and progress of the Certification Pilot. This was achieved by inviting Principals to attend key events, such as the launch and wrap up celebration, and by email updates. The Principals were also invited to provide feedback on the pilot by completing the online Principal / Delegate Survey (Appendix 10.6.8.2), which was developed and administered by the AITSL Certification Team at the conclusion of the Certification Pilot.

The survey was completed by 13 respondents and the five Open Response questions each received 2-7 comments. The low response rate prevents generalisations and recommendations, but the responses that were offered still provide some insights into the unique perspective of Principals/delegates, all of whom indicated that they received sufficient detail about the Certification of Highly Accomplished and Lead Teacher's process (Survey Question 2).

The Principals/delegates were asked to comment on 'further information that [they] would have liked to receive to assist the teacher applicant or assessor from [their] school' (Survey Question 3). Six responses were received and they were varied. Two respondents indicated that sufficient information was provided. Other respondents, however, indicated that they would have liked to receive: *"a specifically focused briefing package"*, "*models of letters of reference, types of evidence and how best to map and annotate evidence to standards"*, information about moderation and notification about whether applicants had been successful. The request for information about moderation was motivated by doubts about an unsuccessful outcome for an applicant: *"Moderation was the most difficult issue we faced. It is difficult to know if our candidate who missed out was worthy of more as we may have judged her too harshly".*

The Principals/delegates were asked to rate their 'level of understanding of the requirements for the Certification of Highly Accomplished and Lead Teachers' (Survey Question 4). Six respondents (46.2%) indicated that they had 'a level of understanding of requirements for all participants (Principals, applicant teachers, assessors) in the Certification process'. Four respondents (30.8%) indicated that they had 'a level of understanding that relates to both the teacher and [their] involvement in the Certification process'. Two respondents (15.2%) indicated that they had 'a level of understanding that relates only to [their] involvement in the Certification process' and one respondent (7.7%)

indicated that s/he had a 'Low level understanding as [s/he] delegated the role to another staff member'.

When asked whether they thought that 'applicants [were] sufficiently informed to undertake the Certification process' (Survey Question 5), one respondent indicated that s/he considered the applicants to be 'extremely well informed' (8.3%), nine respondents (75.0%) indicated that they considered the applicants to be 'well informed', two respondents (16.7%) indicated that they considered the applicants to be 'somewhat informed but not to an effective level' and one respondent did not complete the question.

The Principals/delegates were also asked whether the process provided them with sufficient information related to using the then *National Professional Standards for Teachers* to guide their role in the Certification of teachers at their school (Survey Question 6). Five respondents (38.5%) indicated that they had 'an excellent understanding of how to relate a teacher's evidence and classroom practice to the Standards'. The remaining eight (61.5%) respondents indicated that the process provided them with sufficient information 'to a degree' but that they needed 'to consider the Standards in more detail'.

Six Principals/delegates commented on aspects of the on-site school observation visit, (Survey Question 7). The responses were varied. One of the respondents affirmed the importance of site visits and the associated classroom observation of applicants' practice: "*the certification of teachers is not possible without observations, feedback and professional discussions*". Another commented on the significant effect that unforseen circumstances had had on a site visit: "*There was a significant issue in the school - the untimely and sudden death of a Year 12 student. This impacted on the whole process*". Other comments questioned aspects of the Certification process *per se*, such as the involvement of only one assessor in the site visit and raised moderation as a resultant issue.

When asked whether there had been any unanticipated or supplementary benefits from their involvement in the Certification Pilot (Survey Question 8), five of the six Principals/delegates who responded indicated that there had been benefits. One respondent commented:

> *Yes, it has invigorated my belief in the profession of teaching and further raised the status that I hold our classroom teachers in. It has given the school greater impetus in implementing the school operating plan and by involving executive teachers in the professional discussions has added to their leadership capacity.*

Three other respondents reported increased understanding of the Standards as an unanticipated or supplementary benefit and another reported increased knowledge generally. The remaining respondent commented that s/he was not aware of any unanticipated or supplementary benefits from involvement in the Certification Pilot.

Question 9 invited Principals/delegates to specify 'recommendations or advice that [they] would give to teachers considering Certification in the future'. Two respondents specified time considerations:

> *The amount of work required is massive. Some of the best teachers have said that their loyalties lie with doing the best they can for the students and they don't have the time that is required to go through the application process.*

Be sure that you know what is expected and that you have spent considerable time collecting your evidence.

Others commented on preparation and planning:

Be prepared

Prepare early.

Plan, consider the writing of annotations as a key activity to reflect understanding

Commence their evidence mapping early in the year and enter into a preliminary professional discussion in semester one so that any areas of concern can be addressed.

Finally, another indicated that s/he was "*Not sure I would recommend the process*".

Only two respondents responded to the final question, which invited the Principals'/delegates' views on 'aspects of the process [that had] been difficult, challenging and/or sensitive', taking their school type into account. One respondent commented on the difficulty faced when s/he did not feel that an applicant's practice merited Certification.

We [were] not sure that our candidate should have progressed further and found it difficult to be honest and open with [the] moderator when they are making judgements about them.

The other respondent raised career trajectory and other issues for assessors.

Time frame and expectations on assessors as they already have a large workload, also will they be given accreditation in the future as Lead teachers, they shouldn't be discriminated against as APs for not being able to apply for lead, the Pilot Lead/HA assessors should be given Lead status as acknowledgement of the trail blazing work they did in the short time-frame

8.6 Additional Outputs

In addition to successfully training Certification applicants and assessors, and the successful trial of the Certification process (AITSL, 20120) *per se*, additional outputs were produced. The ACT TQI produced a large number of resources that can inform the work of certifying authorities in other jurisdictions. The ACT TQI resources can be categorised into several groups: Engagement; Administration; Pro-formas for applicants; Pro-formas for Assessors and FAQs. There is some overlap between the categories; however, they will be treated separately here to prevent duplication.

8.6.1 Engagement

The Engagement category concerns the promotional aspect of recruitment and ensuring that all stakeholders remain engaged and supported throughout the pilot. As noted previously, the ACT TQI paid careful attention to the interpersonal domain, which was crucial to the engagement and support of all stakeholders. The attention to the

interpersonal domain included keeping all stakeholders up to date, especially applicants, trainee assessors and Principals from the participants' schools. The ACT TQI used emails and information sessions, which often included social functions, to keep stakeholders up to date with background information, the progress of the pilot, forthcoming aspects of the pilot, and participants' roles and responsibilities. A sample of the resources that the ACT TQI produced to engage all stakeholders is included in Appendix 10.6. Emails have not been included due to confidentiality considerations. The following sample documents, however, have been included in Appendix 10.6.1.

- Certification Pilot Flyer (Appendix 10.6.1.1)
- Launch Invitation (Appendix 10.6.1.2)

8.6.2 Administration

The ACT TQI produced a range of administration documents concerning recruitment of teacher applicants and assessors, submission and collection of applications, process flowcharts. The following administration documents have been included in Appendices 10.6.2, 10.6.3 and10.6.4.

8.6.2.1 Recruitment

- Expression of Interest: Applicant (Appendix 10.6.2.1)
- Expression of Interest: Assessor (Appendix 10.6.2.2)
- Participant Consent Form (Appendix 10.6.2.3)

8.6.2.2 Submission and Distribution of Collections of Evidence

- Acknowledgement of Receipt of Collection of Evidence (Appendix 10.6.3.1)
- Applicants – Receipt of Collection of Evidence (Appendix 10.6.3.2)
- Record of Collection – 'Collection of Evidence' Highly Accomplished (Appendix 10.6.3.3)
- Record of Collection – 'Collection of Evidence' Lead (Appendix 10.6.3.4)

8.6.2.3 Process Flowcharts

- Receiving Collections of Evidence Flowchart (Appendix 10.6.4.1)
- Certification and Assessment and Reporting Process (Appendix 10.6.4.2)
- Applicant Process Flowchart (Appendix 10.6.4.3)
- Feedback Flowchart (Appendix 10.6.4.4)
- ACT Certification Pilot Timeline – Applicants (Appendix 10.6.4.5)
- ACT Certification Pilot Timeline – Assessors (Appendix 10.6.4.6)
- ACT Certification Pilot Timeline – Principals (Appendix 10.6.4.7)

8.6.3 Pro-formas for Applicants

The ACT TQI produced a number of documents for Applicants. The documents concerned Collections of Evidence and Applicants' Referees. The following documents have been included Appendix 10.6.5.

- Statement of Authenticity (Appendix 10.6.5.1)
- Sample Evidence Mapping – Highly Accomplished Standards (Appendix 10.6.5.2)
- Sample Evidence Mapping – Lead Standards (Appendix 10.6.5.3)

- Submission of Collection of Evidence (Appendix 10.6.5.4)
- Letter for Referees of Applicants (Appendix 10.6.5.5)
- Referee Nomination Form (Appendix 10.6.5.6)

8.6.4 Pro-formas and Information for Assessors

The ACT TQI produced a large number of documents for assessors. The documents included optional samples, mandatory templates and information sheets. The documents principally concerned the Stage One Assessment of Collections of Evidence and discussions with Referees, the Stage Two site visit and Feedback/Reporting for both stages. The following documents have been included Appendix 10.6.6.

- Cover Sheet – Mandatory Template (Appendix 10.6.6.1)
- Assessment of 'Collection of Evidence' – Working Notes 1 – Stage One – Highly Accomplished (Appendix 10.6.6.2)
- Assessment of 'Collection of Evidence' – Working Notes 1 – Stage One – Lead (Appendix 10.6.6.3)
- Assessment of 'Collections of Evidence' – Working Notes 2 – Stage One – Highly Accomplished (Appendix 10.6.6.4)
- Discussion with Referee Form – Optional (Appendix 10.6.6.5)
- Sample Referee Report Form (Appendix 10.6.6.6)
- Stage 1 Feedback – Highly Accomplished (Appendix 10.6.6.7)
- Stage 1 Feedback – Lead (Appendix 10.6.6.8)
- Classroom Observation Information (Appendix 10.6.6.9)
- Draft Classroom Observation Template (Appendix 10.6.6.10)
- Assessor Note Taking – Sample 1 (Appendix 10.6.6.11)
- Assessor Note Taking – Sample 2 (Appendix 10.6.6.12)
- Classroom Observation Record Sheet (Appendix 10.6.6.13)
- Stage 2 Report – Highly Accomplished (Appendix 10.6.6.14)
- Stage 2 Report – Lead (Appendix 10.6.6.15)

8.6.5 FAQs

Frequently Asked Question Fact Sheets were produced throughout the Certification Pilot. The Following FAQ Fact Sheets have been included in Appendix 10.6.7.

- FAQ Themes from Training Day 1 – Highly Accomplished (Appendix 10.6.7.1)
- FAQ Themes from Training Day 1 – Lead (Appendix 10.6.7.2)
- FAQ Themes from Training Day 1 – Assessors (Appendix 10.6.7.3)

8.7 ACT TQI Concluding Recommendations

8.7.1 Recommendations relating to Applicants

Support: Applicants need support at both school and system levels.

Recommendation

1. AITSL communicate, through the Certifying Authority Network, the amount of time required to complete the Certification process and the impact that this could have

on other aspects of applicants' work. This would enable schools and systems to identify and implement appropriate forms and levels of support.

Annotations: Clarity was a key issue relating to applicants' annotations. Applicants need to be mindful that links between evidence (Artefacts of Practice) and Career Stage Descriptors need to be explicit. Applicants also need to be mindful that they are presenting a case and they should, therefore, support the assessors to appreciate the links between evidence and annotations by providing sufficient contextual information. Fair and valid assessments are compromised if assessors are required to make inferences. Applicants should also ensure that they are highly discerning when aligning evidence with Descriptors. Aligning many Descriptors with single pieces of evidence can weaken the presentation of a case, especially if the links are peripheral or tenuous. Aligning many Descriptors to single pieces of evidence also has implications for assessors' workload. Another issue concerned the use of inappropriate evaluative language in the annotations, e.g. Affect, which compromised relevance. Existing resources should be accessed by applicants to guide the preparation of their annotations, e.g., Standards Illustrations of Practice on the AITSL website (AITSL now has Certification Illustrations of Practice on its website).

Recommendations:

2. That certifying authorities make workshop and/or networking opportunities available for potential applicants to develop approaches to the writing of annotations that are clear, concise, meaningful, relevant and include appropriate use of evaluative language.
3. That applicants consult a 'critical friend' to provide feedback on the preparation of annotations.

Evidence: Evidence needs to be verifiable and robust. Also, applicants need to cogently and methodically present sufficient information to support assessors' understanding and assessments. If documents are associated with evidence, they should be included. References to "differentiating the curriculum'' or an excursion, for example, can be verified and enhanced if select, key documentation is included.

Recommendations:

4. That certifying authorities make workshop and/or networking opportunities available for potential applicants to evaluate the clarity, relevance, trustworthiness and effective use of evidence types.
5. That applicants ensure that Collections of Evidence include sufficient supporting documentation.

Lead initiative: Considerable variability was evident in the approaches to submitting the necessary reflection on the Lead initiative. In line with advice related to annotations and Collections of Evidence, applicants need to be explicit in the links that are made between Descriptors and the detail of the Lead initiative being presented. Applicants also need to ensure that they clearly establish that programs/projects satisfy the requirements of Lead Initiatives specified in AITSL (2012), i.e. applicants must make explicit that programs/projects: have been implemented over a minimum of 6 months; are linked to school and/or system initiatives; demonstrate applicants' leadership in design,

implementation, evaluation and review; and demonstrate evidence of impact on colleagues' knowledge, practice and/or engagement.

Recommendation:

6. That applicants ensure that the Lead initiative is prepared in accordance with the requirements of the policy document, Certification of Highly Accomplished and Lead Teachers: Principles and processes (AITSL, 2012).

Differentiation of Focus Areas: Applicants need to demonstrate a facility with the form (language used) and substance (differentiation of Focus Areas across the Career Stages) both in annotations and any reflections submitted. Any commentary provided should demonstrate a sophisticated understanding of Descriptors through the use of appropriate content and terminology.

Recommendation:

7. That certifying authorities make available workshop and/or networking opportunities for potential applicants to develop detailed understandings of Focus Area Descriptors at each of the Career Stages.

Format for Collection of Evidence: Applicants need to ensure that the format of the Collection of Evidence is accessible. During the Pilot there were instances of non-user friendly Collections of Evidence in the case of some electronic submissions, e.g., those that were highly sophisticated with detailed 'site maps', colour coordination and multiple hyperlinks. In addition, there were Collections of Evidence in which the content was secondary to the design and layout. There were also Collections of Evidence in which applicants had made little or no attempt to support assessors in the reading and assessment of the Collection through overall organisation, sequencing, layout, etc.

Recommendations:

8. That certifying authorities make available workshop and/or networking opportunities for potential applicants to differentiate the applicant and assessor responsibilities.
9. That applicants consult a 'critical friend' to provide feedback on the format of Collections of Evidence.

School structures and processes for opportunity: School structures and processes can potentially support or hinder teachers' implementation of the Standards in their professional practice and the documentation of their practice. School culture, therefore, can potentially create equity issues for teachers seeking to apply for Certification. At the Lead level particularly, a key issue that emerged was the 'blurring' of the roles of a Lead applicant and school Executive. A consequence was the available opportunity at the school level. A further issue included how applicants might negotiate the Lead requirements if the school structure was limited, or if the applicant had recently moved schools.

Recommendations:

10. That school Executives examine existing structures and processes that align with the requirements of the Certification process for applicants.
11. That, where necessary, school Executives implement structures and processes that enable Teachers to access and provide official documentation of their practice, as well as other valid, authenticating, third person documentation.

8.7.2 Recommendations relating to Assessors

Support: Assessors need support at both school and system levels. Undertaking the role of a Certification Assessor is a demanding task requiring time for assessors to undertake training, review Collections of Evidence, confer with co-assessors, undertake site visits and write feedback and reports. Such demands require support, such as time release, at the school level. Assessors also require support from certifying authorities should issues arise, such as conflict between assessors.

Recommendations:

1. AITSL communicate, through the Certifying Authority Network, the amount of time required to complete Certification assessments and the impact that this could have on other aspects of assessors' work. This would enable schools and systems to identify and implement appropriate forms and levels of support.
2. Certifying Authorities establish support structures such as advice/help lines.
3. The establishment of local, cross-sectoral Assessor Networks to provide support, insights across sectors, and mentoring to assessors.

Resources: The ACT TQI Certification Pilot resulted in the generation of a substantial body of information and administration documents to support assessors' work. Such documents included factsheets, templates, guides and flowcharts.

Recommendation:

4. Certification Authorities in other jurisdictions be made aware of the nature, content and use of the documents produced by the ACT Teacher Quality Institute.

Correspondence: Valid assessments require assessors to be able to accurately and reliably gauge the degree of correspondence evidence (Artefacts of Practice, Referee Reports, professional conversations and observations of teachers' practice) and the Descriptors.

Recommendation:

5. Assessor Training Programs should incorporate material and exercises on correspondence, validity, accuracy and reliability.

Bias Awareness: The discussions held with the Expert Panel demonstrated that assessors often brought preconceptions to their assessments of Collections of Evidence. In some instances, assessors recognised and acknowledged such preconceptions. They sought explicit advice about whether their preconceptions were appropriate in the context of Certification and, if not, they sought clarification. Others, however, did not acknowledge their preconceptions and may have been unaware of them. Preconceptions, especially those

that are unacknowledged, can introduce bias into Certification assessments. Bias, if unchecked, can result in inequitable outcomes for applicants and undermine the credibility of the Certification process.

Recommendation:

6. Assessor Training Programs should incorporate material on bias awareness and bias reduction exercises.

Professional Conversations: As professional communicators, teachers who undertake the role of Assessor, should have well developed communication skills, including questioning techniques. Such skills and techniques, however, which are honed in the classroom, are different to the skills and techniques that are required when conducting professional conversations with referees in Stage 1 and applicants and applicants' colleagues in Stage 2 of the Certification process.

Recommendation:

7. Assessor Training Programs should incorporate material on the nature and conduct of professional conversations in order to obtain meaningful and relevant information to add to the total body of evidence that underpins Certification assessments.

Evaluative Language: Assessors need to be able to identify and analyse evaluative language that may be used by applicants in Collections of Evidence and by applicants, referees and the applicants' colleagues during the site visit. Assessors need to be able to use appropriate evaluative language effectively in professional conversations and the feedback and reports that they provide to Certifying Authorities. Assessors need to be able to align the evaluative language they use with the evaluative language used in the Standards.

Recommendation:

8. Assessor Training Programs should incorporate material that enables assessors to identify, analyse and effectively use evaluative language.

8.8 Postscript

The AITSL Assessor Training Program has since been developed and trialled with approximately 120 trainee assessors from New South Wales, Tasmania, Western Australia, South Australia, the Australian Capital Territory and the Northern Territory. The Assessor Training Program is a 50-hour, blended-delivery program that includes online learning and face-to-face workshops. The face-to-face workshops mirror the Training Days and Assessor Workshops in the ACT TQI Certification Pilot, which were deemed essential to ensure consistency and valued by participants, who commented:

The opportunity to discuss many aspects has been particularly helpful.

Professional dialogue was useful in trying to formulate consistent judgements – moderation

Great to be able to debate and engage in professional dialogue with colleagues from all sectors.

Good chance for discussion. Excellent to get to know other assessors and begin the discussion about how we will work though the process.

It was very good to have the time to discuss professional consistent judgement.

The Assessor Training Program contains five modules that have been informed by the Certification Pilot. Table 8.14 below summarises the Aims of each Module, the Components contained within each Module and the links to the ACT TQI Certification Pilot.

The Assessor Training Program was not conducted at the same time as teachers in the Jurisdictions were submitting applications for Certification. As a result, the Expert Panel and Site Visits were not part of the Assessor Training Program. Should Certifying Authorities choose to conduct the Assessor Training Program at the same time as teachers are submitting Certification applications, it is highly recommended that Expert Panels be convened.

Table 8.14 Structure of the Assessor Training Program and its relationship to the ACT TQI Certification Pilot

Assessor Training Program	*Relationship to Certification Pilot*
Module 1: Understanding the Standards **(10 hours)** ***Aim:*** **The potential Certification assessors will develop a comprehensive understanding of the *Australian Professional Standards for Teachers* (AITSL, 2011) with specific knowledge of the Highly Accomplished and Lead Teacher Standards.**	
Component 1: Situating professional standards in education	Training Day 1
Component 2: Career Stages and Descriptors: An examination of terminology	Training Day 1
Component 3: Standards Illustrations of Practice	Training Day 1
Module 2: Understanding the Certification Process **(5 hours)** ***Aim:*** **The potential Certification assessors will develop an understanding of the Certification process, and in particular of the role of assessors.**	
Component 1: The Certification process	Training Day 1
Component 2: Evidencing the Standards: An introduction through the Lead initiative	Training Day 2
Component 3: Workshop	Training Days 1 and 2 & Assessor Workshop
Module 3: Engaging in the Certification Process **(10 hours)** ***Aim:*** **The potential Certification assessors will be capable of engaging in the Certification process and making valid and consistent judgements when assessing an applicant's evidence against the Highly Accomplished and Lead teacher Standards.**	
Component 1: Walking in the Applicant's Shoes	Recommendation for Assessors 5
Component 2: Developing the mindset of an assessor: Bias, bias reduction, accuracy and reliability in Certification assessments	Recommendations for Assessors 5 & 6
Component 3: Becoming an Assessor	Recommendations for Assessors 5 & 6
Module 4: Classroom Observations **(10 hours)** ***Aim:*** **The potential Certification assessors will be capable of undertaking classroom observations of applicants and reporting their findings using the appropriate tools and pro-formas.**	
Component 1: Certification and classroom observation	Training Day 1 & Assessor Workshop
Component 2: The classroom	Training Day 1 & Assessor Workshop
Module 5: Best Practice Communication **(5 hours)** ***Aim:*** **The potential Certification assessors will be able to engage in effective communications to work with teachers and in schools, and with fellow assessors, Principals and referees.**	
Component 1: Stage 2 professional conversations	Assessor Workshop & Recommendation for Assessors 7
Component 2: Stage 2 site visit and best practice Certification feedback / recommendation writing	Training Day 2, Assessor Workshop & Recommendation for Assessors 8
Component 3: Assessor Training Program Review	
Component 4: Workshop	Training Day 2, Assessor Workshop & Recommendation for Assessors 6 & 7

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10 Appendices

10.1 DECD SA Appendices

10.1.1 APST Mapping Your Evidence Tool (MYET) and The Observation Tool with Pre- and Post-observation Conversation (OT)

http://www.decd.sa.gov.au/hrdevelopment/pages/workforcedevelopment/Standards/

10.1.2 List of Evidence Types to Move From Graduate to Proficient (ET)

COLLECTING EVIDENCE FOR PROFICIENCY

Putting together evidence is an ongoing process, so you should retain copies of evidence and record your thinking about your development as you proceed.

In gathering evidence for an accreditation decision, you could:

- collect lesson plans and units of work or other planning documents you have developed
- collect student work samples (bearing in mind issues of confidentiality)
- collect reports to parents and community members (bearing in mind issues of confidentiality and sensitivity to student background)
- collect notes on observations of your teaching
- collect notes from team teaching or collaborative planning opportunities
- document behaviour management strategies
- collect notes from meetings with supervising teacher regarding teaching observations, lesson planning and student achievement
- discuss any professional learning opportunities you have participated in and the effect this has had on your teaching and your students' learning
- make notes relating to your personal practice, about relevant articles you have read and websites you have visited
- include your professional learning plan or program.

Submit only an appropriate number of well annotated documents linked to the criteria rather than a large number of documents that do not contribute to evidence for National Professional Standards for Teachers. For example, you should submit:

- annotated excerpts from lessons plans and/or programs you have developed that have been signed and dated by your supervising teacher
- annotated student work samples.

Quality Examples

Lesson Plans and/or Lessons

Lesson plans where planning and evaluation are evident; has clear plans for teaching, learning and assessment which are completed prior to teaching; ensures lesson plans are not only content based but incorporate practical activities and skills practice; lesson plans that reflect understanding of lesson sequence and the teaching/learning cycle; flexibility within the lesson plan; program outlines of logical and sequential lessons; delivers lessons which are appropriate for the students

- Provide a rationale for teaching and learning choices.
- Planning documents annotated to ensure they describe your knowledge of: content and curriculum requirements, student learning, pedagogy when planning for effective learning.
- Reference the selection and variety of resources you use to design resource and reflect on the learning.
- Reference to the teaching and learning cycle and scope and sequence of teaching.
- Show a variety of activities that engage students (differentiated curriculum, Higher Order Thinking, ICT, collaborative learning, links to curriculum/objectives)
- Annotate how you are building on prior knowledge and learning of students – how do you find out about your students? (Student files at school, discussions with teachers, notes from previous teacher, pre-tests, work samples from previous years etc.)
- Written evaluations of programs or lesson plans with specific information to improvements and successes both in your teaching and with students.
- Annotated notes or reflective writing on how programs and lesson plans develop logical sequencing of activities opportunities for students to practise skills; adheres to the timelines and sequence of the program; differentiates curriculum to ensure relevance to students and to cater for learning needs.
- Photographs of resources being used by students alongside lesson plan, planning of a unit of work which shows how resources are deployed in the class, purchase order that shows new resources being found and acquisitioned for specific students in your class (special needs/ Literacy support).
- Summarise, highlight or write about how ICT is used in your practice to support teaching and learning – how do you challenge yourself, what do you role model to your class, is ICT modelled as a tool rather than a standalone lesson/session
- What plans, conversations have you had that support student safety – being a digital citizen – protective behaviours?
- Annotated notes on planning or writing that acknowledges cultural sensitivities; recognises diverse religious and cultural practices; show how appropriate materials are sensitive and inclusive language.
- Short term learning plans written to support students in the class. IEP/NEPs (confidential) that show how you support inclusive learning in your class.
- How are learning goals explicit and clear to students? Displayed in class? On work? Shared?
- How do you manage resources professionally; how are you familiar with existing resources; are you willing to share resources with colleagues and faculty; do you critically evaluates resources used; incorporate resources into classroom environment; use curriculum support materials effectively; develop reusable resources.

Student work samples (maintain confidentiality):

- A piece of student work with annotated notes, a copy of the program or lesson plan attached and a summary as to why this piece fits the evidence.
- Annotations may cover how a student is progressing towards learning goals, effectiveness of teaching and learning in the lesson, extend of which different learning needs were catered, feedback from the student or parent/caregiver or that you communicated.
- Mention where in the sequence of learning this work fits and the conditions of production (homework/group task/ assessment piece/ test).

Recording and Reporting Student Progress:

- Feedback given to students on their work (or written recollection).
- Record keeping system.
- Parent/teacher meeting – plans, records, written communication, record of letters sent home.
- Accurate record keeping of assessment, attendance and any discipline matters
- Document or summary of assessment strategies – planning which includes allocated time for assessment.
- Conversations, documents, feedback, assessments that are used to inform support personnel (ESL, SSO, Reading Recovery Teacher, AEW, Speech Therapist, specialist teacher) with students in care.

- Copy of developed and/or completed assessment rubrics, feedback sheets, course outlines, assessment recording sheets, etc.
- Written summary of how you provide timely, effective, consistent feedback (oral and written) to allow students to reflect and monitor their learning include what is you turnaround of returning the marking, type of feedback and assessment practices, how do you setting goals, what thoughtful/meaningful comments on work acknowledges student achievement.
- Implementing school policy on reporting and assessment – annotated policy, annotated program
- Copy of particular student report comments (confidentiality maintained).
- Photographs of a display of student work in school (noticeboard) summarising the learning process, task, journey, expectations etc.

Classroom Management documentation:

- Annotated copies of policies you have in place in your classroom (behaviour management/ code of conduct) and how being implemented in your classroom.
- Implementation of school strategies designed to manage classroom learning (copy of minutes from meetings annotated with how you have acted to support the school/learning environment).
- Evidence of implementing mandatory policy documents (reflective writing or annotated specific parts of documents).
- Excursions, camps and sporting events – how do you keep your students safe, how do you plan for these events.
- Photographs of how you organise the classroom to accommodate student's needs (physical/social/emotional/intellectual). What resources are around your classroom to support students in being independent, organised, follow time lines, homework expectations etc.
- Copy of timetable annotated to how it was devised and meets expected amount of learning time.
- What mandatory notification documents and learning have you used/ know about
- How do you follow OHSW at school – where are the documents, have you read them – what documents do you keep to protect yourself and your students (accurate roll marking, reporting of issues, critical incident forms).
- Invites community groups into the classroom (police, fire, mayor) or organise visits community organisations.

Professional Learning examples:

- Your own Professional Development Plan (PDP) containing:
    - Self-analysis and reflection
    - Attendance and participation in professional learning opportunities
    - Use of/implementation of professional learning activities

- Membership to a professional organisation (CEGSA, ECHO, LTASA etc.)
- Who do you seek advice/guidance/assistance from, and why? e.g. supervisors, colleagues, Aboriginal Education Workers, TRTs, itinerant teachers, elders of Aboriginal communities, counsellors and other relevant professionals.
- How do you support your colleagues? Offering help/advice/planning/supporting initiatives in the school. Writing, referee comments, staff meeting minutes, photos of planning groups, documents from planning sessions, written feedback you provide to others.

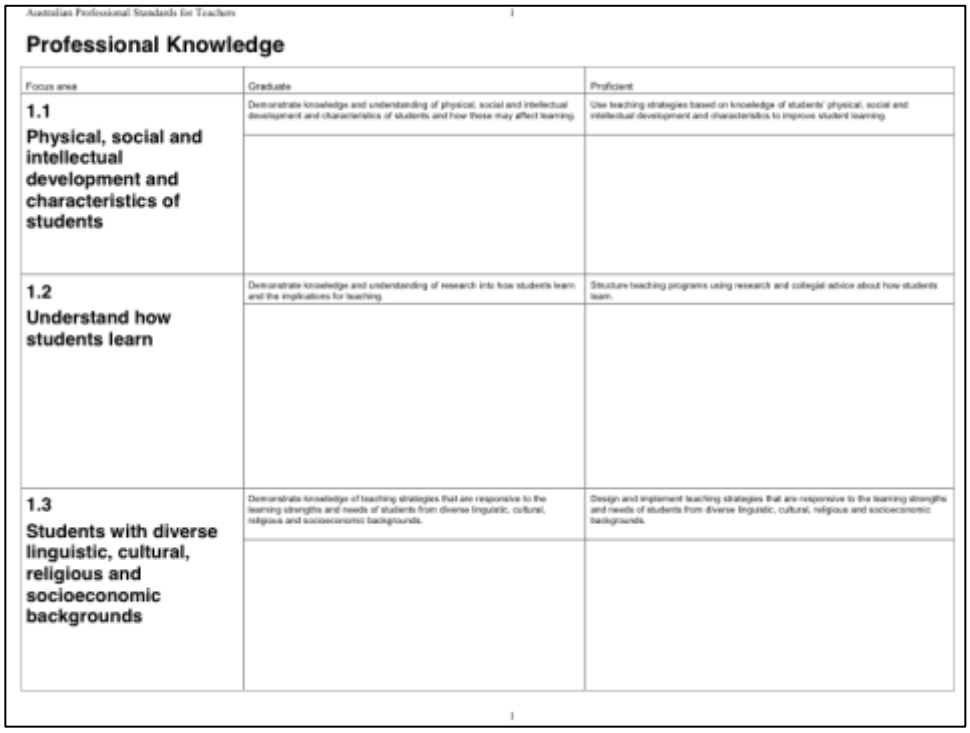
- Attendance at parent nights, school events, parent/teacher/student interviews, participating in the school community maybe in the form of written reflection, photos, programs, newsletters.
- Evaluates practice by a reflection on written programs and assessment to plan for the future/change plans, takes feedback on board from observation/ line manager/colleague. Accepts constructive feedback on a professional rather than personal level and applies it to improving work.
- Reflection on how you model and articulate expected behaviour; model respect, rapport, work ethic, good behaviour, politeness and positive language and tone when dealing with students, colleagues and parents and caregivers;
- Observing other teachers in the school and reflects constructively on own and others practice.
- Attending beginning teacher and professional network meetings.
- Participation on online educational forums.
- Bibliography (or social bookmarking) of professional reading – reflective comment/summary shows 'Higher Order' use of this reading.

Meeting Records

- Minutes of meetings with line manager showing feedback from observations, lesson plans reviews or discussion of student achievement.
- Minutes from staff meeting or other meetings that shows contribution or collaboration.
- Notes or evidence from team teaching, collaborative planning, consultations with ESP teacher/ Counsellor, Aboriginal Education Worker, SSO, Agency personnel).

Much of this information was drawn from online resources from the NSW Teachers Institute ***"An Evidence Guide for Accreditation at Professional Competence" and "Information for New Scheme Teachers".***

10.1.3 APST Matrix of Graduate to Proficient Focus Areas (MFA)

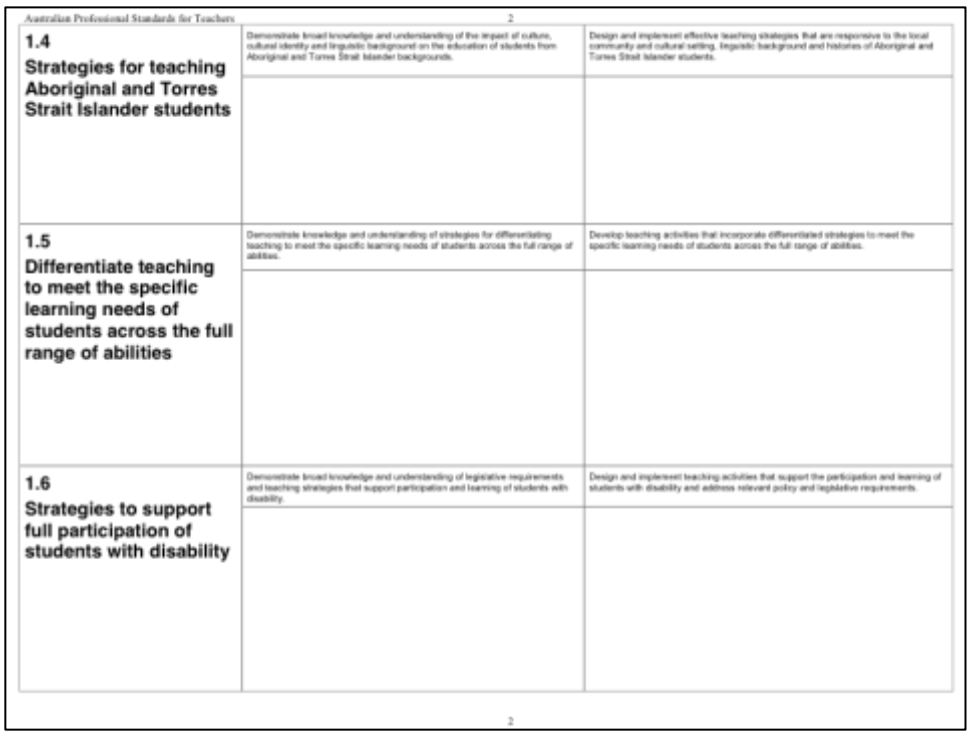


Australian Professional Standards for Teachers 1

Professional Knowledge

Focus area	Graduate	Proficient
1.1 Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
1.2 Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

1



Australian Professional Standards for Teachers 2

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
1.6 Strategies to support full participation of students with disability	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

2

Professional Knowledge

Focus area	Graduate	Proficient
2.1 Content and teaching strategies of the teaching area	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
2.2 Content selection and organisation	Organise content into an effective learning and teaching sequence.	Organise content into coherent, well-sequenced learning and teaching programs.
2.3 Curriculum, assessment and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Literacy and numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
2.6 Information and Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Professional Practice

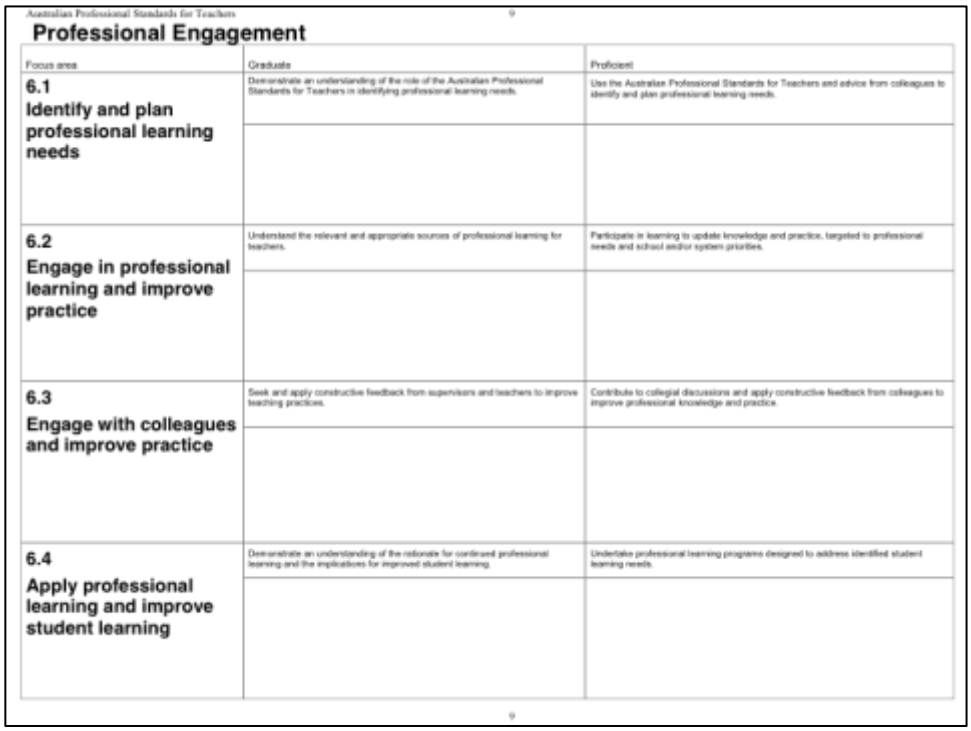
Focus area	Graduate	Proficient
3.1 Establish challenging learning goals	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.
3.2 Plan, structure and sequence learning programs	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
3.3 Use teaching strategies	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
3.4 Select and use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.

3.5 Use effective classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
3.6 Evaluate and improve teaching programs	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
3.7 Engage parents/ carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.

Professional Practice

Focus area	Graduate	Proficient
4.1 Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
4.2 Manage classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
4.3 Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
4.4 Maintain student safety	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' well-being and safety within school by implementing school and/ or system, curriculum and legislative requirements.

4.5 Use ICT safely, responsibly and ethically	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.



Australian Professional Standards for Teachers

Professional Engagement

Focus area	Graduate	Proficient
6.1 Identify and plan professional learning needs	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
6.2 Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
6.4 Apply professional learning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.

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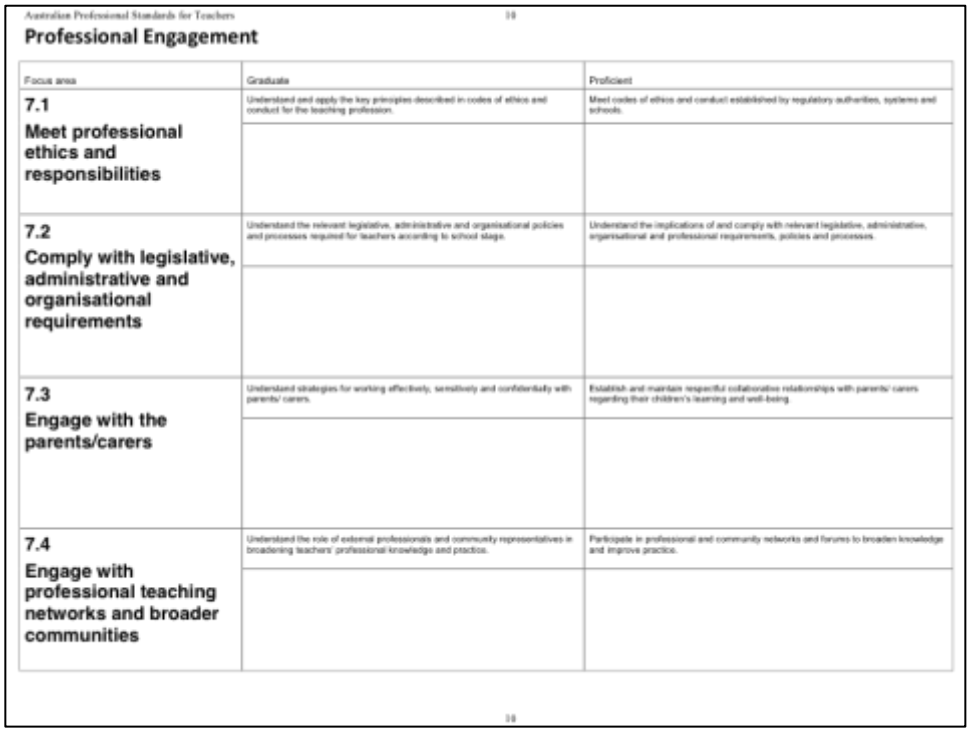


Australian Professional Standards for Teachers

Professional Engagement

Focus area	Graduate	Proficient
7.1 Meet professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
7.2 Comply with legislative, administrative and organisational requirements	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
7.3 Engage with the parents/carers	Understand strategies for working effectively, sensitively and confidentially with parents/ carers.	Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and well-being.
7.4 Engage with professional teaching networks and broader communities	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.

10

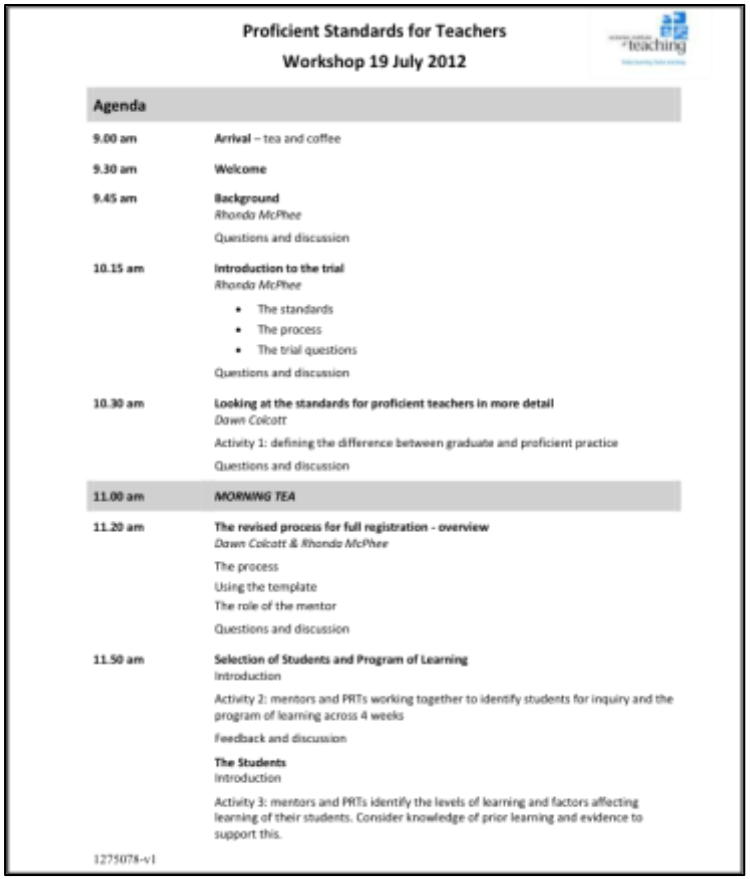
10.1.4 The Performance and Development Plan in DECD (PDP)

http://www.decd.sa.gov.au/hrdevelopment/pages/traininganddevelopment/PerformanceDevelopment/

10.2 VIT Appendices

10.2.1 Appendix 1: Example Workshop

10.2.1.1 Program



Proficient Standards for Teachers

Workshop 19 July 2012

Agenda	
9.00 am	**Arrival** – tea and coffee
9.30 am	**Welcome**
9.45 am	**Background** *Rhonda McPhee* Questions and discussion
10.15 am	**Introduction to the trial** *Rhonda McPhee* • The standards • The process • The trial questions Questions and discussion
10.30 am	**Looking at the standards for proficient teachers in more detail** *Dawn Colcott* Activity 1: defining the difference between graduate and proficient practice Questions and discussion
11.00 am	***MORNING TEA***
11.20 am	**The revised process for full registration - overview** *Dawn Colcott & Rhonda McPhee* The process Using the template The role of the mentor Questions and discussion
11.50 am	**Selection of Students and Program of Learning** Introduction Activity 2: mentors and PRTs working together to identify students for inquiry and the program of learning across 4 weeks Feedback and discussion **The Students** Introduction Activity 3: mentors and PRTs identify the levels of learning and factors affecting learning of their students. Consider knowledge of prior learning and evidence to support this.

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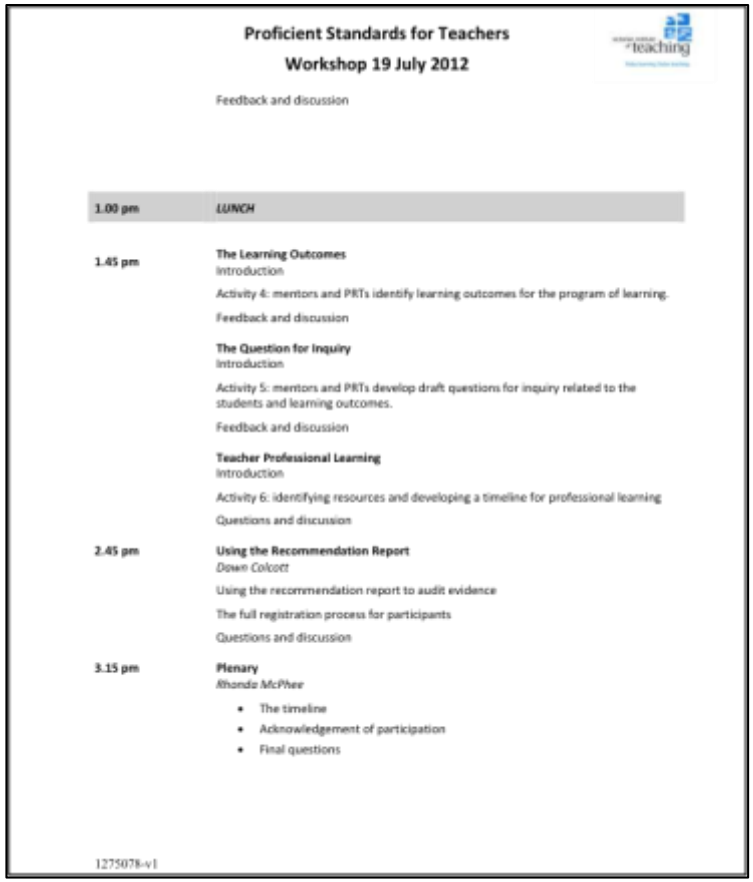

Proficient Standards for Teachers

Workshop 19 July 2012

Feedback and discussion

1.00 pm	***LUNCH***
1.45 pm	**The Learning Outcomes** Introduction Activity 4: mentors and PRTs identify learning outcomes for the program of learning. Feedback and discussion **The Question for Inquiry** Introduction Activity 5: mentors and PRTs develop draft questions for inquiry related to the students and learning outcomes. Feedback and discussion **Teacher Professional Learning** Introduction Activity 6: identifying resources and developing a timeline for professional learning Questions and discussion
2.45 pm	**Using the Recommendation Report** *Dawn Colcott* Using the recommendation report to audit evidence The full registration process for participants Questions and discussion
3.15 pm	**Plenary** *Rhonda McPhee* • The timeline • Acknowledgement of participation • Final questions

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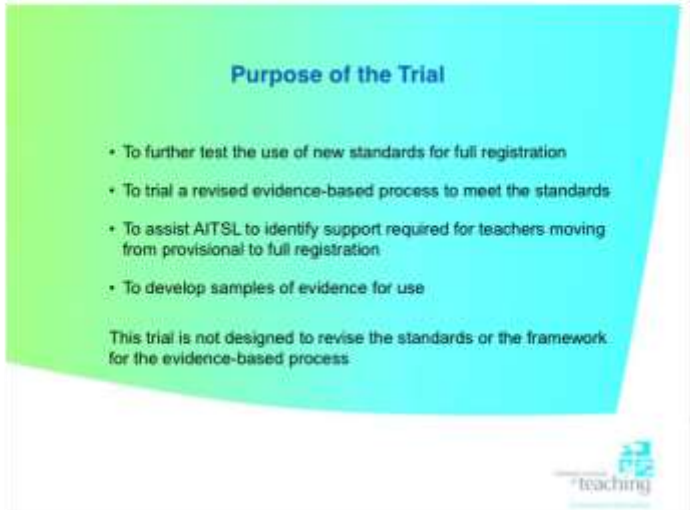
10.2.1.2 Workshop slides



Background to the trial

AITSL has developed and negotiated:

- National Professional Standards for Teachers
- national consistencies in registration

The Victorian Institute of Teaching implements these by:

- adopting the NPST as the new Victorian standards
- incorporating these into registration processes
- Working with AITSL to ensure support resources for teachers

Background to the trial

National consistencies ensure the use of common professional standards for teachers throughout Australia and common elements for the full registration process.

The Victorian process remains school sited and evidence-based

To apply for full registration teachers need to:

- undertake at least 80 days of teaching practice
- develop evidence of professional practice
- present their evidence to a school panel for recommendation

The Trial

Builds on a pilot project undertaken by the Institute in 2011:

- investigating the implementation of professional standards in range of contexts
- supported and evaluated by AITSL
- 10 metropolitan schools, 6 regional schools – PRT & mentor pairs

Findings:

- The transition to new standards raises no major issues
- The new standards can be successfully incorporated into the current evidence-based process
- The evidencing of the descriptors in the current process will need to be further investigated
- The limited timeline for the pilot warrants further trialling of the process

The Trial

The new Victorian standards:

7 standards

4 levels of career progression:

Required for registration - Graduate and **Proficient**

Voluntary certification – Highly Accomplished and Lead

- 37 general areas of focus
- 37 descriptors related to the standards at each level

The Trial

Comparison with current standards:

The Trial

The new process for full registration:

An aggregation of Options 1 & 3

Uses an inquiry based approach to evidencing practice

Works from student learning into teacher learning

Ensures all descriptors are referenced in the context of the teaching

Continues to focus on collegial practice

Supports evaluation of practice using evidence of student learning

Assists teachers to identify professional learning to support practice

The Trial Questions

Questions for investigation:

Is information about the process clear and useful?

Were there any issues encountered in developing the evidence?

Was the template useful?

What alternative approaches were used for documentation?

How much work is required of teachers and principals?

What did the evidence look like?

What effort was required to obtain the evidence?

What support do mentors need?

What skills and knowledge help principals to make a recommendation?

What are the similarities and differences across remote, regional and metropolitan settings?

Outcomes of the Trial

For the Institute:

Feedback on the process and template

Samples of evidence

For AITSL:

Samples of evidence

Understanding of the support required for PRT and mentors

Understanding of the support required for principals

The particular needs of teachers across geographical locations

Participants in the Trial

5 schools in metropolitan Melbourne (cohort 1)

5 schools in regional area – Ballarat (cohort 2)

PRT and mentor – usually one pair from each school

Participant role:

- Trialling the new process as a PRT or a mentor
- Feedback on the process – strengths, weaknesses, issues arising
- Sharing individual and school perspectives
- Developing samples of evidence
- Contributing to an evaluation

Participants in the trial

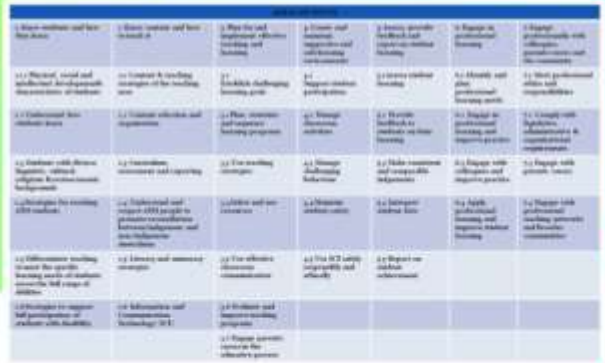
Participant benefits:

- Contribution to a significant Victorian project with impact at the national level
- Contribution to the teaching profession
- Professional learning

For PRTs:
using the trial process to meet the requirements for full registration and acknowledgement of contribution

For mentors:
Using the trial process to meet the professional practice requirements for the current period of renewal of registration and acknowledgement of contribution

The Standards for Proficient Teachers – Areas of Focus



The Proficient Teacher Level

Graduate Teacher – level of capability achieved after graduation from an approved initial teacher education program and registration to teach

Proficient teacher – level of capability achieved after practising as a teacher

Activity 1

- *Look at the standard*
- *Consider the difference between the graduate and proficient levels of practice using the descriptors*
- *Identify the key attributes of a proficient teacher*
- *Consider what a PRT might be doing in practice*

Evidencing the Standards

For full registration:

Evidence should demonstrate achievement of each of the seven standards by taking account of each of the descriptors

The evidence-based process incorporates the standards and the descriptors.

Teachers evidence their practice in the context of their teaching and meet the standards using an inquiry into student learning.

Teachers do not have to provide discrete evidence against each of the 37 descriptors.

The recommendation report describes the evidence of practice a teacher gathers as they undertake the inquiry process.

The Evidence-based Process

The process is based on the cycle of teacher inquiry devised by Helen Timperley:

The Evidence-based Process

The inquiry-based approach to evidencing practice for full registration requires teachers to:

1. Establish content and context for student learning
2. Define a question for inquiry and undertake professional learning
3. Apply knowledge to practice through an action plan
4. Implement the action plan
5. Evaluate the effectiveness of practice by assessing student learning and reflecting on practice

The Evidence-based Process: Referencing the Descriptors

Aspect of the process	Descriptors referenced
Establishing content & context for student learning	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3 3.4
The question for inquiry & professional learning	6.1, 6.2, 6.3, 6.4
Applying knowledge to practice – the action plan	5.1, 5.2, 5.3, 5.4, 5.5, 3.5, 3.6, 3.7, 7.3
Implementing the action plan	4.1, 4.2, 4.3, 4.4, 4.5, 7.1 (partial)
Evaluating the effectiveness of practice	3.5, 3.6, 5.1, 5.3, 5.4, 5.5, 6.1, 7.3

Some aspects of the standards may be difficult to demonstrate within the evidence-based process.
They may be addressed through:

- observation of a mentor or experienced teacher
- attestation of the school panel

The Evidence-based Process

Using the template:

- A framework for evidence to be used in conjunction with the manual describing the inquiry process
- To assist in organising the evidence
- Not compulsory
- Will vary from teacher to teacher depending upon teaching context, type of evidence gathered, method of presentation
- Sections can be annotated or modified

The Role of the Mentor

- To support the PRT through discussion and collegial practice
- To provide advice and guidance with the identification of the students, the content of the program of learning and the question for inquiry
- To provide opportunities for the PRT to observe the practice of experienced teachers (including you) and to engage in professional learning
- To work with the PRT on the implementation of the action plan, including providing feedback on the effectiveness of practice and modifications to the action plan (at least 3 classroom visits)
- To work collaboratively to assist the PRT to reflect on the learning of their students, including moderating student work samples
- To evidence aspects of the PRT's practice that are not referenced in the documentation
- To liaise with school leadership where relevant

The Role of the Mentor

Evidencing other aspects of the standards

Mentors may have the opportunity to witness aspects of the practice and behaviour of PRTs that are not easily demonstrated through the inquiry into student learning

These can be verified on the template for evidence.

The mentor should indicate what aspect of practice or behaviour and include a brief statement of the evidence of this.

E.g. ☑ Parents/carers involved in their children's learning

PRT communicates with parents/ carers via a regular email detailing the focus of each term's work.

The Evidence-based Process: Selecting Students & Program of Learning

Teachers are constantly assessing and revising their practice and are striving to understand more fully the impact of their practice on the learning of their students

Page 3, Teacher manual

Introduction

Activity 2

PRTs and mentors work together to:

- Identify students for inquiry
- What is the content for teaching of these students in a program of learning of 4 weeks duration?
- How does your content link to broader curriculum?
- Share your content with others

The Evidence-based Process: the Students

Teachers need to know the level of learning and the range of factors affecting learning to understand the learning needs of their students.

Page 8 , Teacher manual

Introduction

Activity 3

- PRTs and mentors work together to:
- Identify the levels of learning of the students
- Determine the factors affecting learning
- Understand the prior learning of the students

The Evidence-based Process: the Learning Outcomes

The learning outcomes should be achievable for students but also able to challenge them and develop their knowledge.

Page 8 , Teacher manual

Introduction

Activity 4

PRTs and mentors work together to:

- Identify the learning outcomes for the program of learning

The Evidence-based Process: the Question for Inquiry

Teachers need to identify an aspect of teaching and learning they want to develop to maximise learning for their students. This can be framed as a question for inquiry.

Page 9 , Teacher manual

Introduction

Activity 5

PRTs and mentors work together to:

- Develop questions for inquiry related to the students and the learning outcomes
- Identify the prime question
- Share this with others

The Evidence-based Process: Teacher Learning

When teachers understand the learning needs of their students, they can identify their own professional learning. Questions to ask include:

What do I already know?
What do I need to learn?
What resources can be utilised?

Page 9 , Teacher manual

Introduction

Activity 6

PRTs and mentors work together to:

- Identify resources for teacher professional learning
- Plan for this learning

The Recommendation Report

The recommendation report:

- provides the basis for assessing evidence against the standards at the proficient level
- statements associated with each standard relate to the evidence required to meet the standard
- incorporates all descriptors of the standards
- An on-balance judgement with the expectation that all relevant statements will be evidenced - teaching context determines relevance

Using the Recommendation Report

Using the recommendation report:

PRTs should work with their mentor to audit their completed evidence of professional practice using the recommendation report

This ensures all aspects of practice that relate to the standards have been evidenced.

Applying for Full Registration: PRTs in the Trial

1. Develop evidence of professional practice using the revised process
2. Work with mentor (and Institute staff where applicable)
3. Respond to Institute evaluation
4. Principal completes verification on modified application form
5. Provide application form and evidence to Institute

Timeline for the Trial

TIMELINE	
Beginning June 2012	Invitation for schools to participate
Term 3 Thursday July 19	Workshop for Ballarat participants
Term 3 Week 4-5 (6 -17 August)	Implementation of trial Mid-term progress report emailed to participants
Term 3 Weeks 6 (20 August)	Contact with schools
Term 3 Week 7 (31 August)	Completed implementation. Feedback on process and templates
Term 3 Week 8 (3 September)	Collection of documentation

Acknowledgement of Participants
PRTS
The trial process provides evidence for full registration
Confirmation of proficiency by principal: no recommendation meeting
Formal acknowledgement of participation
Mentors
Support for a PRT undertaking the trial process provides the professional practice requirements for the current period of renewal of registration
Formal acknowledgement of participation

10.2.2 Appendix 2: Evidence of Professional practice for full registration (manual for teachers)

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

MANUAL FOR TEACHERS

OVERVIEW

Teachers are constantly assessing and revising their practice and are striving to understand more fully the impact of their practice on the learning of their students.

A cycle of reflective practice requires teachers to make assessments about what their students need to know and do. This informs what teachers need to learn to be able to address the learning of their students. Teachers then evaluate the impact of their revised practice on the learning of their students.

Helen Timperley describes this in her cycle of teacher inquiry and knowledge building as illustrated in the diagram below:

EVIDENCING PROFESSIONAL PRACTICE FOR FULL REGISTRATION THROUGH TEACHER INQUIRY

When provisionally registered teachers engage in analysis and revision of the effectiveness of their practice to support the learning of their students, they develop their capacity as teachers. This inquiry provides the basis for provisionally registered teachers to evidence their practice against the Professional Standards for Teachers at the proficient teacher level.

A supportive school or work environment where provisionally registered teachers are mentored by their experienced colleagues provides the best conditions for the development of practice in new teachers.

THE APPROACH

The Institute requires provisionally registered teachers to take an inquiry–based approach to develop their practice. This provides evidence of a teacher's practice in relation to the professional standards at the proficient teacher level and, combined with a period of at least 80 days teaching, forms the basis for an application for full registration.

Provisionally registered teachers address the learning of their students by investigating the effectiveness of their classroom practice and deepening their knowledge of specific areas of teaching and learning.

This approach requires provisionally registered teachers to:

- Select a class or group of students and assess the level of learning and factors affecting learning
- Determine what they already know and curriculum expectations to expand learning
- Identify learning outcomes that are challenging and achievable
- Develop a question for inquiry
- Deepen professional knowledge and refine skills to respond to the identified area of inquiry
- Use this new knowledge to establish and implement an action plan to improve student learning
- Assess the learning of students
- Reflect on the effectiveness of practice on the learning of the students and the implications for future practice and professional learning.

The investigation of student learning is undertaken with the support of a mentor and experienced colleagues. In many school situations it will run parallel with an induction process and integrate with the support process for teachers new to the profession.

GATHERING EVIDENCE FOR FULL REGISTRATION – TIMELINE

Provisionally registered teachers will need to identify the learning needs of their students, establish their area of focus and undertake professional learning to address their students' learning needs over an extended period of time. However, they should implement and evaluate their action plan over a period of about 4 – 6 weeks. If they are a specialist teacher or do not have regular contact with their chosen students, they will need to extend the implementation time.

A template is provided to assist in the documentation of evidence to demonstrate the standards of professional practice for full registration. This is not mandatory and teachers may use other ways of completing this documentation. However, all components of the evidence must be addressed.
The following timeline gives a guide to when the components of this process could take place:

A Possible Timeline for Evidence Gathering	
Term 1	• Establish student learning levels using a range of evidence sources; determine factors affecting learning • Use curriculum and school expectations to identify what students need to know and do • Identify question for inquiry
Term 2	• Develop knowledge around inquiry question – professional learning
Term 3	• Develop detail of action plan • Implement action plan with students; including revision and adjustment as required • Evaluate impact of practice on student learning • Reflect on implications for future learning
Term 4	• Organise evidence and plan for school recommendation meeting • Application for full registration

INVESTIGATING STUDENT LEARNING

1. ESTABLISHING CONTENT AND CONTEXT FOR STUDENT LEARNING

When identifying the knowledge and skills their students need, teachers can, at the same time, identify areas of their own practice that can be developed to support student learning.

Teachers need to know the level of learning and the range of factors affecting learning to understand the learning needs of their students. They should consider student learning needs in relation to the content they are teaching and what their students already know.

1.a) Your students

Select a class or group of students
Select the students whose learning you want to develop further. Your inquiry can focus on one or more groups of students within a class or a whole class of students. If teaching individual students or small groups of students they will become your selected group. If you select one of your classes or a small group of students within your class give reasons for your choice.

Teaching Content and the Program of Teaching

The program of teaching you select should be long enough to provide time for students to demonstrate learning but not so long that the documentation is onerous.

Your content should relate directly to curriculum requirements for your students at the appropriate stage such as VELS, VCAL or VCE, IB etc.

Literacy and numeracy development applies across curriculum. Information can be found on the ACARA website – http://www.australiancurriculum.edu.au/

1.b) Content for the program of learning

Provide documentation about the content you will be teaching for a program of learning that will span 4–6 weeks. (Where a teacher sees their students less frequently, the learning may take place over a longer period of time)

Indicate where this content is placed within the wider curriculum.

Show how the content you are teaching addresses development of the literacy and/or numeracy of your students.

Where relevant, show how your content provides opportunities for students to develop understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. In addition, identify any information communication technologies (ICT) you will use.

Required documentation

Identify your students and give reasons for their selection.

Provide documents that outline the content of your selected program of learning and link this to the broader curriculum requirements for the semester or year. These may be existing documents. Include the levels of knowledge and skills you would expect students to achieve.

Annotate the program documentation to show how you:

- Develop literacy/numeracy
- Promote understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- Incorporate new technologies for teaching and learning.

Assessing Prior Learning

The following are suggestions for establishing what your students know and are able to do in relation to the content you are teaching:

- Questioning students
- Pre-testing
- Using data from previous reports and assessments
- Talking to teachers who have previously taught your students in that content area.
- Classroom observation of students' engagement with learning
- Organisational charts, KWL, mind maps

You should use a combination of these and other activities to establish the prior learning of your students.

1.c) The context of your students' learning

What is the range of learning levels in your class or group of students?
Show this by discussing the learning levels of groups of students and/or particular individuals. Explain how you have made these judgements.

What are the factors affecting the learning of your students?
Identify any linguistic, socioeconomic or religious characteristics of your students that affect their engagement with the content you are teaching. What will you need to do to address these?

Consider any aspects of the cultural backgrounds of your students that affect the way they learn and the way you teach them. Consider particularly any Aboriginal or Torres Strait Islander students you may teach. What will you need to do to address these?

Do any of your students have intellectual or physical disabilities? How will you ensure their participation in learning and include them in learning activities?

1.d) What do your students already know?

Assessment of prior knowledge enables teachers to effectively plan for next steps in students' learning.

How have you have established the prior learning of your students in relation to the content of your program of learning? What can they do well? What areas need development?

Professional discussions with your mentor and other colleagues and the opportunity for your mentor to work with you in your classroom will allow you to share observations about the current levels of learning of your students. Use this data and other information you may have to consider learning outcomes that develop further what your students already know and are able to do.

Required documentation

Describe the range of levels of learning these students and how you know this.

Describe the characteristics of your students that impact on your teaching or affect the way they learn. You should consider the:

- socioeconomic;
- religious;
- linguistic; and
- cultural backgrounds of your students, including those from Aboriginal and Torres Strait Islander backgrounds.

Discuss any students who have physical or intellectual disabilities and how you will ensure they are able to participate in the learning of the class.

Describe any other characteristics of students that may impact on teaching and learning.

Identify the prior learning of your students, including the evidence of this.

1.e) The student learning outcomes

Drawing on the content of your program of learning, and the prior knowledge of your students, establish the learning outcomes. These learning outcomes should be achievable for students but also able to challenge them and develop their knowledge.

List the learning outcomes for your students.

Required documentation

Outline the learning outcomes for your students (dot points). Discuss how they build on their prior learning. Use the evidence of prior learning to explain how you know these learning outcomes are both achievable and challenging for your students.

Identify any students whose learning may need to be extended or who may need to be given particular support to achieve the learning outcomes. Explain what you will do for them.

By the end of this section you should have a clear idea of:

the students whose learning is your focus
the teaching content for your program of learning
the factors affecting the learning of your students
the prior learning of your students
any additional learning needs of students
student learning outcomes for the program of learning

This information will assist in establishing a question for inquiry.

2. THE QUESTION FOR INQUIRY AND PROFESSIONAL LEARNING

2.a) Identifying your question for inquiry

Understanding the backgrounds and levels of learning of their students helps teachers understand the challenges they may face in ensuring all students achieve the learning outcomes for the program of learning. Teachers need to identify an aspect of teaching and learning they want to develop to maximise learning for their students. This can be framed as a question for inquiry. Teachers then need to consider what they need to learn to be able to address this question.

The following examples may help in framing an inquiry question:

- How do I cater for the diversity of learning needs of my students? (you may focus on the whole class, small groups of students or specific individuals within the range of learning levels)
- How do I manage the behaviour of individuals or groups of students to ensure learning occurs? Within this area of inquiry you may want to focus on specific behaviours (e.g. when students are working in groups or when they are engaging in practical classes).
- How do I use a range of resources and strategies to engage students?
- How do I use ICT to engage students with learning?
- How do I develop students as independent learners?
- How do I work with parents to improve student learning?
- How will I develop my knowledge when I am working in an area that is not my method?
- How will I cater for the literacy and/or numeracy needs of my students?

It is important that the inquiry question identified is manageable within the time frame of the program of learning. Therefore, it may not address all challenges you face and may develop only one aspect of your teaching practice.

Discussing your inquiry question with your mentor/experienced teacher may assist in delving deeper and dealing with any complexities that may emerge This in turn may enable the targeting of professional learning required to support effective practice, which is the next step in the inquiry.

2.b) Your professional learning

Teachers need to identify their own learning needs to ensure that they are effective in the areas of student need. Questions to ask include:

- What do I already know?
- What do I need to learn?
- What resources can be utilised?

Using the professional standards and the descriptors attached to them at the proficient level can assist to identify areas for professional learning that will help you address your inquiry.

You can access the professional standards at: www.teacherstandards.aitsl.edu.au/

Observing the Practice of Experienced Colleagues

When you spend time in the classroom of a colleague ensure that you establish a focus for your observation. This should relate to your inquiry question.

In the classroom:
- Think about what you see
- Think about what you hear
- Observe the students Question the students about what they are trying to achieve

The following questions may be helpful to focus your observation:
- How does the teacher deal with difficult situations?
- How does the teacher address diversity in student learning needs?
- What does the teacher do that engages the students with the learning?
- How does the teacher present knowledge, skills and ideas?
- What sort of resources does the teacher use and how do the students react to them?

Working with colleagues in your school or workplace

There is much you can learn from your mentor or experienced colleagues, both in and out of your school or workplace. This learning can occur through professional discussions that explicitly address your question for inquiry. Visiting the classroom of your mentor or experienced colleagues to observe their practice will also develop your knowledge about content and/or practice in relation to your question for inquiry.

Undertake at least one observation of your mentor or an experienced colleague.

Engage in professional conversations with your mentor or experienced colleague. One of these can be associated with your classroom observation or they can be quite separate conversations.

Professional reading and other activities

You can also expand your knowledge by undertaking professional reading that relates to your area of inquiry. Your mentor or other colleagues may be able to assist you with this.

If you belong to a teaching network or professional teaching association, consider how they may be able to assist your professional learning.

Sometimes there are relevant professional development activities available. Search Pdi for these at www.pdi.vit.vic.edu.au

You must keep records of this professional learning, including documentation of at least two professional conversations and one classroom observation.

Required documentation

Drawing on your previous information about prior learning and the factors that affect the learning of your students, establish your question for inquiry.

Describe the area of your practice you intend to develop and how that will assist the learning of your students.

Document:

At least 2 professional conversations & accompanying reflections

At least 1 observation of a colleague's classroom practice & reflections

Other activities that have contributed to your professional knowledge & practice

Explain what you have learnt and how that address your question for inquiry.

By the end of this section you will have:

identified your question for inquiry
identified your professional learning needs

Engaged in professional development activities, including:

at least one observation of a colleague's practice
at least two professional discussions

3. APPLYING KNOWLEDGE TO PRACTICE

The knowledge you have gained through your professional learning needs to be applied to your particular teaching context to address your inquiry question and develop the learning of your students.

3.a) The action plan

You need to develop an action plan that outlines how you will apply the new learning.

It is recommended that you work with your mentor and/or experienced colleagues to develop your action plan.

You will be drawing on your learning from the professional discussions and classroom visits you have undertaken with your mentor or experienced colleagues. Further advice from them can assist you to develop the teaching activities, strategies and assessment tasks you will use in your plan.

By assisting with the action plan your mentor will understand what you are trying to achieve and how you are trying to do this. Consequently, their time in your classroom when you implement your action plan will be effective because they will be directly focussed on your inquiry question. This will support targeted feedback.

3.b) Components of the action plan

Your action plan should include:

- learning outcomes in relation to content. These may have been modified as a result of delving deeper into student need and your professional learning;
- learning resources, practices and activities you will use to teach the content; and
- assessment practices and tasks you will use to evaluate student learning of the content.

Content and learning outcomes

You have already established the content for your class or group of students over a 4 - 6 week period and how this relates to broader curriculum expectations. You have also identified achievable and challenging learning outcomes related to the content to be taught that are based on the prior knowledge of your students.

Your inquiry question may require you to develop your learning outcomes further, either for the whole class or for selected students or groups of students.

Think about how you will know your change in practice has improved your students' engagement in learning. What evidence do you need to collect to evaluate the effectiveness of your practice? Include this in your action plan.

Developing learning resources, teaching practices and activities

You have identified the characteristics of your class of students and the factors affecting their learning. If you haven't already done so, relate these to your inquiry question. What do you need to include in your action plan that accommodates these factors?

In your planning also consider:

- the coherence and structure of the program you develop to facilitate learning for the selected students
- the resources you will use to teach the content (including ICT where relevant) and how they will engage your selected students
- the teaching strategies you will use to develop knowledge, skills, problem solving or critical thinking in your selected students
- how you will use verbal and non-verbal communication strategies to support student understanding and engagement with learning
- how and when you will provide feedback to your selected students on the progress of their learning in relation to the learning outcomes
- how you will engage parents or carers with the learning of your students

Developing assessment activities and practices

To be able to reflect on the effectiveness of your practice you need to be able to assess the learning of your students in your area of inquiry. Your assessment of learning should include both formative and summative assessment strategies and activities and these should be identified in your action plan.

- ***Formative assessment (for learning and as learning)***

Formative assessments will often be classroom based and will allow you to monitor the progress of your selected students as they engage in the content of the lessons. It also provides the basis for feedback that assists students to develop their learning to reach the learning outcomes. You can use strategies such as student observation and questioning or provide specific activities such as quick multiple choice tests or problem solving to determine the level of understanding. Your feedback to students on their understanding may be verbal or written.

Formative assessment enables you to evaluate the effectiveness of your action plan as you implement.

- ***Summative assessment (of learning)***

This type of assessments usually relates to a finished product or the culmination of learning to reach all identified learning outcomes. It is where you make a judgement about achievement of the learning outcomes based on the work a student produces. Often summative assessments are conveyed to students and parents through a formal reporting process.

Required documentation

Document your action plan ensuring that reference is made to:

- resources and teaching practices and activities to support student learning
- activities and methods to provide feedback and assess student learning

Show how these will address the question for inquiry and improve the learning of students

At the end of this section you will have developed an action plan to address your question for inquiry that includes:

learning outcomes
the learning resources, practice and activities
assessment practices and tasks

4. IMPLEMENTING YOUR ACTION PLAN

Your action plan will be implemented with your selected students over a period of 4-6 weeks.

During this time your mentor will work with you in your classroom on at least three occasions. There are two purposes for this collaboration:

1. to provide you with feedback about the effectiveness of your action plan to develop student learning; and
2. to witness your practice and therefore verify areas of competence in relation to the standards.

4.a) Providing feedback on the action plan

Your mentor provides another set of eyes when you are implementing your action plan. Your perceptions and their observations will form the basis for discussions that are focused on the effectiveness of your action plan to address the inquiry question you have identified.

Collegial work is best supported by using a three-step sequence of:

- joint planning
- collegial interaction
- professional discussion and feedback

Joint planning/collegial interaction

Your mentor's role in the classroom should be negotiated beforehand. They may team teach with you or interact with your students as a 'helper' in the classroom. Their role is not to run the activity but to assist you and observe the effect of your practice on the students you have selected for focus. Their feedback helps you evaluate the effectiveness of your practice and any modifications you may need to make to your action plan.

To do this effectively, you need to ensure that your mentor is adequately briefed about the progress of your action plan before they enter the classroom and any specific aspects you wish them to look at in particular. You will need to be very clear about what you want your students to achieve by the end of the lesson and how this fits with your learning outcomes for the program of learning.

Your mentor/experienced teacher should visit your classroom at least three times while you are implementing your action plan. This does not need to be weekly. For instance, they may visit twice in the first week and then again in the third week. You need to work out the times for collaboration that will provide you with the best opportunity for constructive feedback on your action plan.

Professional discussion and feedback

It's important to find time to meet with your mentor after they have visited your classroom. The professional discussion you have will focus on the effectiveness of your action plan to develop the learning of the content you are delivering for your selected students.

The professional discussion should be evidence-based. This means that the evaluation of student learning should be based on observations of what students were doing and what they produced. You may want to discuss artefacts of learning that you have collected from the lesson. These can be

included in your evidence of professional practice to show the learning of the students you are teaching and the effect of your practice.

During this discussion you may identify areas of the action plan that will be revised. These changes could be the focus for subsequent visits to your classroom by your mentor.

You must record a summary of the professional discussions that arise from collegial practice in your classroom during implementation of your action plan.

Witnessing your practice

The presence of another teacher in your classroom can be a way to verify that your practice is competent in relation to the standards.

Your mentor will observe your capability and reflect on this in relation to the standards for proficient teachers. The feedback they give you should be primarily focussed on your inquiry question. However, at times they may also be able to provide feedback on other areas of practice. Where this feedback indicates competent practice this should be included in the summary of the professional discussion, as it will strengthen your evidence of professional practice.

Required documentation

- Note the dates of at least three mentor visits to your classroom
- Summarise the outcomes of the collegial visits – what did you learn about the effectiveness of your practice and what areas did you identify for revision or further development?

Include evidence of those aspects of your practice that were effective and explain what you did to support student learning

By the end of this section you should have implemented your action plan and:

worked with your mentor/experienced colleague in your classroom on at least three occasions
engaged in professional conversations and received feedback on the effectiveness of your action plan to address your question for inquiry
modified your teaching strategies and/or teaching and assessment resources in relation to feedback and personal observation
gathered evidence about the effectiveness of your action plan

Annotating student work samples

Student work samples provide the means to understand learning.

The annotations you include on the sample will indicate the learning the student demonstrates. You should also analyse and annotate areas where there are errors or misunderstandings. This will help you focus on your future teaching and identify areas for revision and reinforcement.

Looking across more than one student artefact will provide a better understanding of learning.

Your reflection on learning

When you reflect on learning consider both the learning of your students and your own learning.

Think about how you can apply what you have learnt during your period of inquiry more broadly to you other students and in the future.

Also consider what comes next to further develop this area of student learning and your teaching practice.

5. EVALUATING THE EFFECTIVENESS OF YOUR PRACTICE

It's important to evaluate the full impact of your practice at the conclusion of your implementation. Your prime purpose is to see whether your focussed practice improves the learning of the students.

5.a) Assessing the learning of your students

To do this you will need to look at and assess student work samples against the learning outcomes you established at the beginning of the program of learning. This could include work that your students have produced that shows the level of learning at the beginning, during and at the end of the program. It is preferable that these artefacts show a range of different learning activities and include more than one method of assessment, as this will offer a broader understanding of student learning. Where you are investigating a group of students choose a selection of those students to represent the whole. Alternatively, you may wish to aggregate evidence of learning where this is able to show the impact of your teaching practice.

The best way to evidence student learning is to annotate student work samples to show the level of learning and to compare this with the expected learning outcomes.

In areas of study where the artefacts of learning are not static and able to be reproduced (i.e. the production of a dramatic narrative in a Drama class, the development of physical skills in Physical Education, a performance in Music) teacher observational notes and rubrics become the artefacts of student learning.

5.b) Evaluating the effectiveness of your practice

Understanding the learning your students achieved during the program assists you to evaluate the effectiveness of your teaching practice. Did the revisions to your practice make a difference to the engagement of your student in learning? Did your students achieve the expected learning outcomes by the end of the program and how had their level of learning increased?

What will you do next to continue to support the learning of your students?
If there was little impact on student learning, what has that told you about your practice and what might you try next?
What aspects of your own learning will you apply to other teaching situations in the future?
How will you continue to develop your knowledge and practice?

Use these questions and others you may have to guide a reflection on your professional learning during the inquiry period, the effectiveness of your practice to support the learning of your students and your future actions as a teacher, including your future learning.

Required documentation

Annotate student work samples to indicate the level of learning and achievement of the learning outcomes.

Evaluate the effectiveness of your practice using the evidence of student learning.

Reflect on what you learnt and how that may be applied to other students and teaching contexts. Consider what professional learning you would like to engage in to further develop your practice.

At the end of this section you should have an understanding of the impact of your teaching practice on the learning of your students and:

gathered artefacts of student learning
assessed artefacts of student learning in relation to your learning outcomes
annotated the artefacts to indicate student achievement of learning outcomes
analysed the effectiveness of your practice to address your question for inquiry
reflected on your learning and how it may be applied to future teaching
identified areas for further professional learning

USING THE TEMPLATE

A template has been provided to guide your collection of evidence of professional practice. The sections of the template relate to each section of your inquiry into student learning.

You do not have to use the template. If you prefer, you can present your professional practice in a different format. However, because the inquiry has been designed to ensure that all aspects of teacher practice are referenced and evidenced, all aspects must be presented.

The template provides a broad framework. Use the detailed explanation to understand what needs to be included in the template. A shaded box and checklist at the end of each section is provided to summarise the requirements.

Annotations can be added to the template if preferred.

Teachers are advised to be succinct and to the point. They should include as many working documents as possible and annotate these as an efficient and effective way to present practice. Dot points and sub-headings can be used where relevant.

THE RECOMMENDATION REPORT

A school panel uses the recommendation report to determine whether a teacher's evidence of professional practice demonstrates proficient practice in relation to the seven professional standards and their associated descriptors.

It is suggested that a provisionally registered teacher, with the assistance of their mentor or experienced colleague, audits their evidence using the recommendation report. This is a helpful way to identify any evidence that needs strengthening or adding and it highlights areas where the evidence is strong. This gives a teacher confidence that they have addressed all areas required and have evidence that indicates their practice is proficient.

Include this with the evidence of professional practice that is submitted to the school panel.

10.2.3 Appendix 3: Template for evidence

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

TEMPLATE FOR EVIDENCE

The following template is provided to assist in the documentation of evidence. Teachers may use other ways of completing this documentation. In doing so they need to ensure that all components of the evidence are included.

Refer to the teacher manual for detailed information to guide the content of the template.

ESTABLISHING CONTENT AND CONTEXT FOR STUDENT LEARNING

The students
Identify your students and reasons for selection

Content for the program of learning
Annotated program of learning showing relevance to curriculum requirements, literacy/numeracy development, incorporation of ICT and understanding of ATSI histories, cultures and languages

Context of student learning - range of learning levels

Context of student learning – factors affecting learning

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

Prior learning of students based on evidence

Learning outcomes for the program of learning

What will be done for	
students who need developing beyond the learning outcomes	
students who need support to meet the learning outcomes	

QUESTION FOR INQUIRY AND PROFESSIONAL LEARNING

What is your question for inquiry and how does it relate to the improved learning of your students?

Observing the practice of others *(at least one observation)*

DATE:

TEACHERS INVOLVED:

WHAT WAS OBSERVED?

WHAT DID YOU LEARN?

HOW DOES THIS HELP YOU ADDRESS YOUR QUESTION FOR INQUIRY?

Talking to colleagues (*based on at least 2 discussions)*

DATES:

TEACHERS INVOLVED:

WHAT WAS DISCUSSED?

WHAT DID YOU LEARN?

HOW DOES THIS HELP YOU ADDRESS YOUR QUESTION FOR INQUIRY?

Other professional learning and how it helps you address your question for inquiry

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

APPLYING KNOWLEDGE TO PRACTICE

The action plan

Use the learning outcomes already identified and the working documents you have to develop an action plan addressing your question for inquiry.

Annotate your action plan to show how you intend to support the learning of your students based on your knowledge of their learning needs.

Include a discussion of how you have applied your new knowledge to your action plan

IMPLEMENTING THE ACTION PLAN

Based on at least 3 visits. You may record these separately or consolidate them into one entry.

Mentor/experienced colleague visits – date:

Signature (mentor/experienced colleague):

Summary of discussion and actions arising:

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

EVALUATING THE EFFECTIVENESS OF PRACTICE

Assessing the learning of students
Attach annotated samples of student work and discuss achievement of learning outcomes.

Areas of practice not evidenced
You may not have evidenced the following areas of practice within your inquiry, however they form essential aspects of your teaching practice and may have been witnessed by your mentor and/or experienced colleague.

This section to be completed by your mentor and/or experienced colleague. Boxes to be ticked and evidence described as appropriate.

☐ Program of learning is coherent and well structured

☐ Uses effective verbal and non-verbal communication strategies

☐ Parent/carers involved in their children's leaning

☐ Ensures students' well-being and safety

☐ Uses strategies to promote safe, responsible, ethical use of ICT

☐ Demonstrates professional ethics and responsibilities

☐ Complies with legislative, administrative & organizational requirements

☐ Engages with teaching colleagues, professional networks or the broader community

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

EVALUATING EFFECTIVENESS OF PROFESSIONAL PRACTICE

10.2.4 Appendix 4: Draft Recommendation Report

Recommendation report

Draft

Where is it in my evidence?

Standard 1: Know students and how they learn

Evidence provided of this standard:

☐ Teaching programs use research and collegial advice about how students learn (1.2)

☐ Activities and teaching practices are differentiated to engage students and meet specific learning needs across a full range of abilities and physical, social and intellectual development (1.1) (1.5)

This could include:

(a) Activities support the participation and learning of students with disability (1.6)

☐ Strategies used are responsive and inclusive of students' strengths, needs and background to make the learning accessible to all students (1.3)

This could include:

(a) Awareness and responsiveness to the background of Aboriginal and Torres Strait Islander students (1.4)

Standard 2: Know the content and how to teach it

☐ Able to apply knowledge of content/teaching strategies of a teaching area to develop engaging teaching activities (2.1)

☐ Organizes content into coherent, well-sequenced learning and teaching programs (2.2)

☐ ICT is integrated effectively into programs ensuring meaningful learning (2.6)

☐ Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements (2.3)

This could include:

(a) Opportunities are provided for students to develop, understand and respect Aboriginal and Torres Strait Islanders (2.4)

☐ Effective strategies are used to support literacy and numeracy achievement (2.5)

Standard 3: Plan for and implement effective teaching and learning

☐ Explicit, challenging learning goals are set for all students (3.1)

☐ Activities are planned and structured to provide for engagement and meaningful learning (3.2)

☐ Strategies and resources, including ICT, are used to provide opportunities to engage students in deeper understandings and higher order thinking (3.3) (3.4)

☐ Uses effective communication strategies to support student understanding, participation, engagement and achievement (3.5)

☐ A variety of data, including student feedback, is used to inform planning, teaching practice and student feedback (3.6)

☐ Parent/careers are provided with opportunities to be involved in their children's learning (3.7)

Standard 4: Create and maintain supportive and safe learning environments

☐ Establishes and implements inclusive and positive interactions to engage and support all students (4.1)

☐ Establishes and maintains orderly, workable routines to create an environment where student time is spent on learning (4.2)

☐ Manages challenging behavior by establishing and negotiating clear expectations with students. Addresses discipline issues promptly, fairly and respectfully (4.3)

☐ The teacher recognizes and supports the physical and emotional wellbeing of students (4.4)

☐ Teachers promote the safe, responsible use of ICT (4.5)

Standard 5: Assess, provide feedback and report on student learning

☐ Developed selected and used informal, formal, diagnostic, formative and summative assessment strategies to assess student learning (5.1)

☐ Effective feedback given to students related to their learning goals (5.2)

☐ Participates in assessment moderation activities to support judgements of student learning (5.3)

☐ Uses student assessment data to analyse and evaluate student understandings, identify interventions and modify teaching practice. (5.4)

☐ Engages with parents/careers regarding their children's' learning and wellbeing which includes reporting on achievement (5.5) (7.3)

Standard 6: Engage in professional learning

☐ Uses the professional Standards for Teachers and advice from colleagues to identify and plan for professional learning needs (6.1)

☐ Teacher plans and engage in continuing professional learning to update knowledge and practice (6.2)

☐ Contributes to collegial discussions and applies constructive feedback from colleagues to practice (6.3)

☐ Undertakes professional learning designed to address perceived student needs (6.4)

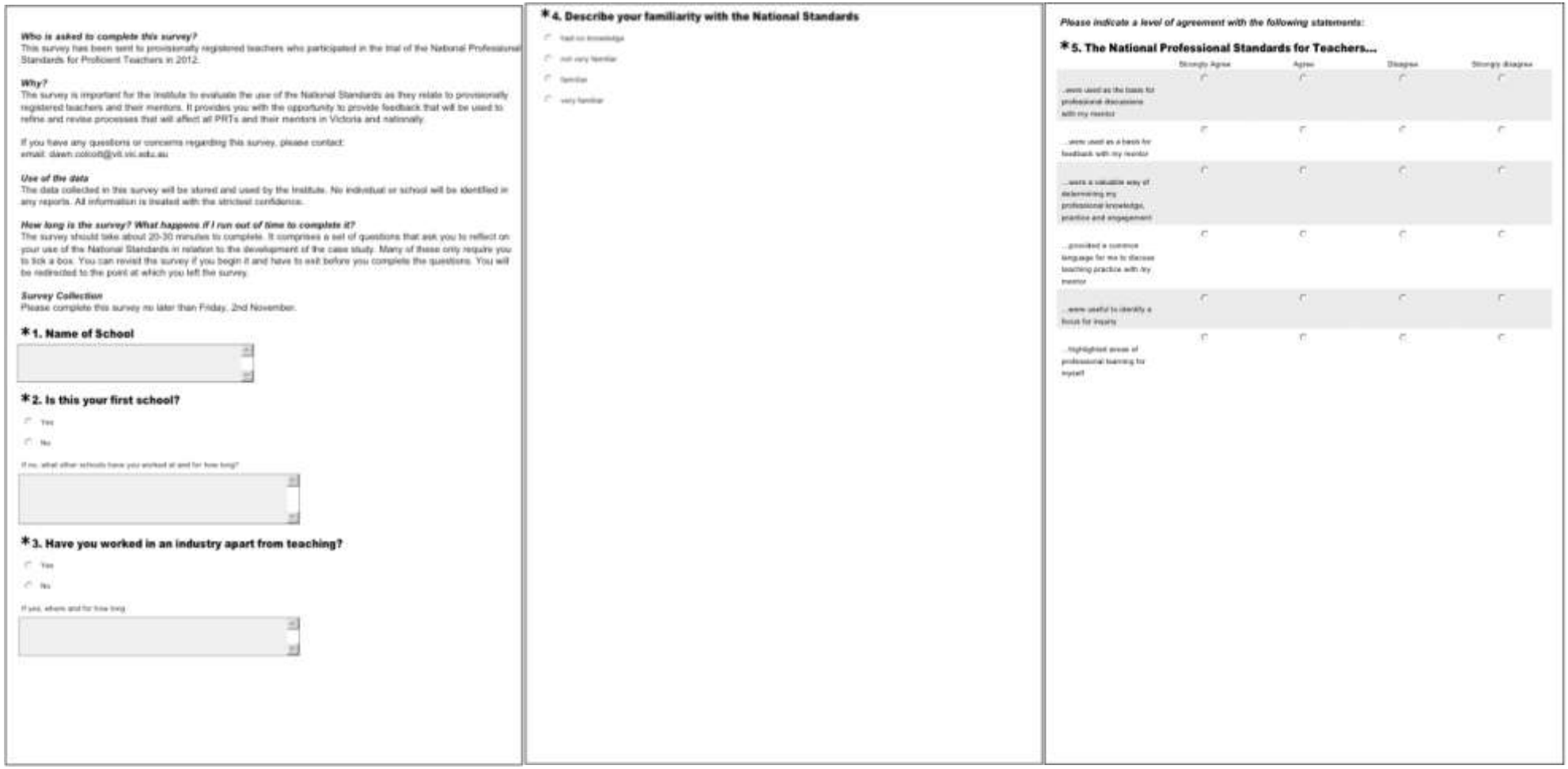
Standard 7: Engage professionally with colleagues, parents/carers and the community

☐ Meets codes of ethics and conduct established by regulatory authorities, systems and schools (7.1)

☐ Complies with professional requirements, policies and processes (7.2)

☐ Participates in professional and community networks and forums (7.4)

10.2.5 Appendix 5: Survey 1 PRT



Who is asked to complete this survey?
This survey has been sent to provisionally registered teachers who participated in the trial of the National Professional Standards for Proficient Teachers in 2012.

Why?
The survey is important for the Institute to evaluate the use of the National Standards as they relate to provisionally registered teachers and their mentors. It provides you with the opportunity to provide feedback that will be used to refine and revise processes that will affect all PRTs and their mentors in Victoria and nationally.

If you have any questions or concerns regarding this survey, please contact:
email: dawn.colcott@vit.vic.edu.au

Use of the data
The data collected in this survey will be stored and used by the Institute. No individual or school will be identified in any reports. All information is treated with the strictest confidence.

How long is the survey? What happens if I run out of time to complete it?
The survey should take about 20-30 minutes to complete. It comprises a set of questions that ask you to reflect on your use of the National Standards in relation to the development of the case study. Many of these only require you to tick a box. You can revisit the survey if you begin it and have to exit before you complete the questions. You will be redirected to the point at which you left the survey.

Survey Collection
Please complete this survey no later than Friday, 2nd November.

***1. Name of School**

***2. Is this your first school?**

Yes
No

If no, what other schools have you worked at and for how long?

***3. Have you worked in an industry apart from teaching?**

Yes
No

If yes, where and for how long

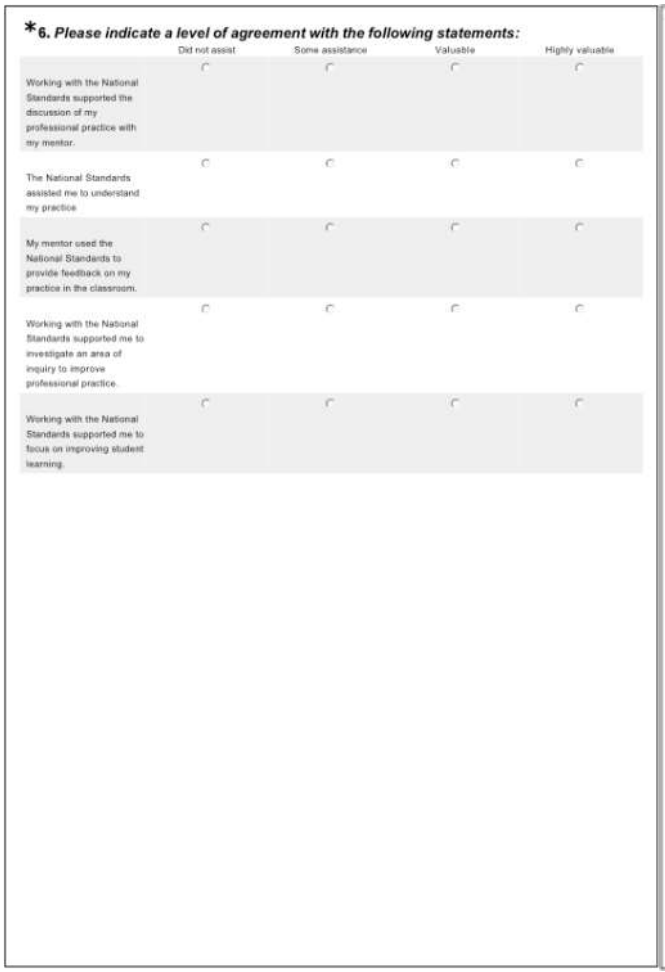
***4. Describe your familiarity with the National Standards**

had no knowledge
not very familiar
familiar
very familiar

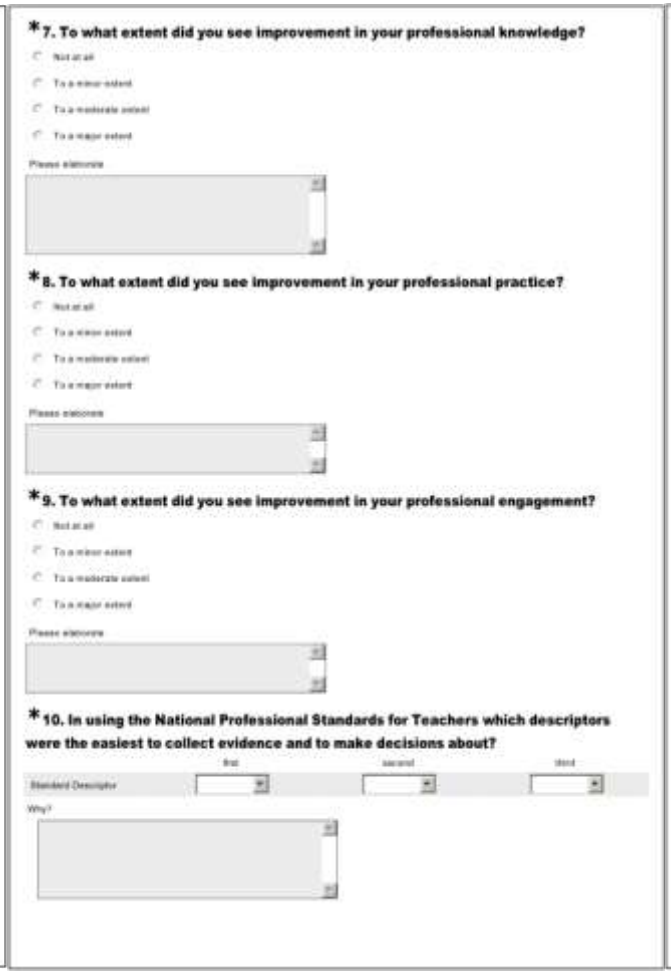
Please indicate a level of agreement with the following statements:

***5. The National Professional Standards for Teachers...**

	Strongly Agree	Agree	Disagree	Strongly disagree
...were used as the basis for professional discussions with my mentor				
...were used as a basis for feedback with my mentor				
...were a valuable way of determining my professional knowledge, practice and engagement				
...provided a common language for me to discuss teaching practice with my mentor				
...were useful to identify a focus for inquiry				
...highlighted areas of professional learning for myself				


*6. *Please indicate a level of agreement with the following statements:*

	Did not assist	Some assistance	Valuable	Highly valuable
Working with the National Standards supported the discussion of my professional practice with my mentor.	○	○	○	○
The National Standards assisted me to understand my practice	○	○	○	○
My mentor used the National Standards to provide feedback on my practice in the classroom.	○	○	○	○
Working with the National Standards supported me to investigate an area of inquiry to improve professional practice.	○	○	○	○
Working with the National Standards supported me to focus on improving student learning.	○	○	○	○


*7. To what extent did you see improvement in your professional knowledge?

○ Not at all
○ To a minor extent
○ To a moderate extent
○ To a major extent

Please elaborate

*8. To what extent did you see improvement in your professional practice?

○ Not at all
○ To a minor extent
○ To a moderate extent
○ To a major extent

Please elaborate

*9. To what extent did you see improvement in your professional engagement?

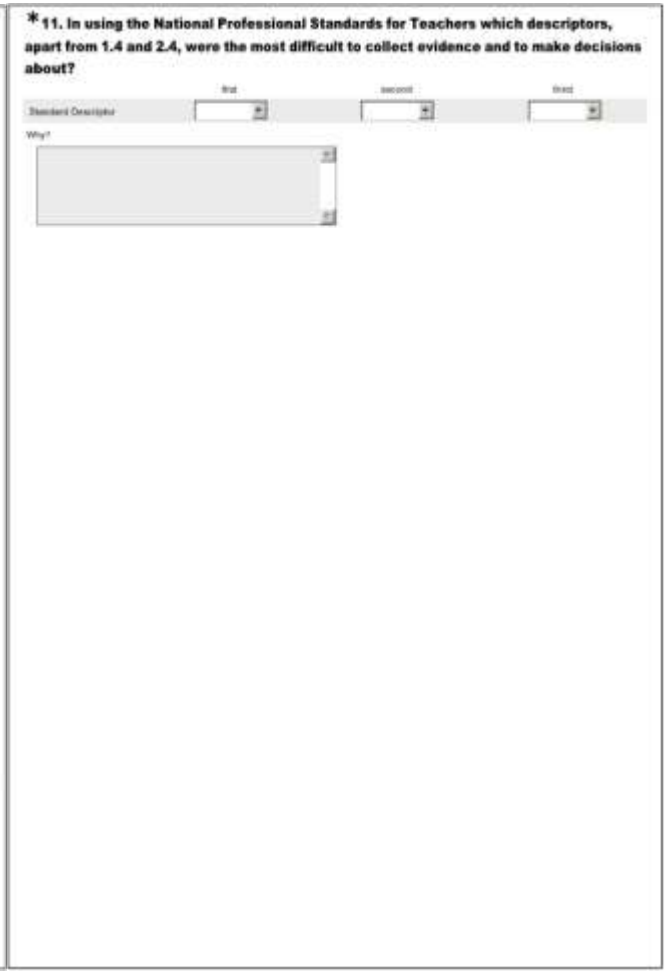
○ Not at all
○ To a minor extent
○ To a moderate extent
○ To a major extent

Please elaborate

*10. In using the National Professional Standards for Teachers which descriptors were the easiest to collect evidence and to make decisions about?

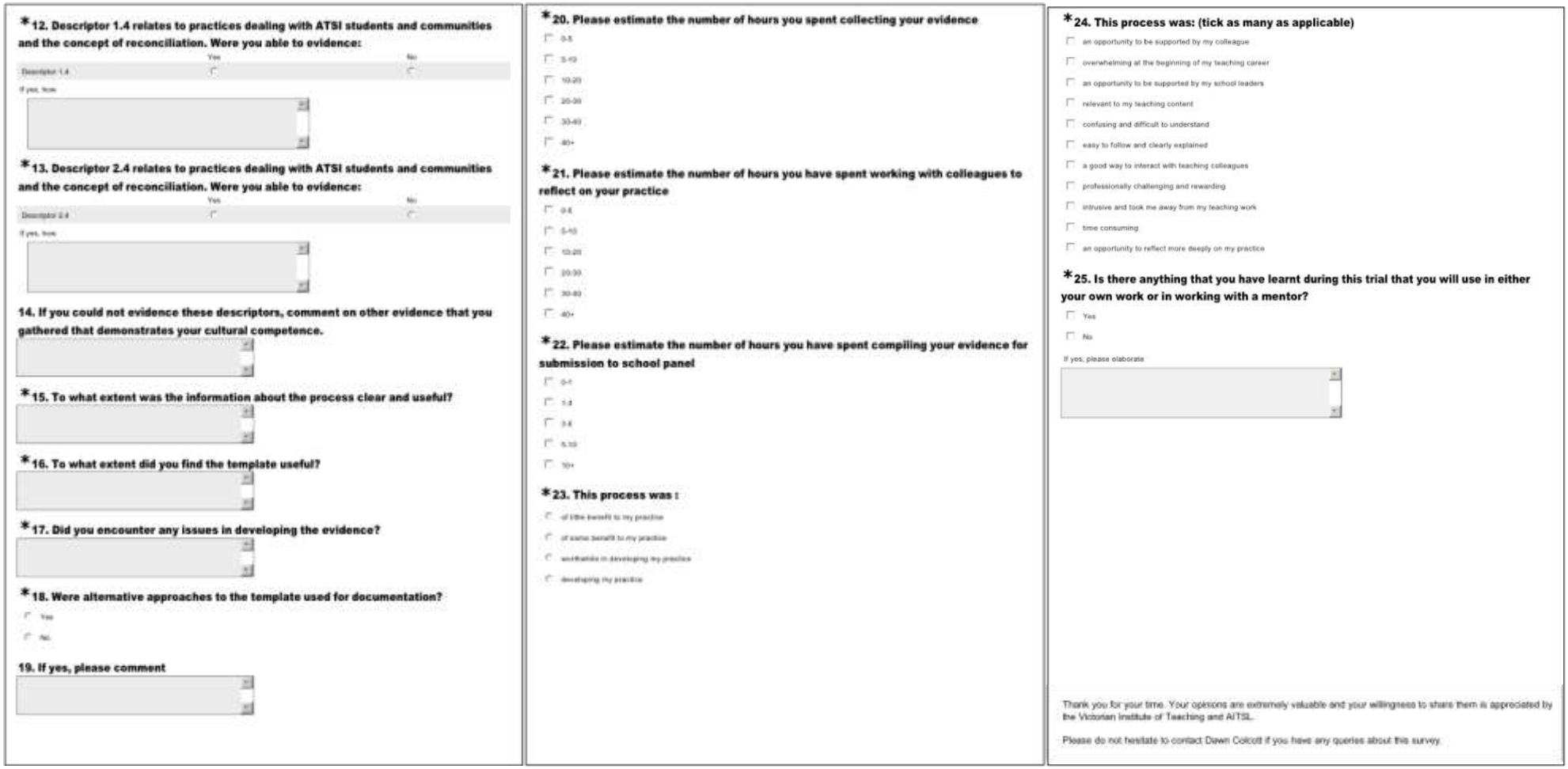
	first	second	third
Standard Descriptor			

Why?


*11. In using the National Professional Standards for Teachers which descriptors, apart from 1.4 and 2.4, were the most difficult to collect evidence and to make decisions about?

	first	second	third
Standard Descriptor			

Why?



*12. Descriptor 1.4 relates to practices dealing with ATSI students and communities and the concept of reconciliation. Were you able to evidence:

Yes No

Descriptor 1.4

If yes, how

*13. Descriptor 2.4 relates to practices dealing with ATSI students and communities and the concept of reconciliation. Were you able to evidence:

Yes No

Descriptor 2.4

If yes, how

14. If you could not evidence these descriptors, comment on other evidence that you gathered that demonstrates your cultural competence.

*15. To what extent was the information about the process clear and useful?

*16. To what extent did you find the template useful?

*17. Did you encounter any issues in developing the evidence?

*18. Were alternative approaches to the template used for documentation?

Yes

No

19. If yes, please comment

*20. Please estimate the number of hours you spent collecting your evidence

0-5

5-10

10-20

20-30

30-40

40+

*21. Please estimate the number of hours you have spent working with colleagues to reflect on your practice

0-5

5-10

10-20

20-30

30-40

40+

*22. Please estimate the number of hours you have spent compiling your evidence for submission to school panel

0-1

1-3

3-5

5-10

10+

*23. This process was :

of little benefit to my practice

of some benefit to my practice

worthwhile in developing my practice

developing my practice

*24. This process was: (tick as many as applicable)

an opportunity to be supported by my colleague

overwhelming at the beginning of my teaching career

an opportunity to be supported by my school leaders

relevant to my teaching content

confusing and difficult to understand

easy to follow and clearly explained

a good way to interact with teaching colleagues

professionally challenging and rewarding

intrusive and took me away from my teaching work

time consuming

an opportunity to reflect more deeply on my practice

*25. Is there anything that you have learnt during this trial that you will use in either your own work or in working with a mentor?

Yes

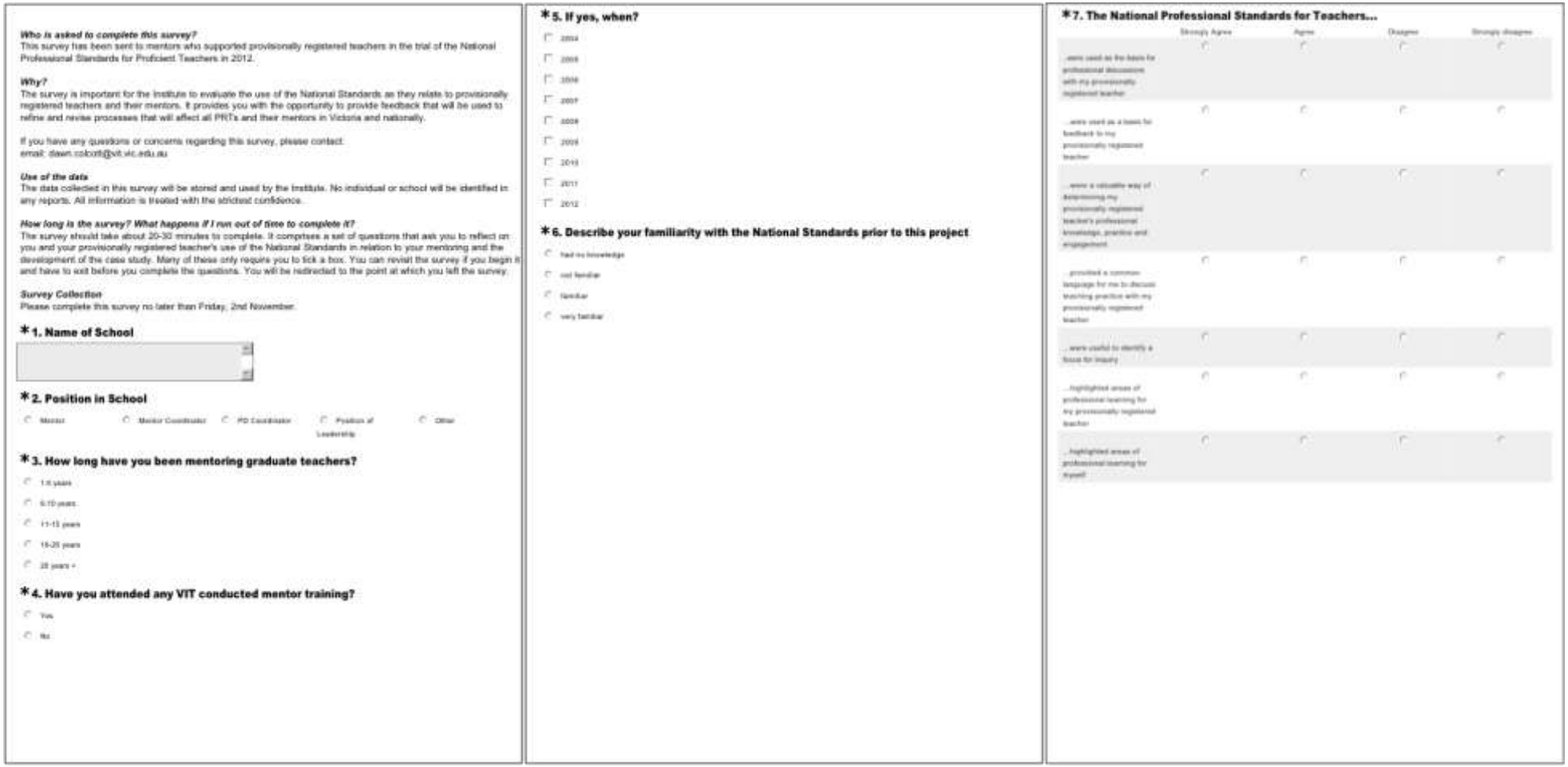
No

If yes, please elaborate

Thank you for your time. Your opinions are extremely valuable and your willingness to share them is appreciated by the Victorian Institute of Teaching and AITSL.

Please do not hesitate to contact Dawn Colcott if you have any queries about this survey.

10.2.6 Appendix 6: Survey 2 Mentor



Who is asked to complete this survey?
This survey has been sent to mentors who supported provisionally registered teachers in the trial of the National Professional Standards for Proficient Teachers in 2012.

Why?
The survey is important for the Institute to evaluate the use of the National Standards as they relate to provisionally registered teachers and their mentors. It provides you with the opportunity to provide feedback that will be used to refine and revise processes that will affect all PRTs and their mentors in Victoria and nationally.

If you have any questions or concerns regarding this survey, please contact:
email: dawn.colcott@vit.vic.edu.au

Use of the data
The data collected in this survey will be stored and used by the Institute. No individual or school will be identified in any reports. All information is treated with the strictest confidence.

How long is the survey? What happens if I run out of time to complete it?
The survey should take about 20-30 minutes to complete. It comprises a set of questions that ask you to reflect on you and your provisionally registered teacher's use of the National Standards in relation to your mentoring and the development of the case study. Many of these only require you to tick a box. You can revisit the survey if you begin it and have to exit before you complete the questions. You will be redirected to the point at which you left the survey.

Survey Collection
Please complete this survey no later than Friday, 2nd November.

***1. Name of School**

***2. Position in School**

Mentor | Mentor Coordinator | PD Coordinator | Position of Leadership | Other

***3. How long have you been mentoring graduate teachers?**

1-5 years
6-10 years
11-15 years
16-20 years
20 years +

***4. Have you attended any VIT conducted mentor training?**

Yes
No

***5. If yes, when?**

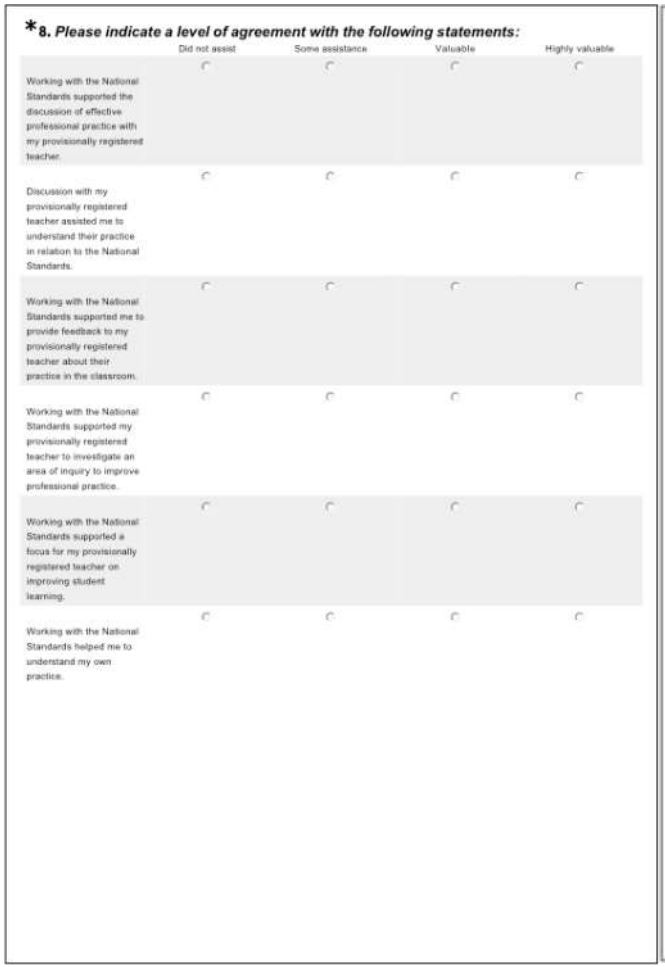
2004
2005
2006
2007
2008
2009
2010
2011
2012

***6. Describe your familiarity with the National Standards prior to this project**

had no knowledge
not familiar
familiar
very familiar

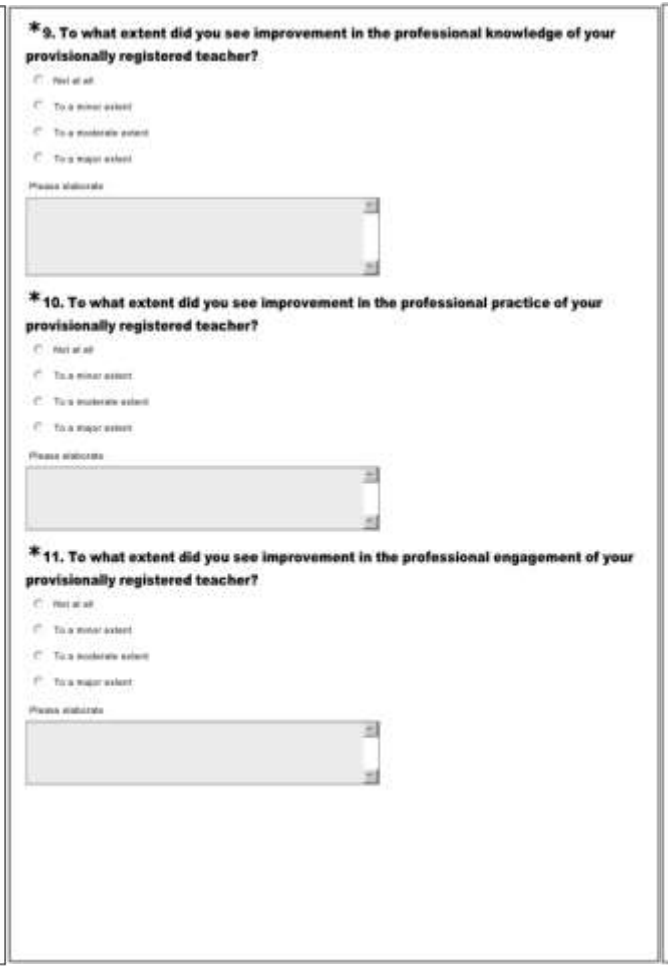
***7. The National Professional Standards for Teachers...**

	Strongly Agree	Agree	Disagree	Strongly disagree
...were used as the basis for professional discussions with my provisionally registered teacher				
...were used as a basis for feedback to my provisionally registered teacher				
...were a valuable way of determining my provisionally registered teacher's professional knowledge, practice and engagement				
...provided a common language for me to discuss teaching practice with my provisionally registered teacher				
...were useful to identify a focus for inquiry				
...highlighted areas of professional learning for my provisionally registered teacher				
...highlighted areas of professional learning for myself				



*8. *Please indicate a level of agreement with the following statements:*

	Did not assist	Some assistance	Valuable	Highly valuable
Working with the National Standards supported the discussion of effective professional practice with my provisionally registered teacher.				
Discussion with my provisionally registered teacher assisted me to understand their practice in relation to the National Standards.				
Working with the National Standards supported me to provide feedback to my provisionally registered teacher about their practice in the classroom.				
Working with the National Standards supported my provisionally registered teacher to investigate an area of inquiry to improve professional practice.				
Working with the National Standards supported a focus for my provisionally registered teacher on improving student learning.				
Working with the National Standards helped me to understand my own practice.				



*9. To what extent did you see improvement in the professional knowledge of your provisionally registered teacher?

- Not at all
- To a minor extent
- To a moderate extent
- To a major extent

Please elaborate

*10. To what extent did you see improvement in the professional practice of your provisionally registered teacher?

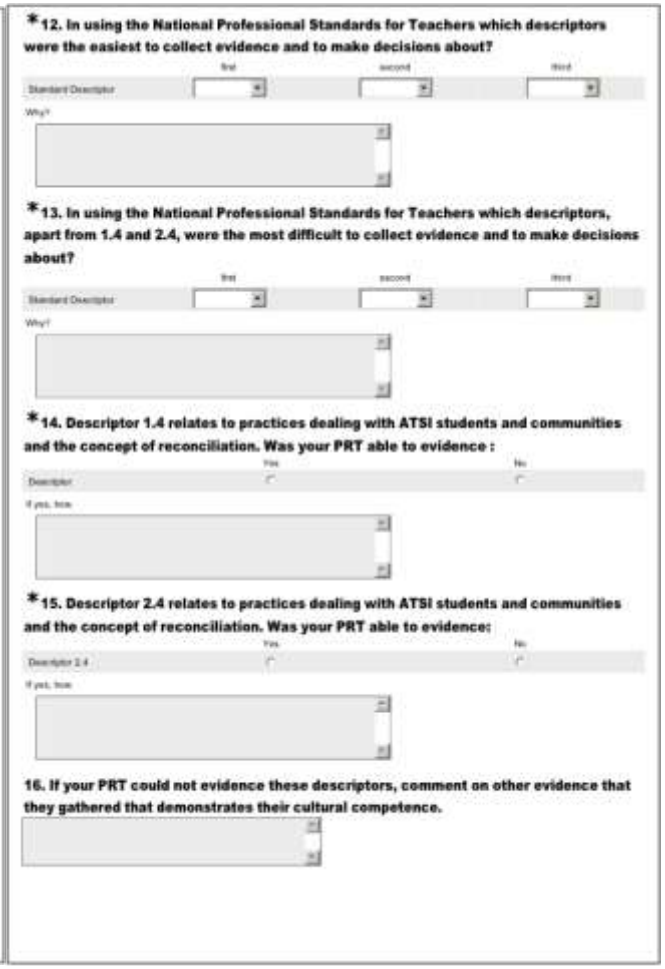
- Not at all
- To a minor extent
- To a moderate extent
- To a major extent

Please elaborate

*11. To what extent did you see improvement in the professional engagement of your provisionally registered teacher?

- Not at all
- To a minor extent
- To a moderate extent
- To a major extent

Please elaborate



*12. In using the National Professional Standards for Teachers which descriptors were the easiest to collect evidence and to make decisions about?

	first	second	third
Standard Descriptor			

Why?

*13. In using the National Professional Standards for Teachers which descriptors, apart from 1.4 and 2.4, were the most difficult to collect evidence and to make decisions about?

	first	second	third
Standard Descriptor			

Why?

*14. Descriptor 1.4 relates to practices dealing with ATSI students and communities and the concept of reconciliation. Was your PRT able to evidence :

	Yes	No
Descriptor		

If yes, how

*15. Descriptor 2.4 relates to practices dealing with ATSI students and communities and the concept of reconciliation. Was your PRT able to evidence:

	Yes	No
Descriptor 2.4		

If yes, how

16. If your PRT could not evidence these descriptors, comment on other evidence that they gathered that demonstrates their cultural competence.

***17. To what extent was the information about the process clear and useful?**

***18. To what extent was the template useful?**

***19. Did your PRT encounter any issues in developing the evidence?**

***20. Were alternative approaches to the template used for documentation?**

Yes

No

If yes, please comment

***21. Please estimate the number of hours you spent working with your PRT.**

0-5

5-10

10-20

20-30

30-40

40+

***22. This process was : (tick as many as applicable)**

- [ ] a good way for me to interact with school leadership
- [ ] a good way for my PRT to interact with colleagues
- [ ] a good way for my PRT to interact with school leadership
- [ ] confusing and difficult to understand
- [ ] easy to follow
- [ ] professionally challenging and rewarding for me
- [ ] professionally challenging and rewarding for my PRT
- [ ] intrusive and took my PRT away from their teaching work
- [ ] time consuming for me
- [ ] time consuming for my PRT
- [ ] an opportunity to reflect more deeply on my practice
- [ ] an opportunity for my PRT to reflect on their practice
- [ ] relevant to the teaching context of my PRT

***23. Is there anything that you have learnt during this trial that you will use in either your own work or in working with a PRT?**

◯ Yes

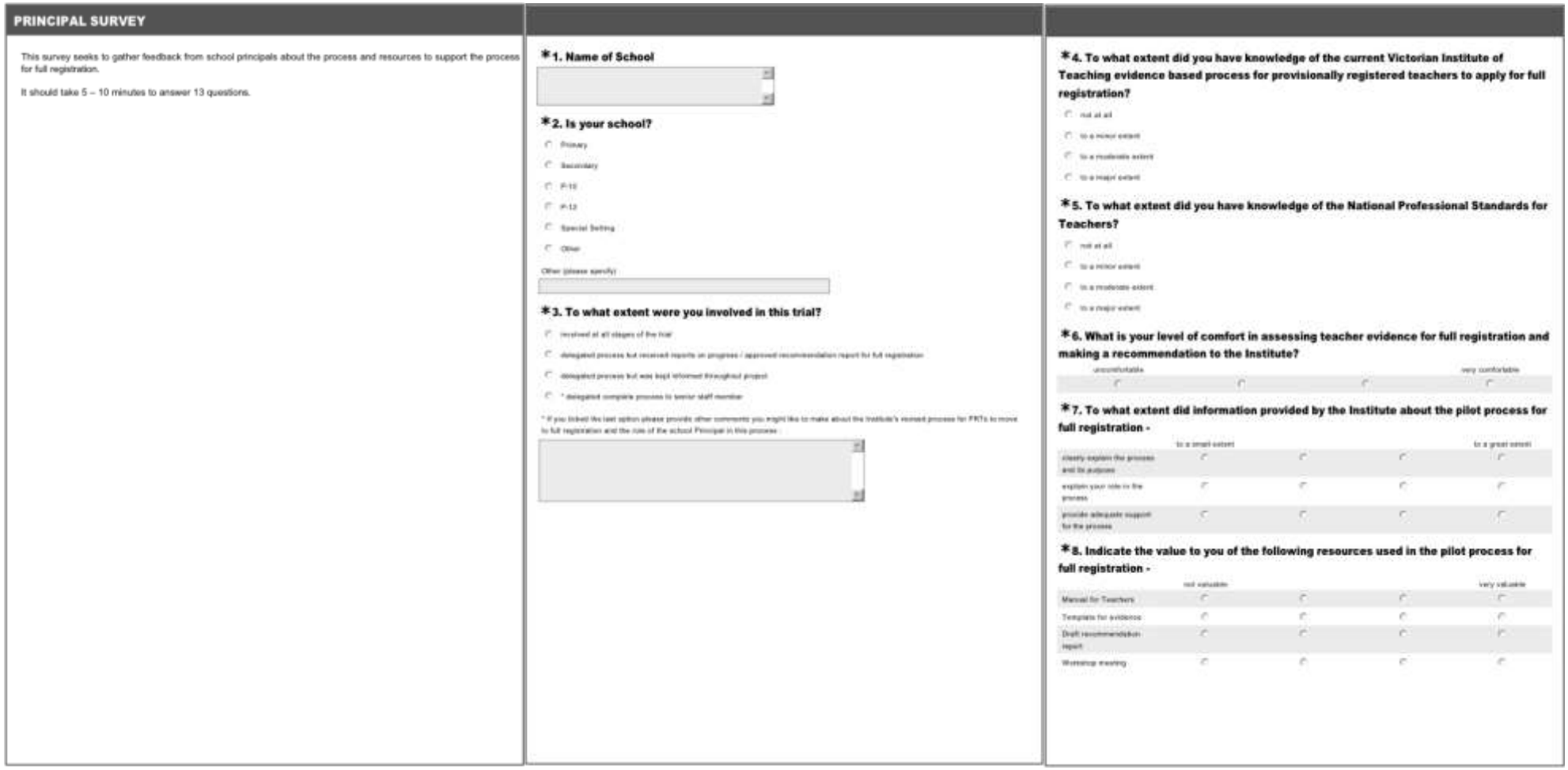
◯ No

If yes, please elaborate

Thank you for your time. Your opinions are extremely valuable and your willingness to share them is appreciated by the Victorian Institute of Teaching and AITSL.

Please do not hesitate to contact Dawn Colcott if you have any queries about this survey.

10.2.7 Appendix 7: Survey 3 Principal



PRINCIPAL SURVEY

This survey seeks to gather feedback from school principals about the process and resources to support the process for full registration.

It should take 5 – 10 minutes to answer 13 questions.

***1. Name of School**

***2. Is your school?**

- Primary
- Secondary
- P-10
- P-12
- Special Setting
- Other

Other (please specify)

***3. To what extent were you involved in this trial?**

- received at all stages of the trial
- delegated process but received reports on progress / approved recommendation report for full registration
- delegated process but was kept informed throughout project
- * delegated complete process to senior staff member

* If you ticked the last option please provide other comments you might like to make about the Institute's revised process for PRTs to move to full registration and the role of the school Principal in this process

***4. To what extent did you have knowledge of the current Victorian Institute of Teaching evidence based process for provisionally registered teachers to apply for full registration?**

- not at all
- to a minor extent
- to a moderate extent
- to a major extent

***5. To what extent did you have knowledge of the National Professional Standards for Teachers?**

- not at all
- to a minor extent
- to a moderate extent
- to a major extent

***6. What is your level of comfort in assessing teacher evidence for full registration and making a recommendation to the Institute?**

uncomfortable			very comfortable

***7. To what extent did information provided by the Institute about the pilot process for full registration -**

	to a small extent			to a great extent
clearly explain the process and its purpose				
explain your role in the process				
provide adequate support for the process				

***8. Indicate the value to you of the following resources used in the pilot process for full registration -**

	not valuable			very valuable
Manual for Teachers				
Template for evidence				
Draft recommendation report				
Workshop meeting				

9. What specific resources, information or materials, in addition to those listed in Question 8 would assist you to support your PRT to undertake the evidence-based process and make a recommendation?

***10. To what extent did the process used in the pilot provide evidence of teacher practice:**

	to a minor extent			to a major extent
that relates to the PRTs professional knowledge				
that relates to the PRTs professional practice				
that relates to the PRTs professional engagement				
that allows me to make judgements about the PRTs proficiency against the standards				

***11. In relation to descriptors 7.1 (meet professional ethics and responsibilities) and 7.2 (Comply with legislative, administrative and organisational requirements) :**

	Yes	No
Did you make a judgement about the PRT meeting these standards?		

12. If you answered "Yes" to the previous question on what basis did you make this judgement?

- evidence presented by PRT
- evidence presented by mentor
- mentor or other colleague's observation
- your observation
- other

How easy was it to make this judgement?

13. Other comments you might like to make about the Institute's revised process for PRTs to move to full registration and the role of the school Principal in this process :

THANK YOU FOR COMPLETING THE PRINCIPAL SURVEY

We appreciate the time you have taken to answer the questions for our survey.

10.2.8 Appendix 8: Links to Samples of Evidence

http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/SPL%20events%202013/Full%20sample%20PRT_evidence%20April%202013.pdf

http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/Sample_of_evidence_2_.pdf

10.3 CDU NTRB Appendices

10.3.1 Appendix 1: Self evaluation tools

Self evaluation

Please rate yourself on the following continuum in response to the following statements.

I rate my understanding of what is required for me to move from provisional (Graduate Career Stage) to full registration (at the Proficient Career Stage).

0_____3_____5

No idea Some idea Excellent understanding

I rate my understanding of what is required to meet the requirements of the Australian Professional Standards for Teachers at the Proficient Career Stage as

0_____3_____5

No idea Some idea Excellent understanding

Please write down three to five words you think would describe the best characteristics of school Principals assisting you to meet the requirements of full registration?

_____

Please write down three to five words you think would describe the best characteristics of school Principals assisting you to meet the requirements of the Australian Professional Standards for Teachers?

Please write down three to five words you think would describe the best characteristics of a mentor assisting you to meet the requirements of the full registration or the Australian Professional Standards for Teachers?

Self Audit Against the Standards: This tool will begin your engagement with the Australian Professional Standards for Teachers. It will help affirm your strengths and identify areas for development. The focus areas in each Standard give your more details about each statement. Provisionally registered teachers need to be working towards the proficient standards.

				Need				Strength
Professional Knowledge	1	**Know students and how they learn**						
		Areas of Strength	Areas for Development	1	2	3	4	5
	2	**Know the content and how to teach it**						
		Areas of Strength	Areas for Development	1	2	3	4	5
Professional Practice	3	**Plan for and implement effective teaching and learning**						
		Areas of Strength	Areas for Development	1	2	3	4	5
	4	**Create and maintain supportive and safe learning environments**						
		Areas of Strength	Areas for Development	1	2	3	4	5
	5	**Assess, provide feedback and report on student learning**						
		Areas of Strength	Areas for Development	1	2	3	4	5
Professional Engagement	6	**Engage in professional learning**						
		Areas of Strength	Areas for Development	1	2	3	4	5
	7	**Engage professionally with colleagues, parents/carers and the community**						
		Areas of Strength	Areas for Development	1	2	3	4	5

10.3.2 Appendix 2: Planning Pro-forma

Which Standard are you going to focus upon?	
What activity or activities that you plan to work on in your daily work will enable you to meet this Standard?	
What sorts of evidence will you collect to enable you to meet this Standard?	
What is your expectation of your school Principal to support you to achieve the collection of evidence to meet this Standard?	
Do you have a mentor at this stage? If so, what position does this person hold? Inside or outside of your school?	
Do you plan to have a mentor available to you during this project? If so, what position does this person hold? Inside or outside of your school?	
When do you plan to work on collecting and organising the evidence you will collect?	
How much time do you plan to allocate?	
Any other thoughts at this stage?	

10.3.3 Appendix 3: Interview questions

Interview 1: Provisionally registered teachers

1. How are you going with your plans?
2. Has anything changed?
3. What have been the things you've found easy?
4. What are the things you've found difficult?
5. Is there any support you would like?
6. Anything else you would like to say?

Interview 2: Provisionally registered teachers

1 Have you had a chance to collect evidence against the National Professional Standards at the Proficient Career Stage?

2 What's going well? What was easiest/hardest?

3 What has enabled you to collect evidence?

4 What has got in the way of you being able to collect evidence?

5 What would be your advice to other provisionally registered teachers?

6 Anything else you would like to say?

Interview 1: School leadership and mentor

3. Please describe the school context in relation to the numbers of provisionally registered teachers on your staff: how many Graduate Teachers do you have on staff, and how do you go about providing support for them?
4. What sorts of strategies do you use to support new teachers to your school, and especially those who are provisionally registered?
5. What sorts of support would you like to have access to, to support the introduction of the Australian Professional Standards for Teachers?
6. What are the key challenges for you in relation to your whole teaching staff profile?
7. Anything else you would like to see?

10.4 Australind Appendices

10.4.1 Appendix 1: Sample Student Survey

Survey Questions - Foci 3.1

* Please select one box only

1. My teacher expects me to work hard

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

2. My teacher expects me to perform at my best

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

3. I understand what I am expected to learn

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

4. I set goals for my learning

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

5. I believe that I am achieving my learning goals

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

6. My teacher clearly explains why we are doing set tasks

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

7. My teacher congratulates me on my learning successes

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

8. My teacher supports me to achieve a good grade

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

Written Responses

9. Over the past two weeks, what are three things that you have learned in this class?

a)

b)

c)

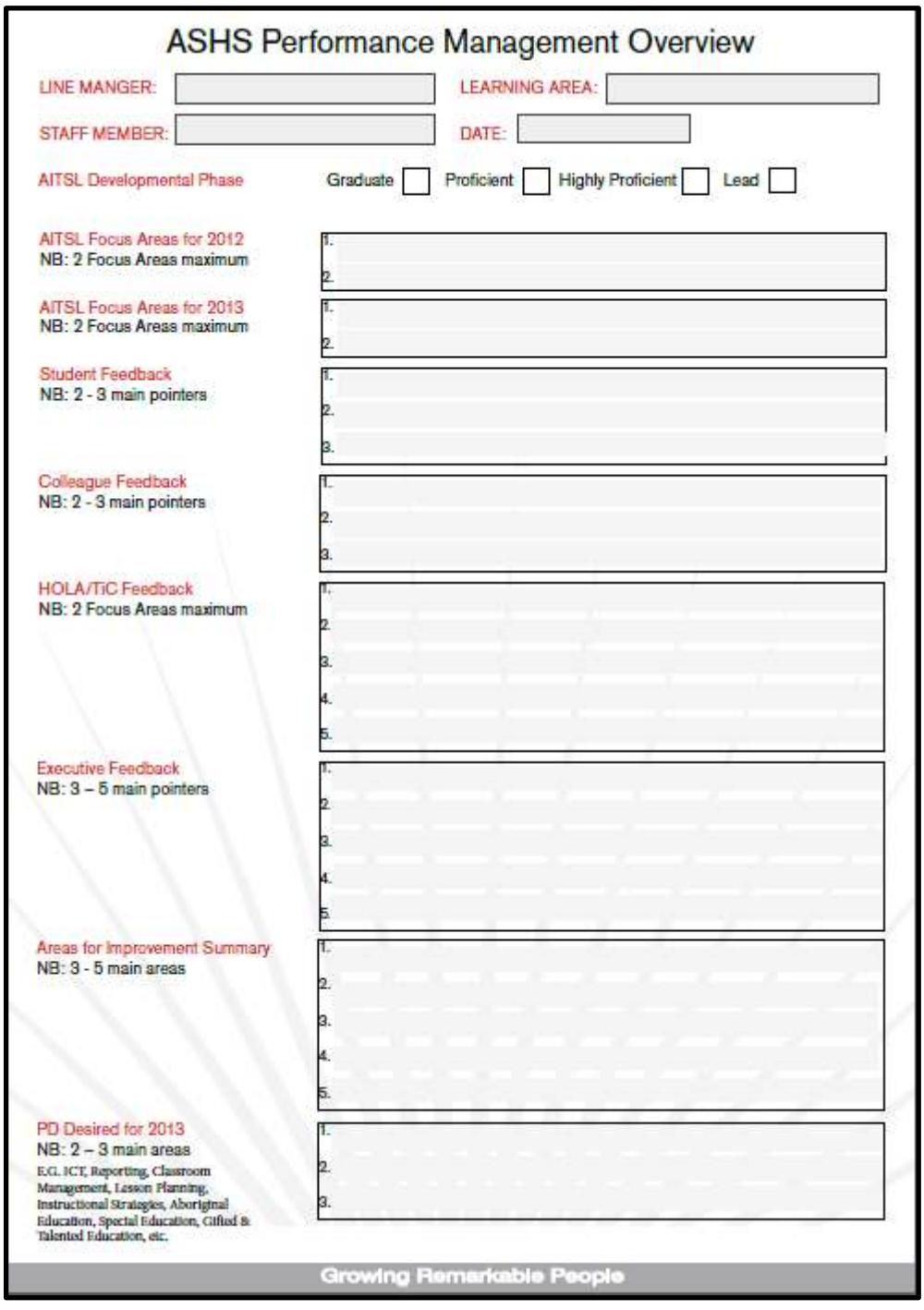
10. How do you know when you are learning well?

10.4.2 Appendix 2: Executive Team Classroom Observation Sheet

Date:	Teacher's Name:	Observer:
28/08/12		

LESSON	FEEDBACK
Set • Link to past experiences or knowledge of the students • Actively involve the students • Relevant to the objective of the upcoming lesson	• Lined up students to settle class. • Set up class for face to face interaction. • Strong relationships with students evident. • Linked to POV and character - prior learning.
Objective and Purpose • Share with students what they are learning or will be able to do • Why the lesson is important	• Objectives not clearly displayed, e.g. I was given them but not students… • Verbally discussed purpose but not explicit. • Some clear connection to character traits and how they are developed in texts.
Input • Relevant information, skills and understanding needed for success	• Connected to prior learning, engaging task. • Instructions were at times misunderstood by students, some confusion. • Clear written steps could have assisted lower ability students.
Modelling • Examples, illustrations or demonstrations • Label critical attributes of the learning	• The exercise was well suited to lower ability students, safe for all to contribute. • No clear scaffold for students initially, instead developed on the computer during lesson. • This led to some confusion over task. • An example needed to be modelled first.
Check for understanding • Checking if students understand what they are learning	• Attended to questions well and motivated students. • Engaging, high energy. • Accountability could be enhanced through questioning techniques.
Guided Practice • Give students the opportunity to practise with teacher guidance • Provide immediate and specific feedback with knowledge of results	• Encouraged students to engage. • Animated engaging delivery. • Cautioned students to use appropriate language. • Scaffold needed with clear instructions. • Used names to connect with students.
Independent Practice 1. Practise the skill **2.** Encouragement	*3.* Used a Round Robin strategy with each student contributing to final product. *Use names of strategies to train students.* 4. Students felt safe to contribute. 5. Students enjoyed task. 6. Moved student when needed.
Closure 1. Teacher summarizes key points of lesson 2. Students summarize what they have learned 3. Summarize why lesson is important 4. Connect to future learning	***Overall*** 1. A well suited topic and task for students. 2. Strong relationships and engagement. 3. More student accountability needed. 4. More explicit training regarding group work behaviour.

10.4.3 Appendix 3: ASHS Performance Management Overview



ASHS Performance Management Overview

LINE MANGER: LEARNING AREA:

STAFF MEMBER: DATE:

AITSL Developmental Phase — Graduate ☐ Proficient ☐ Highly Proficient ☐ Lead ☐

AITSL Focus Areas for 2012
NB: 2 Focus Areas maximum
1.
2.

AITSL Focus Areas for 2013
NB: 2 Focus Areas maximum
1.
2.

Student Feedback
NB: 2 - 3 main pointers
1.
2.
3.

Colleague Feedback
NB: 2 - 3 main pointers
1.
2.
3.

HOLA/TiC Feedback
NB: 2 Focus Areas maximum
1.
2.
3.
4.
5.

Executive Feedback
NB: 3 – 5 main pointers
1.
2.
3.
4.
5.

Areas for Improvement Summary
NB: 3 - 5 main areas
1.
2.
3.
4.
5.

PD Desired for 2013
NB: 2 – 3 main areas
EG. ICT, Reporting, Classroom Management, Lesson Planning, Instructional Strategies, Aborigtnal Education, Special Education, Gifted & Talented Education, etc.
1.
2.
3.

Growing Remarkable People

10.4.4 Appendix 4: Instructional Strategies Program (IS)

Provider

The Instructional Strategies programme is run through the Department of Behaviour and Well-being (DoE WA), building on the work of Barry Bennett and Peter Smilanich's (1994) on positive classroom behaviour management and student engagement. Bennett and Smilanich personally facilitated the development of the Classroom Management and Instructional Strategies facilitator programmes, which have been running across WA schools for over a decade.

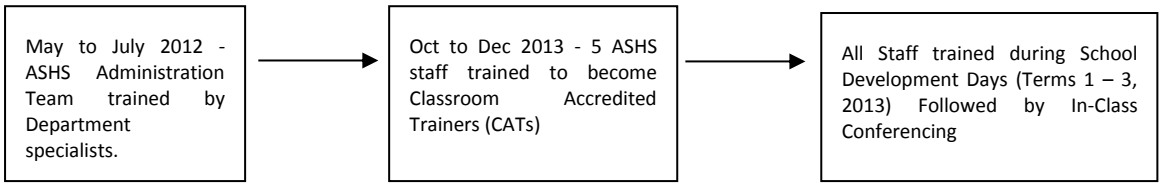
Purpose [Engaging students in learning]:

To develop teachers' skills in the classroom with a focus on classroom management and interactive instructional strategies. The programme helps to bring to the conscious mind the skills that teachers sub-consciously use in their daily classroom practice. This is to enable them to self-reflect upon and thus improve their practice. There is also a major focus on increasing student safety (willingness to take risks in public) and accountability (all students are expected and structures provided to enable them participate to their full potential).

Structure:

- 3 x I day workshops conducted by highly trained Department staff
- 3 x 1 hour conferences (observing classroom practice and providing feedback)

Instructional Strategies (IS) Implementation Strategy for ASHS:



We are in our final stages of IS training for our staff with on more training workshop and conference planned for Term 3, 2013. It is intended that the 5 CATs will conduct conferences with teaching staff bi-annually as part of the school's performance appraisal and development cycle.

URL Link for additional Information

http://www.det.wa.edu.au/studentsupport/behaviourandwellbeing/detcms/navigation/positive-classrooms/classroom-management-strategies/

10.5 DoE Tas Appendices

10.5.1 Professional Learning Institute

http://www.education.tas.gov.au/SearchCentre/results.aspx/Results.aspx?k=tased-4-1192

10.5.2 Self Evaluation Template

10.5.2.1 Instructions

Professional Learning Institute

LEAD • EMPOWER • ASPIRE • DEVELOP

Notes:

You may need to click **enable editing** (see top of screen) before you begin and do a **SAVE AS** to your computer before starting.
It is suggested you give it a name such as AITSL Self Review 2011 Fred Smith so you can keep a permanent copy each year and identify that it belongs to you.

The questions and your responses are entered on the **"Enter your Ratings"** Sheet. See TAB below

Please read the questions carefully and try to interpret them with due consideration to the **key work in bold**.

Respond to each question with a rating between 1 and 4 with - **1: Never/rarely; 2: Occasionally; 3: Often; 4: Frequently/almost always**

SUGGESTION: There are 111 questions that will take about 1 hour to complete it is suggested that you do it in two or three sessions.
Make sure you click **SAVE** at the end of each session

Once completed your feedback is available on the **Feedback TAB**

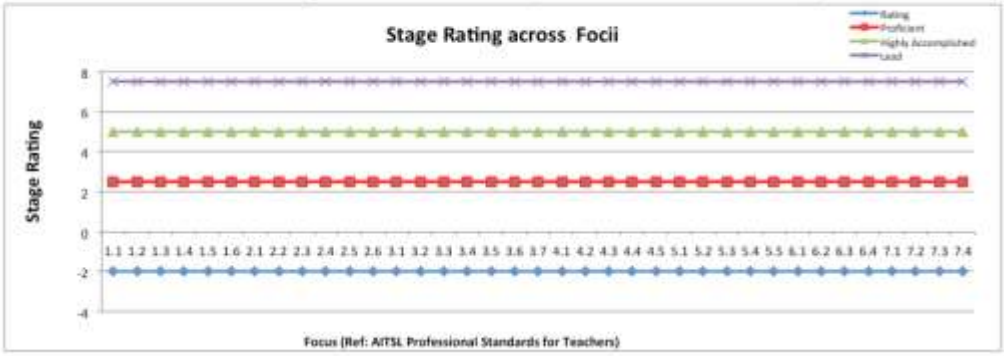
10.5.2.2 Rating Entry

A sample 20 from the full list of 112 feedback questions is provided.

No	Focus Statement - Rate each statement 1: Rarely/never - 2: Occasionally - 3: Often - 4: Frequently/almost always	Rating 1 to 4		
1	I take a **leadership role** in professional and community networks and support the involvement of colleagues in external learning opportunities.		111	Enter rating
2	I use my knowledge and skills in working with students with diverse needs to **assist colleagues** select and develop teaching strategies that improve learning for all students.		110	Enter rating
3	I **work with colleagues** to develop understanding of the need to have a wide range of communication skills and strategies		109	Enter rating
4	I use assessment data to **evaluate** differentiated learning and teaching programs designed to meet the specific learning needs of students across a full range of ability.		108	Enter rating
5	By demonstrating exemplary practice and high expectations I **lead** colleagues to encourage students to pursue challenging goals in all aspects of their education.		107	Enter rating
6	I have **developed and use** a range of strategies, both formal and informal, diagnostic, formative and summative to assess student learning		106	Enter rating
7	I **set** explicit, challenging and achievable learning goals for each individual students in my classes.		105	Enter rating
8	I **organise** assessment moderation activities that support consistent and comparable judgements about student learning		104	Enter rating
9	I actively contribute to collegial discussions and apply constructive **feedback from colleagues to improve** my professional knowledge and practice.		103	Enter rating
10	I **support colleagues** in using current and comprehensive knowledge of my learning area to develop engaging learning and teaching opportunities.		102	Enter rating
11	I **lead and support** colleagues within the school to select and use ICT to expand learning opportunities and develop effective teaching strategies		101	Enter rating
12	I **contribute** to professional networks and associations and build productive links with the wider community to improve teaching and learning		100	Enter rating
13	I **work with colleagues** to access specialist knowledge that enables us to develop teaching programs that support the participation and learning of students with disability		99	Enter rating
14	Through discussion and negotiation in all my classes I have **established clear expectations** for student behaviour and the consequences associated with misbehaviour.		98	Enter rating
15	I am seen as a **leader in my learning area** and work with colleagues to develop appropriate methods of assessment and reporting		97	Enter rating
16	I continually expand my **understanding** of how students learn through research and workplace knowledge.		96	Enter rating
17	I **set** challenging learning goals and by having high personal expectations my classes exhibit a culture of high expectation for all students.		95	Enter rating
18	I **initiate** collaborative relationships to expand opportunities for professional learning, engage in research and support the professional growth of colleagues.		94	Enter rating
19	I **use** research and collegial advice in structuring my teaching program		93	Enter rating
20	I have **developed teaching programs** that support the ongoing participation of Aboriginal and Torres Strait Islander student through collaborative relationships.		92	Enter rating

10.5.2.3 Feedback Template

Feedback Report	
Name:	
date of self assessment	
On balance overall self assessment	#N/A



10.6 ACT TQI Appendices (Documents Produced in the Pilot and Survey Instruments)

10.6.1 Appendix 1: Documents: Engaging the Profession

10.6.1.1 Recruitment Flyer

Cross Sectoral Information Session:
ACT Pilot of Certification against the *National Professional Standards for Teachers* - Highly Accomplished and Lead Teacher

Would you like to be involved in the ACT Pilot of the Certification process that aims to:

- recognise and promote quality teaching
- provide an opportunity for teachers to reflect on their practice
- provide information on quality teaching that can be used to identify and recognise Highly Accomplished and Lead teachers?

We are seeking:

A group of 30 teachers from ACT Independent, Public and Catholic schools (primary, secondary, early childhood, VET and specialist roles) to participate as applicants in the certification pilot against the Highly Accomplished or Lead level of the *National Professional Standards for Teachers*. Multiple applicants from the same school will be considered.

and

A cross-sectoral group of 15 Deputies/Assistant Principals to undertake training and assess the teachers in the certification pilot.

If you are interested in participating in either of the pilot groups please come to one of the Information sessions detailed below. The session will include an overview of the certification pilot and outline the expression of interest process for your involvement.

The north-side and south-side options are:

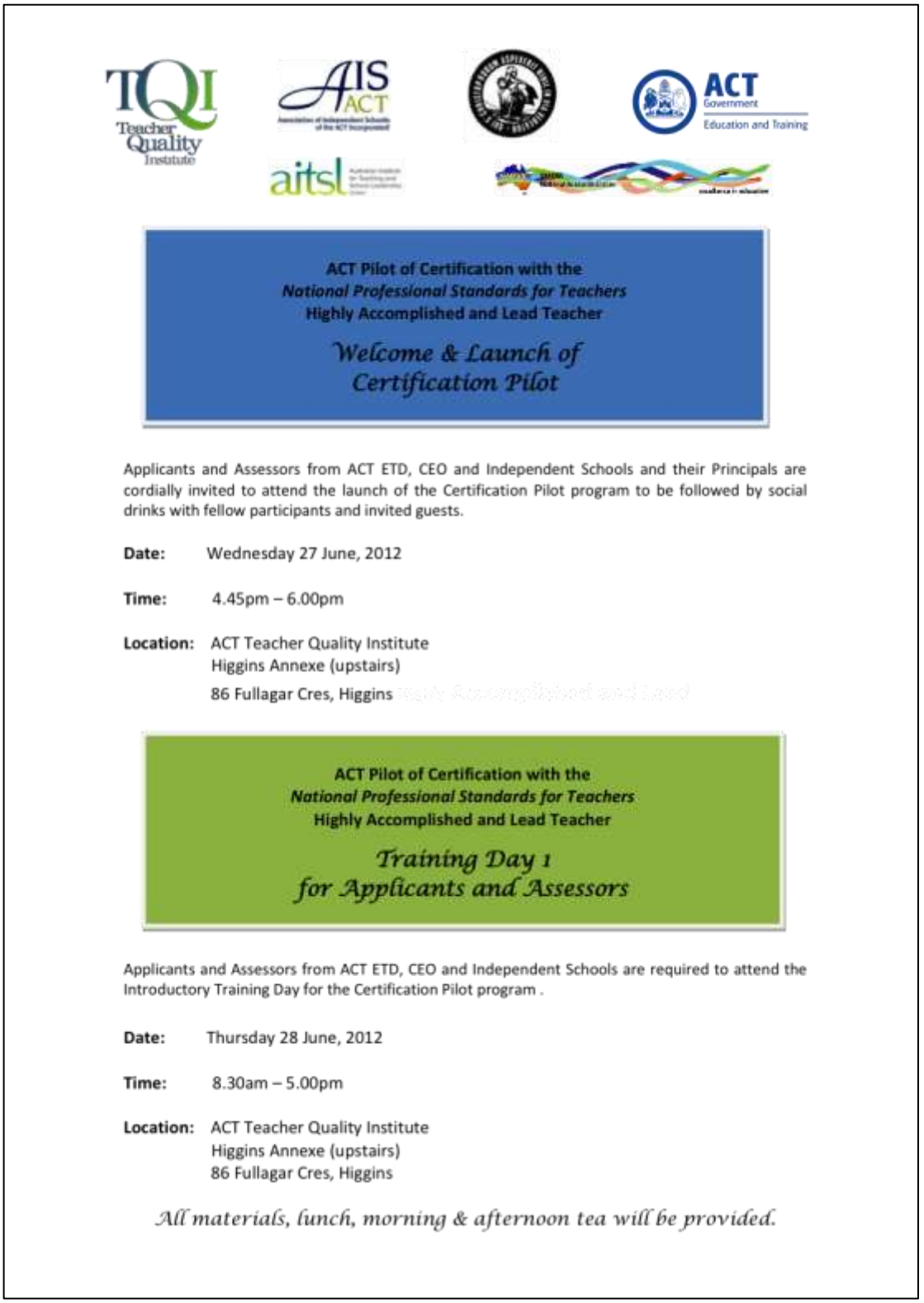
Date	Time	Location
Wednesday 6 June	4.15 – 5.00pm	Upstairs ACT Teacher Quality Institute – Higgins Annexe 86 Fullagar Cres, Higgins
Tuesday 12 June	4.15 – 5.00pm	Hedley Beare Centre for Teaching and Learning Fremantle Dr, Stirling

Afternoon tea will be provided from 3.45pm

RSVP: email tqi@act.gov.au with your name, school name and session date.

Contacts:
[redacted] (TQI Standards Implementation Team)
[redacted]

10.6.1.2 Launch Invitation



ACT Pilot of Certification with the
National Professional Standards for Teachers
Highly Accomplished and Lead Teacher

Welcome & Launch of Certification Pilot

Applicants and Assessors from ACT ETD, CEO and Independent Schools and their Principals are cordially invited to attend the launch of the Certification Pilot program to be followed by social drinks with fellow participants and invited guests.

Date: Wednesday 27 June, 2012

Time: 4.45pm – 6.00pm

Location: ACT Teacher Quality Institute
Higgins Annexe (upstairs)
86 Fullagar Cres, Higgins

ACT Pilot of Certification with the
National Professional Standards for Teachers
Highly Accomplished and Lead Teacher

Training Day 1 for Applicants and Assessors

Applicants and Assessors from ACT ETD, CEO and Independent Schools are required to attend the Introductory Training Day for the Certification Pilot program .

Date: Thursday 28 June, 2012

Time: 8.30am – 5.00pm

Location: ACT Teacher Quality Institute
Higgins Annexe (upstairs)
86 Fullagar Cres, Higgins

All materials, lunch, morning & afternoon tea will be provided.

10.6.2 Appendix 2: Documents: Administration - Recruitment

10.6.2.1 Expression of Interest: Applicant

ACT Pilot of Certification against the *National Professional Standards for Teachers* - Highly Accomplished and Lead Teacher

Expression of Interest:
Applicant

Certification of Highly Accomplished and Lead teachers is an important element in a broader teacher quality strategy that develops, recognises and supports excellent teachers. Recognising the work of exemplary teachers can make an important contribution to quality teaching and leadership in schools.

The Pilot
The ACT Pilot of Certification against the *National Professional Standards for Teachers* - Highly Accomplished and Lead Teacher, will be conducted in partnership with AITSL and SiMERR. The pilot will include a controlled sample of participants across schooling levels in ACT Public, Catholic and Independent schools, including classroom, specialist and executive (SLCs/Coordinators) teachers. The purpose of the pilot is to trial the recently endorsed certification process to evaluate and determine evidencing and assessor requirements. The assessment process in the Pilot will be rigorous and credible. Applicants who are successful through the Pilot Certification process will be eligible to be awarded with certification at the Highly Accomplished or Lead career stage.

Eligibility requirements for applicants
Teachers intending to participate in the pilot must:

- have Full registration with the ACT Teacher Quality Institute
- have been assessed as satisfactory in their most recent annual performance assessments, i.e. two assessments for the **Highly Accomplished** career stage and three for the **Lead** career stage.

Certification Applicants in the Pilot will be required to:

- Submit an Expression of Interest which includes an initial professional statement of strengths and context against the Standards
- Progress through stage one and two of the certification process

Stage One:

- gather annotated evidence that collectively demonstrates achievement of each of the seven standards and takes account of each of the descriptors at the Highly Accomplished or Lead career stage
- provide documentation of an observation report by Principal or Delegate
- submit evidence for assessment by external Assessors

Stage Two:

- participate in an onsite school visit which includes direct observation of the applicant's teaching practice and professional discussion with the external assessor.

Key dates: *Training and Support*
28 June, 29 August and site visits intended to be during the period 29 October – 2 November 2012.

For further information contact:
Anna McKenzie, Cherie Kelly and Carmel Luck (TQI Standards Implementation Team)
email: tqi@act.gov.au phone: 620 59231 or 620 59396

Closing Date: Expressions of Interest must be emailed to tqi@act.gov.au by close of business, Tuesday 19 June 2012.

Certification of Highly Accomplished and Lead Teachers – Principles and Processes and the ***National Professional Standards for Teachers*** can be downloaded from the AITSL website www.aitsl.edu.au or through the TQI Portal.

ACT Pilot of Certification against the *National Professional Standards for Teachers* - Highly Accomplished and Lead Teacher

Expression of Interest Cover Sheet
Applicant

Name:		**TQI Registration Number:**	
School name:			
ACT School:	☐ **Catholic**	☐ **Independent**	☐ **Public**
Number of years teaching experience:			
School/s: ☐ Early Childhood ☐ Primary ☐ Secondary ☐ College ☐ Specialist School ☐ Support/specialist role		**Current grade/s:** **Subject/s:** **Specialist area:**	
I am seeking certification as:		☐ Highly Accomplished	☐ Lead

☐ I confirm that I meet all eligibility requirements
- ☐ I have Full registration with the ACT Teacher Quality Institute.
- I have provided an initial professional statement against the Standards.
- I have been assessed as satisfactory in my most recent annual performance assessments, i.e. two assessments for the **Highly Accomplished** career stage and three for the **Lead** career stage.

☐ I have attached the names and contact details of 3-5 professional referees (one of whom is my Principal or supervisor)

☐ I have provided an initial professional statement of my strengths and context against the Standards. ***The Statement should be a maximum of half an A4 page for each domain (size 11 font).***

Teacher Signature:

Principal to complete:

☐ **I agree that the information provided on this form is correct.**

☐ **I agree to the participation of _____ in this Certification Pilot should they be selected.**

Name: **Signature:**

Closing Date: Expressions of Interest must be emailed to tqi@act.gov.au by close of business, Tuesday 19 June 2012.

10.6.2.2 Expression of Interest: Assessor

ACT Pilot of Certification against the *National Professional Standards for Teachers* - Highly Accomplished and Lead Teacher

Expression of Interest:
Assessor

Certification of Highly Accomplished and Lead teachers is an important element in a broader teacher quality strategy that develops, recognises and supports excellent teachers. Recognising the work of exemplary teachers can make an important contribution to quality teaching and leadership in schools.

The Pilot

The ACT Pilot of Certification against the *National Professional Standards for Teachers* - Highly Accomplished and Lead Teacher, will be conducted in partnership with AITSL and SiMERR. The pilot will include a controlled sample of participants across schooling levels in ACT Public, Catholic and Independent schools, including classroom, specialist and executive (SLCs/Coodinators) teachers. The purpose of the pilot is to trial the recently endorsed certification process to evaluate and determine evidencing and assessor requirements. The assessment process in the Pilot will be rigorous and credible. Applicants who are successful through the Pilot Certification process will be eligible to be awarded with certification at the Highly Accomplished or Lead career stage. Through involvement in the pilot, participants will be eligible to be trained assessors.

Eligibility requirements

To be eligible to apply as an Assessor for the Highly Accomplished or Lead teacher career stages the applicant must:

- have full registration with the ACT Teacher Quality Institute
- be a current Deputy or Assistant Principal in an ACT school.

Certification Assessors will be required to:

- submit a written statement of experience that details involvement in teacher mentoring and development, and teacher assessment and feedback
- complete Assessor training
- liaise and work with other Assessors
- assess evidence, observe teaching practice, participate in professional discussions and provide feedback and a written report for each Applicant (approximately two per Assessor).

Key dates: *Training and Support*
28 June, 29 August, 24 & 25 October, proposed school visits 29 October – 2 November 2012.

For further information contact:
Anna McKenzie, Cherie Kelly and Carmel Luck (TQI Standards Implementation Team)
email: tqi@act.gov.au phone: 620 59231 or 620 59396.

Closing Date: Expressions of Interest must be emailed to tqi@act.gov.au by close of business, Tuesday 19 June 2012.

Certification of Highly Accomplished and Lead Teachers – Principles and Processes and ***the National Professional Standards for Teachers*** can be downloaded from the AITSL website www.aitsl.edu.au

ACT Pilot of Certification against the *National Professional Standards for Teachers* - Highly Accomplished and Lead Teacher

Expression of Interest Cover Sheet
Assessor

Name		**TQI Registration Number:**	
School name:			
ACT School:	❦ **Catholic**	❦ **Independent**	❦ **Public**
Number of years teaching experience:			
Number of years as a Deputy or Assistant Principal:			

Your School:

- ❦ Early Childhood
- ❦ Primary
- ❦ Secondary
- ❦ College
- ❦ Specialist School

- ❦ I confirm that I meet all eligibility requirements
  - ❦ I have Full registration with the ACT Teacher Quality Institute.
  - ❦ I am a current Deputy or Assistant Principal in an ACT school.

- ❦ I have attached a written statement of experience that details my involvement in teacher mentoring and development, and teacher assessment and feedback.

  Statements should be a maximum of one A4 page, size 11 font minimum.

Deputy/Assistant Principal:

Principal to complete:

- ❦ **I agree that the information provided on this form is correct.**
- ❦ **I agree to the participation of _____ in this Certification Pilot should they be selected.**

Name: **Signature:**

Closing Date: Expressions of Interest must be emailed to tqi@act.gov.au by close of business, Tuesday 19 June 2012.

10.6.2.3 Participant Consent Form

ACT Pilot of Certification of Highly Accomplished and Lead Teachers (National Professional Standards for Teachers)

Participant Consent Form

I, ... have been provided with information about the requirements for participation in the Certification Pilot and any questions I have asked have been answered to my satisfaction.

Yes/No

I agree to participate in the Certification Pilot, realising that I may withdraw at any time.

Yes/No

I agree that any research data gathered for the Certification Pilot may be published using a pseudonym

Yes/No

I agree to any formal interview and to having my voice recorded and transcribed.

Yes/No

I understand that commentary I provide may be quoted in reporting, and that personal and school information will be de-identified through the use of pseudonyms.

Yes/No

....

Participant Date

....

Researcher Date

10.6.3 Appendix 3: Documents: Administration – Submission & Distribution of Collections of Evidence

10.6.3.1 Acknowledgement of Receipt of 'Collection of Evidence'

ACT Pilot – Certification of Highly Accomplished and Lead Teachers

Acknowledgement of Receipt of
'Collection of Evidence'

Applicant's Name:	
Applicant's School:	
Contact Number:	
Application for:	❦ Highly Accomplished ❦ Lead
Format: (e.g. USB)	

Received by:	
Signature:	
Date:	
Time:	

10.6.3.2 Applicants – Receipt of 'Collection of Evidence'

APPLICANTS – Receipt of 'Collection of Evidence'

NAME	Received by	Date	Time	Format				
				Paper	Disk	USB	Email	ePortfolio
Highly Accomplished								
Lead								

10.6.3.3 Record of Collection – 'Collection of Evidence' (Highly Accomplished)

Record of Collection - 'Collection of Evidence'						
	Assessor 1	Assessor 2	Assessor 2B	TQI	AITSL	SiMERR
Highly Accomplished						

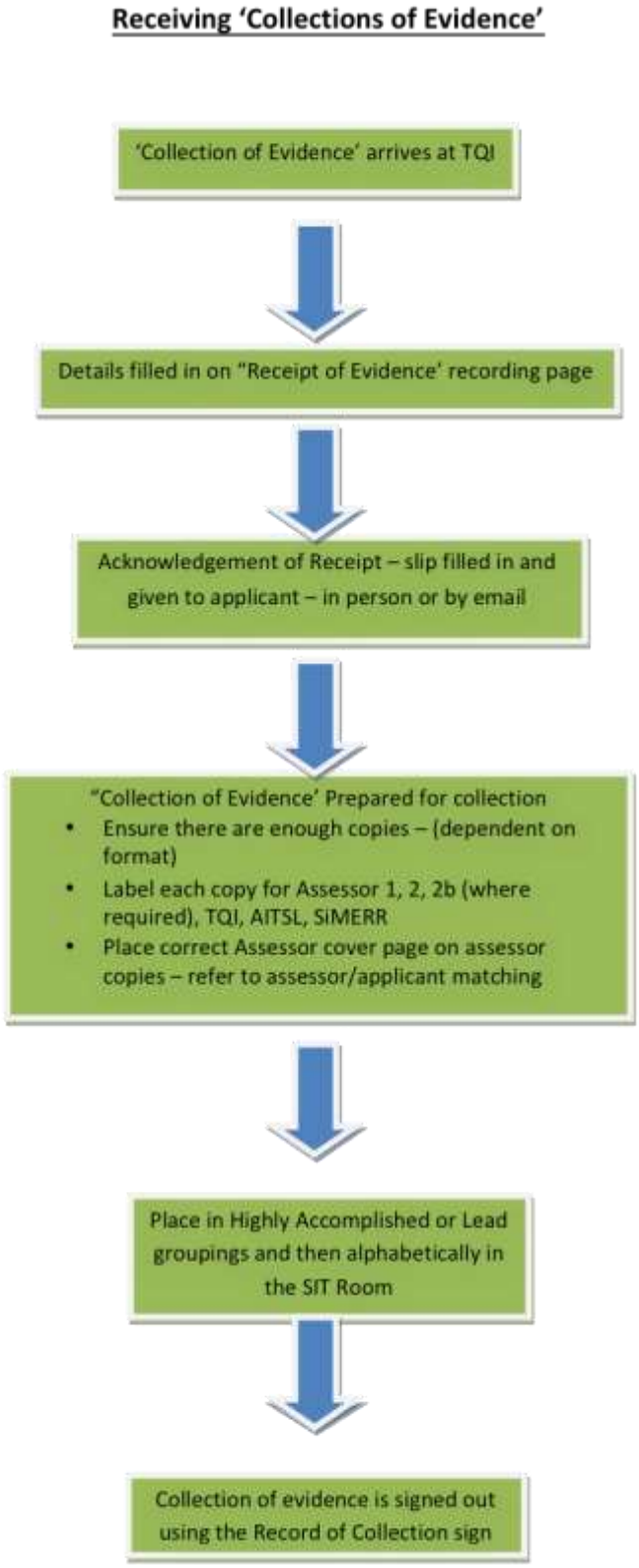
10.6.3.4 Record of Collection – 'Collection of Evidence' (Lead)

Record of Collection - 'Collection of Evidence'

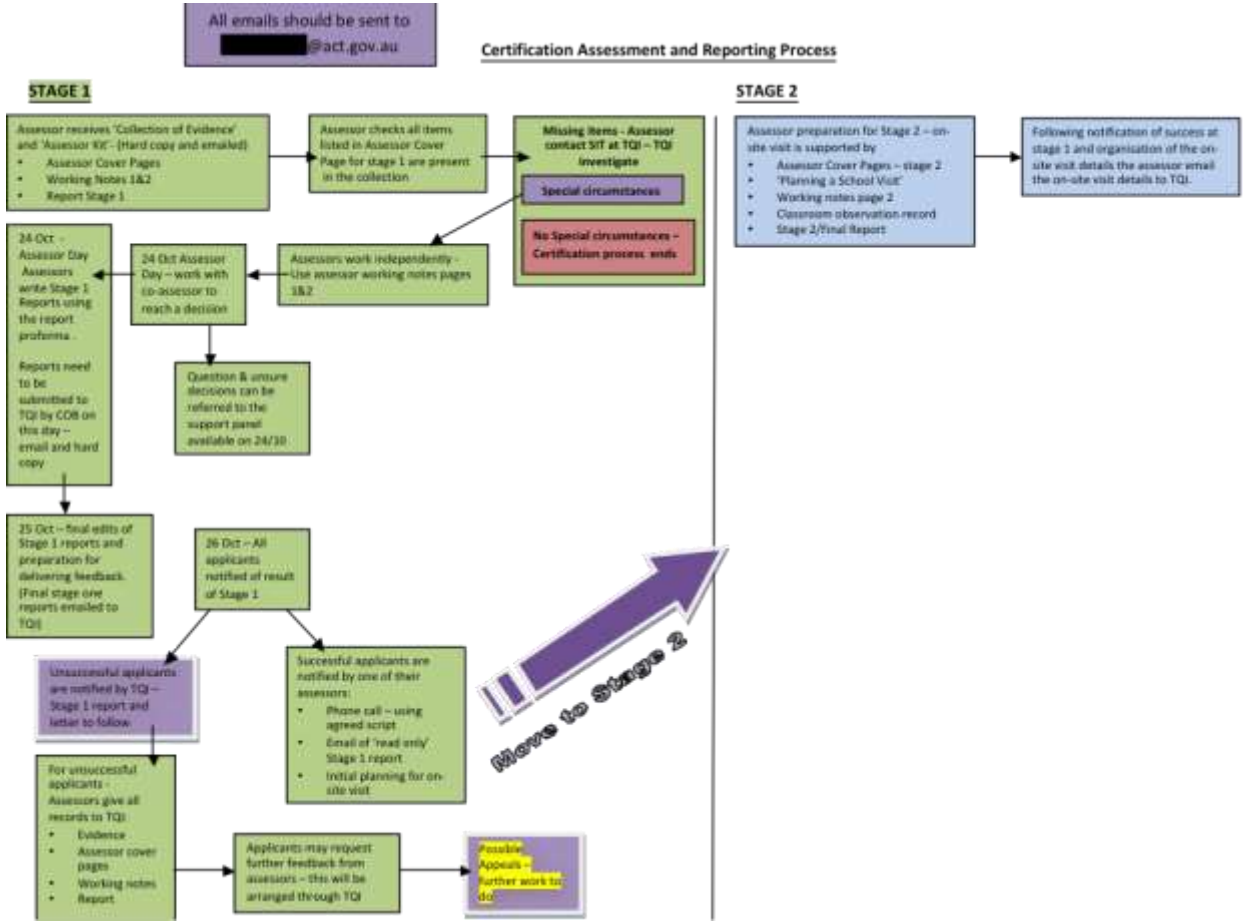
	Assessor 1	Assessor 2	Assessor 2B	TQI	AITSL	SiMERR
Lead						

10.6.4 Appendix 4: Documents: Administration – Process Flowcharts

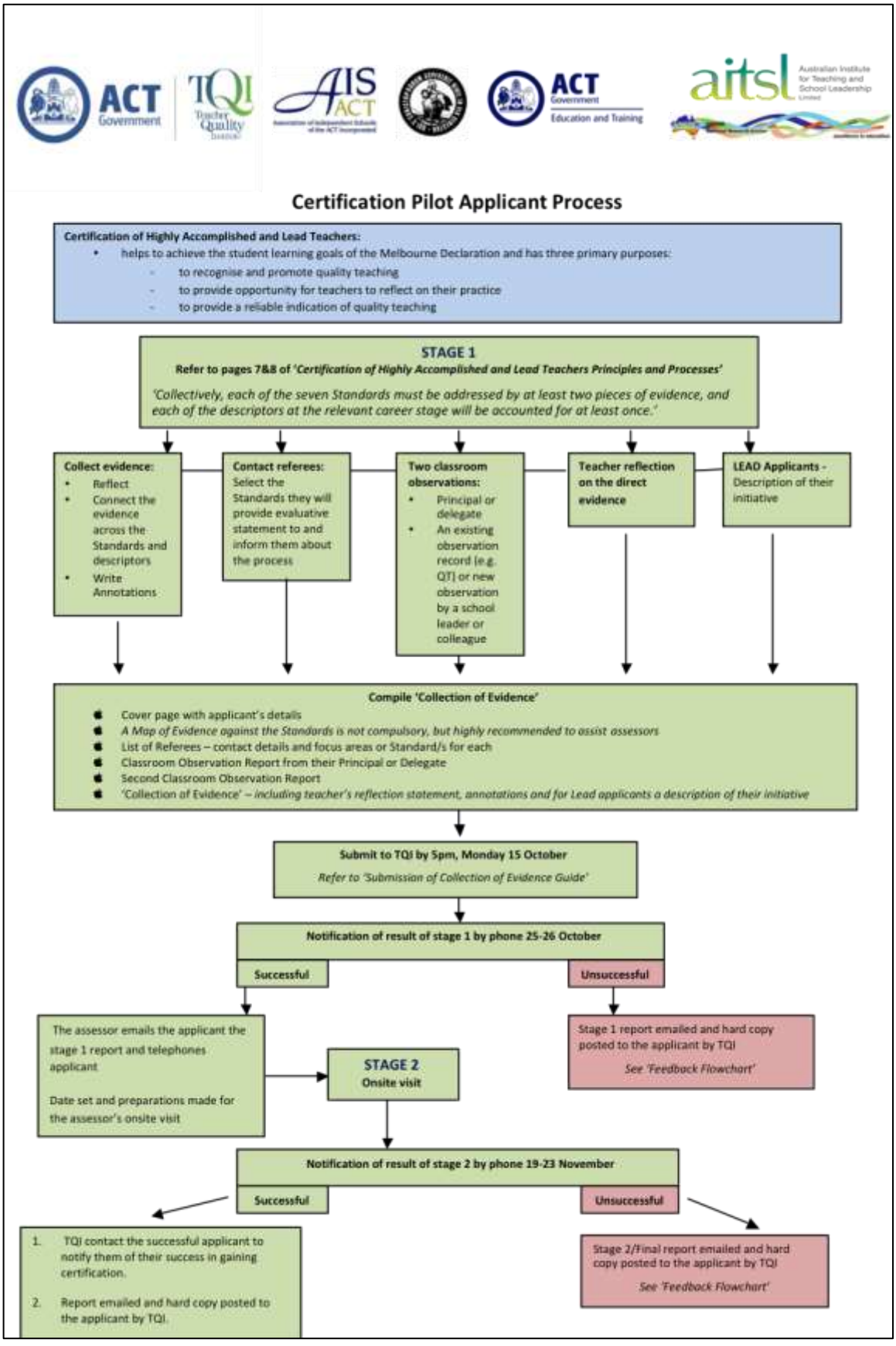
10.6.4.1 Receiving 'Collections of Evidence' Flowchart



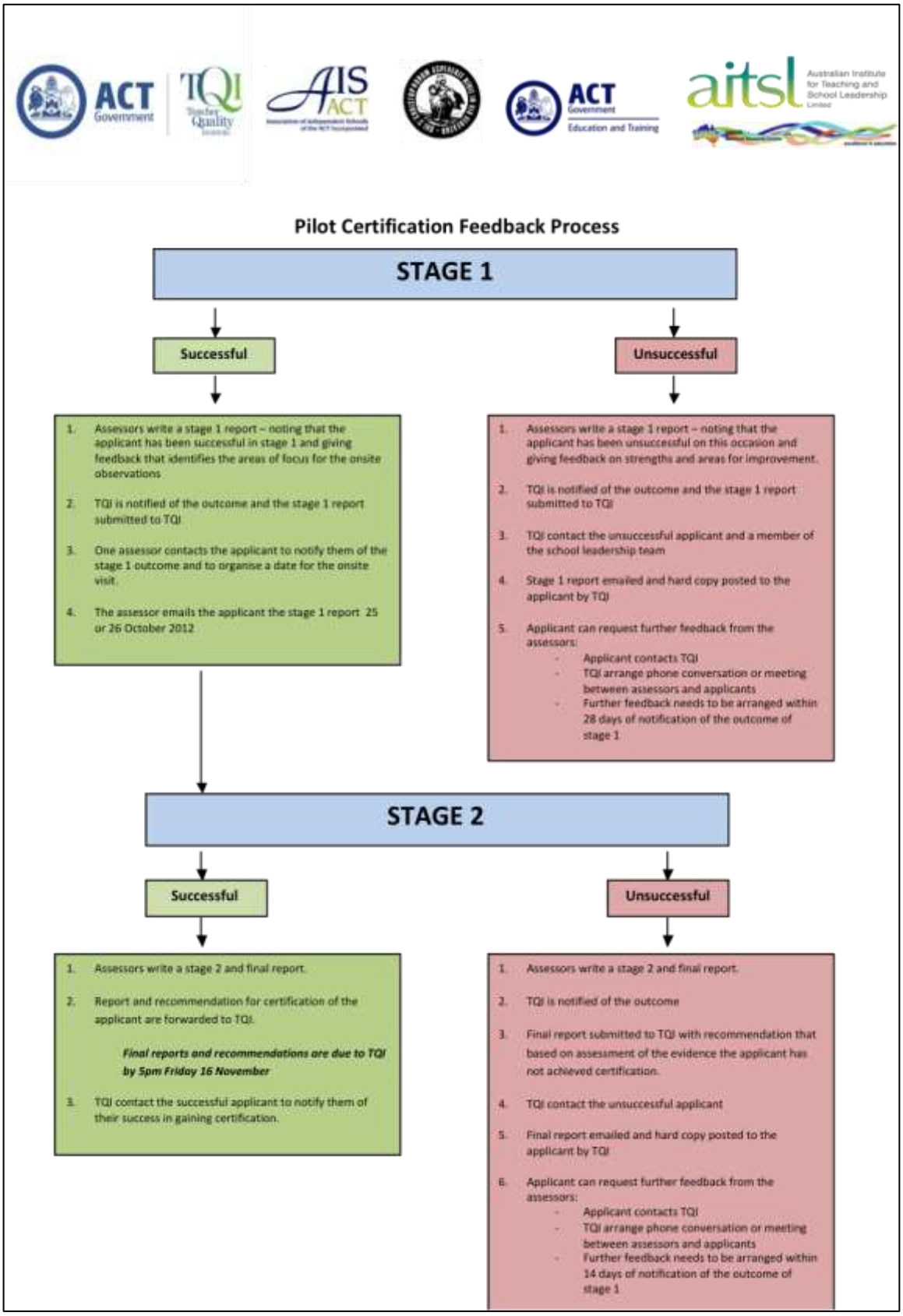
10.6.4.2 Certification Assessment and Reporting Process



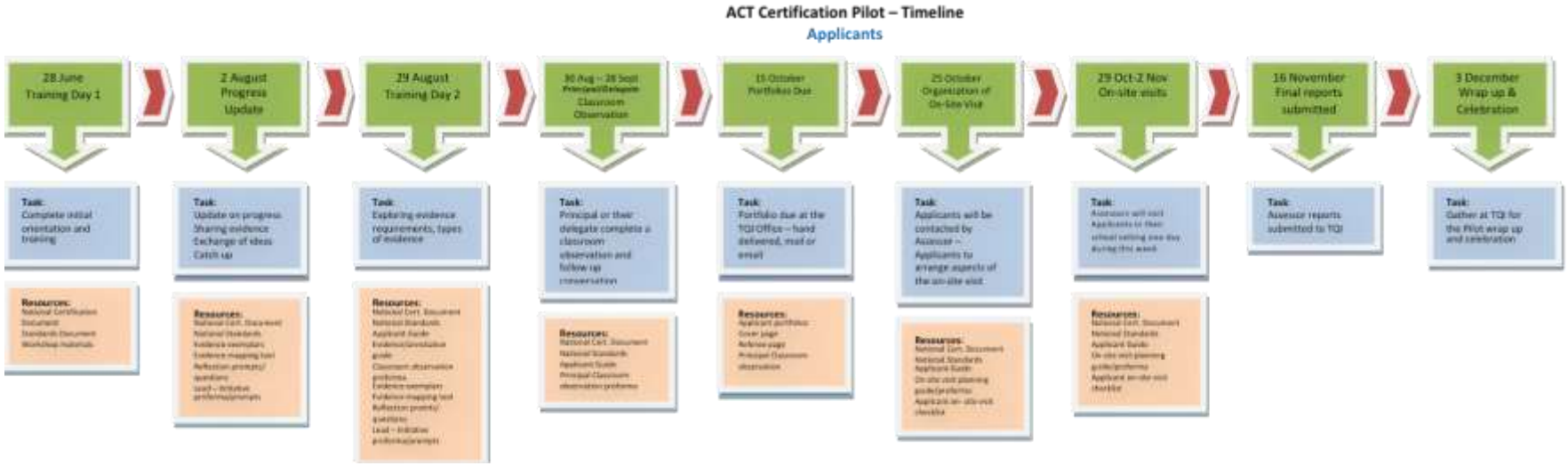
10.6.4.3 Applicant Process Flowchart



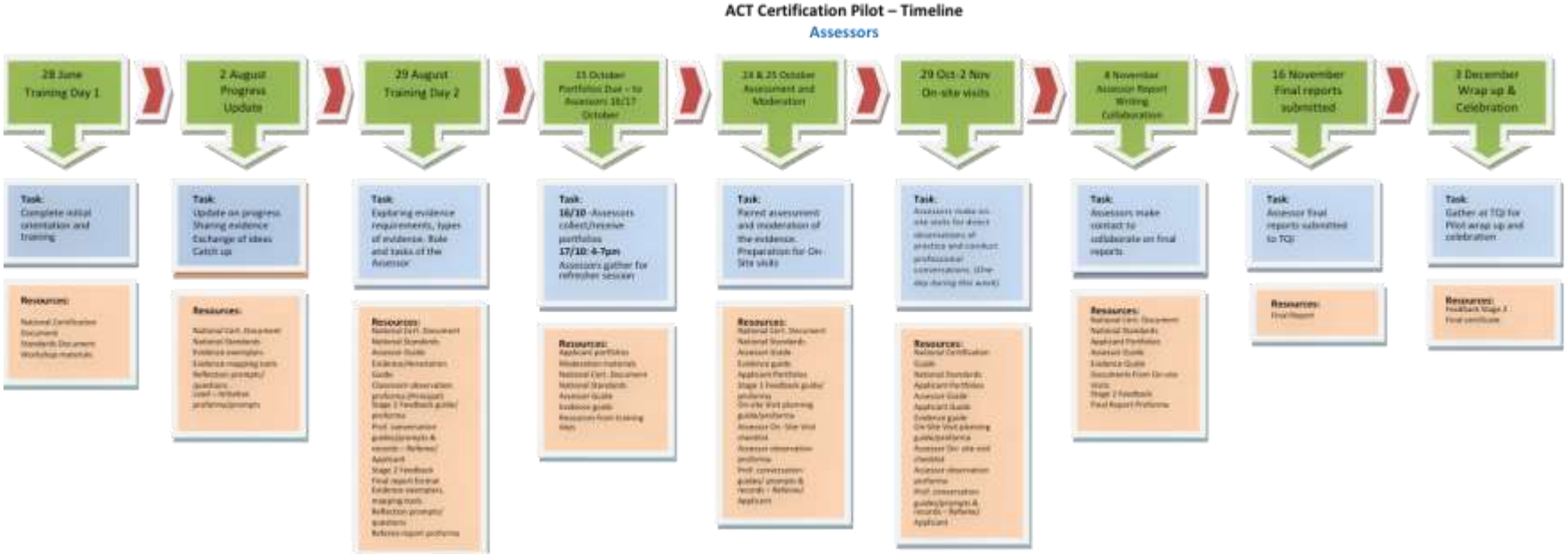
10.6.4.4 Feedback Flowchart



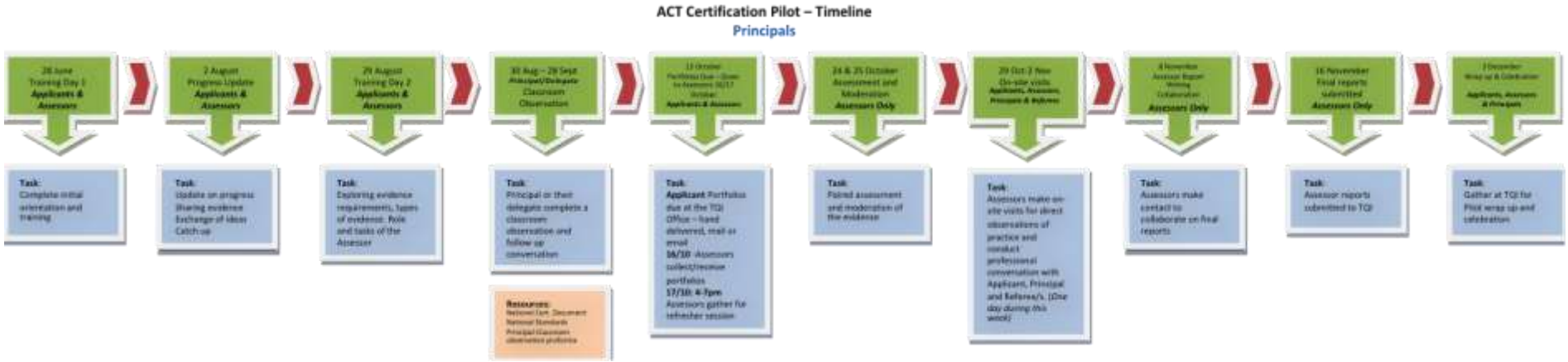
10.6.4.5 ACT Certification Pilot Timeline – Applicants



10.6.4.6 ACT Certification Pilot Timeline – Assessors



10.6.4.7 ACT Certification Pilot Timeline – Principals



10.6.5 Appendix 5: Documents: Proformas for Applicants

10.6.5.1 Applicant Statement of Authenticity

Certification Pilot of Highly Accomplished and Lead Teachers

Applicant Statement of Authenticity – *Please attach to Applicant Cover Page*

Name of Applicant:

I declare that the information that I have provided in this application is true and correct to the best of my belief and knowledge. I declare that the evidence and annotations contained in documents accompanying this application are my own work, except where my work builds on the work of others which has been acknowledged and proper attribution made.

Signature of Applicant:

Date:

10.6.5.2 Sample Evidence Mapping – Highly Accomplished Standards

Sample Evidence Mapping - Highly Accomplished Standards

Professional Knowledge

Number	Standards and Descriptors	Evidence Sample1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
1	**Standard 1** - Know students and how they learn										
Focus areas											
1.1	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.										
1.2	Expand understanding of how students learn using research and workplace knowledge.										
1.3	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.										
1.4	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.										
1.5	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.										
1.6	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.										

Number	Standards and Descriptors	Evidence Sample1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
2	**Standard 2** - Know the content and how to teach it										
Focus areas											
2.1	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.										
2.2	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.										
2.3	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.										
2.4	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.										
2.5	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.										
2.6	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.										
Professional Practice											
3	**Standard 3** - Plan for and implement effective teaching and learning										
Focus areas											
3.1	Develop a culture of high expectations for all students by modeling and setting challenging learning goals.										

Number	Standards and Descriptors	Evidence Sample1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
3.2	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.										
3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.										
3.4	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.										
3.5	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.										
3.6	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.										
3.7	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.										
4	**Standard 4** - Create and maintain supporting and safe learning environments										
Focus areas											
4.1	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.										
4.2	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.										
4.3	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.										

Number	Standards and Descriptors	Evidence Sample1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
4.4	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety										
4.5	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.										
5	**Standard 5** - Assess, provide feedback and report on student learning										
Focus areas											
5.1	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.										
5.2	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.										
5.3	Organise assessment moderation activities that support consistent and comparable judgements of student learning.										
5.4	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.										
5.5	Work with colleagues to construct accurate, informative and timely reports to students and parents/ carers about student learning and achievement.										

Number	Standards and Descriptors	Evidence Sample1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
Professional Engagement											
6	**Standard 6** - Engage in professional learning										
Focus areas											
6.1	Analyse the National Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.										
6.2	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.										
6.3	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.										
6.4	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.										
7	**Standard 7** - Engage professionally with colleagues, parents/carers and the community										
Focus areas											
7.1	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.										
7.2	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.										
7.3	Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.										
7.4	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.										

10.6.5.3 Sample Evidence Mapping – Lead Standards

Sample Evidence Mapping - Lead Standards

Professional Knowledge

Number	Standards and Descriptors	Evidence Sample1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
1	**Standard 1 -** Know students and how they learn										
Focus areas											
1.1	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.										
1.2	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.										
1.3	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.										
1.4	Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.										
1.5	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.										
1.6	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.										

Number	Standards and Descriptors	Evidence Sample1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
2	**Standard 2** - Know the content and how to teach it										
Focus areas											
2.1	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.										
2.2	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.										
2.3	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.										
2.4	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.										
2.5	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.										
2.6	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.										
Professional Practice											
3	**Standard 3** - Plan for and implement effective teaching and learning										
Focus areas											
3.1	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.										

Number	Standards and Descriptors	Evidence Sample 1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
3.2	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.										
3.3	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.										
3.4	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.										
3.5	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.										
3.6	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.										
3.7	Initiate contextually relevant processes to establish programs that involve parents/ carers in the education of their children and broader school priorities and activities.										
4	**Standard 4** - Create and maintain supporting and safe learning environments										
Focus areas											
4.1	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.										
4.2	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.										

Number	Standards and Descriptors	Evidence Sample1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
4.3	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.										
4.4	Evaluate the effectiveness of student well-being policies and safe working practices using current school and/ or system, curriculum and legislative requirements and assist colleagues to update their practices.										
4.5	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.										
5	**Standard 5** - Assess, provide feedback and report on student learning										
Focus areas											
5.1	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.										
5.2	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.										
5.3	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.										
5.4	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.										
5.5	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.										

Number	Standards and Descriptors	Evidence Sample1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
Professional Engagement											
6	**Standard 6** - Engage in professional learning										
Focus areas											
6.1	Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.										
6.2	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.										
6.3	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.										
6.4	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.										
7	**Standard 7** - Engage professionally with colleagues, parents/carers and the community										
Focus areas											
7.1	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.										
7.2	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.										

Number	Standards and Descriptors	Evidence Sample1	Evidence Sample 2	Evidence Sample 3	Evidence Sample 4	Evidence Sample 5	Evidence Sample 6	Evidence Sample 7	Evidence Sample 8	Evidence Sample 9	Evidence Sample 10
7.3	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.										
7.4	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.										

10.6.5.4 Submission of 'Collection of Evidence'

Pilot Applicant- Submission of 'Collection of Evidence'
Requirements for Submission of Various formats

'Collection of Evidence' format	Requirements for Submission of Various formats
All 'Collections of Evidence' must reach TQI Higgins by 5pm October 15, 2012	
Hard Copy	Submit **5 Copies** of the 'Collection of Evidence' by personal delivery or secure post to TQI Higgins.
Computer Disk	Submit 5 **Computer disks** by personal delivery or secure post to TQI Higgins. Attach each computer disk to a hard copy of the cover page with Applicant's details. Included documents need to be clearly named and well organised/indexed. Items requiring signatures need to be scans of the original
USB	Submit **5USBs** by personal delivery or secure post to TQI Higgins. Attach each USB to a hard copy of the cover page with Applicant's details. Included documents need to be clearly named and well organised/indexed. Items requiring signatures need to be scans of the original
Emailed	Submit via an email that contains the applicant's details. Attachments need to be clearly named and well organised/indexed. Email to Cherie.Kelly@act.gov.au Items requiring signatures need to be scans of the original
eportfolio	Submit via an email that contains the applicants details and a link to the eportfolio. Email to Cherie.Kelly@act.gov.au Items requiring signatures need to be included as scans of the original

All 'Collections of Evidence' must include the following:

- Cover page with applicants details
- List of Referees – contact details and focus Standard/s for each
- Classroom Observation Report from their Principal or Delegate
- Second Classroom Observation Report
- 'Collection of Evidence' – including teacher's reflection statement, annotations and for Lead applicants a description of their initiative
- *A Map of Evidence against the Standards is not compulsory, but highly recommended to assist assessors*

Templates and pro formas for documents can be found on the Certification Pilot USB

It is very important that you keep a master copy of your 'Collection of Evidence'

10.6.5.5 Sample Letter for Referees of Applicants

Sample letter for Referees in ACT Pilot

Dear.....

Thank you for agreeing to be a Referee and support my application for Certification as a Highly Accomplished/Lead teacher.

The Australian Institute of Teaching and School Leadership, together with Teacher Quality Institute, ACT and research partners at SiMERR are undertaking a Pilot program to investigate the evidencing requirements and assessor training linked to the implementation of voluntary Certification of Highly Accomplished and Lead teachers.

This Pilot will contribute to a national approach to certification that will recognise and promote excellent teachers, provide opportunities for teachers to reflect on their practice and to provide a reliable indication of quality teaching that can be used to identify, recognise and/or reward Highly Accomplished and Lead teachers. The Pilot will inform decisions on the implementation of Certification nationally in 2013.

The Pilot program is working with teachers who have been asked to provide evidence and examples of their work that demonstrates that they meet the National Standards at Highly Accomplished or Lead level. This evidence is reviewed by Assessors from within the profession. These assessments together with referee reports and documentation of classroom observation are considered in order to determine whether the teacher is operating at the designated level for certification.

I am a participant in this Pilot and appreciate that you have agreed to be a Referee. Through my work with you I have nominated you to provide evaluative statements regarding my evidence and performance against the following specific focus areas of the National Professional Standards for Teachers:

FOCUS AREAS TO BE INSERTED BY APPLICANT

Your feedback or report is confidential and will only be used by me and the Assessors within the Certification Pilot program.

If you choose to provide a written statement could you please complete the report and return it to me by email before ***INSERT DEADLINE .***

Alternatively you may be contacted by an Assessor. I will submit your contact details to the Assessor who may contact you during the week commencing **XXXXX** as they are required to contact at least two of my referees. If I have been in my current position for less than one year an Assessor requires the contact details of the previous principal.

Thank you for your support and for your contribution to the Certification Pilot.

Yours sincerely

10.6.5.6 Referee Nomination Form

Referee Nomination Form for Certification Pilot

Pilot Project

Teacher participants are required to provide details of the following referees, for example:

- school principal;
- a teaching colleague; and
- a member of the school community
- others e.g. education consultants, specialist staff, community members, parents etc

APPLICANT DETAILS	
Name	
School	
Registration Number	

REFEREE DETAILS – School principal	
Name	
Telephone	
E-mail	
Standard/s that the discussion will include	

REFEREE DETAILS – Teaching colleague	
Name	
Telephone	
E-mail	
Standard/s that the discussion will include	

REFEREE DETAILS	
Name	
Telephone	
E-mail	
Standard/s that the discussion will include	

10.6.6 Appendix 6: Documents: Pro-formas & Information for Assessors

10.6.6.1 Cover Sheet – Mandatory Template

Certification of Highly Accomplished and Lead Teachers Pilot

Cover Sheet – Mandatory template

This section is completed by Teacher Quality Institute

Applicants Name:

Date and time application received:

Registration verified **YES / NO**

Certification application for: ☐ **Highly Accomplished** ☐ **Lead**

Assessor Details	
Name of Assessor One:	**Name of Assessor Two:**
School Name and Address:	**School Name and Address:**
Contact Phone Numbers:	**Contact Phone Numbers:**

10.6.6.2 Assessment of 'Collection of Evidence' – Stage One – Highly Accomplished – Working Notes 1

Assessment of 'Collections of Evidence' – Stage One – Highly Accomplished - Working Notes 1 **Applicant's Name: _____**

Standard and Descriptors	Evidence Supplied (y/n)	If yes: Is the evidence for this Standard…	If yes: Making an on-balance judgment; does the evidence demonstrate achievement of this Standard at the Highly Accomplished level? Y/N
Standard 1 - Know students and how they learn			
Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.		• Demonstrated • Explicit • Articulated	
Expand understanding of how students learn using research and workplace knowledge.			
Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			

Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.			
Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.			
Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.			

Standard 2 - Know the content and how to teach it			
Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.		• Demonstrated • Explicit • Articulated	
Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.			
Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.			
Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			
Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.			
Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make			

content relevant and meaningful.			

Standard 3 - Plan for and implement effective teaching and learning			
Develop a culture of high expectations for all students by modeling and setting challenging learning goals.		• Demonstrated • Explicit • Articulated	
Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.			
Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.			
Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.			
Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.			
Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.			
o Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their			

children's learning.			

Standard 4 - Create and maintain supporting and safe learning environments			
Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.		• Demonstrated • Explicit • Articulated	
Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.			
Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.			
Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety.			
Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.			

Standard 5 – Assess, provide feedback and report on student learning			
Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.		• Demonstrated • Explicit • Articulated	
Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.			
Organise assessment moderation activities that support consistent and comparable judgements of student learning.			
Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.			
Work with colleagues to construct accurate, informative and timely reports to students and parents/ carers about student learning and achievement.			

Standard 6 - Engage in professional learning			
Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.		• Demonstrated • Explicit • Articulated	
Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.			
Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.			
Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.			

Standard 7 - Engage professionally with colleagues, parents/carers and the community			
Maintain high ethical Standards and support colleagues to interpret codes of ethics and exercise sound judgment in all school and community contexts.		• Demonstrated • Explicit • Articulated	
Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.			
Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.			
Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.			

10.6.6.3 Assessment of 'Collection of Evidence' – Stage One – Lead – Working Notes 1

Assessment of 'Collections of Evidence' – Stage One – Lead – Working Notes 1 **Applicant's Name: _____**

Standard and Descriptors	**Evidence Supplied (y/n)**	**If yes:** **Is the evidence for this Standard…**	**If yes:** **Making an on-balance judgment; does the evidence demonstrate achievement of this Standard at the Highly Accomplished level? Y/N**
Standard 1 - Know students and how they learn			
Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.		• Demonstrated • Explicit • Articulated	
Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.			
Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and			

socioeconomic backgrounds.			
Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.			
Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.			
Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.			

Standard 2 - Know the content and how to teach it			
Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.		• Demonstrated • Explicit • Articulated	
Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.			
Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.			
Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			
Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.			
Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content			

knowledge for all students.			

Standard 3 - Plan for and implement effective teaching and learning			
Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.		• Demonstrated • Explicit • Articulated	
Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.			
Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.			
Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.			
Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.			
Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices			

and feedback from parents/carers, students and colleagues.			
Initiate contextually relevant processes to establish programs that involve parents/ carers in the education of their children and broader school priorities and activities.			

Standard 4 - Create and maintain supporting and safe learning environments			
Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.		• Demonstrated • Explicit • Articulated	
Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.			
Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.			
Evaluate the effectiveness of student well-being policies and safe working practices using current school and/ or system, curriculum and legislative requirements and assist colleagues to update their			

practices.			
Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.			

Standard 5 – Assess, provide feedback and report on student learning			
Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.		• Demonstrated • Explicit • Articulated	
Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.			
Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.			
Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.			
Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.			

Standard 6 - Engage in professional learning			
Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.		• Demonstrated • Explicit • Articulated	
Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.			
Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.			
Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.			

Standard 7 - Engage professionally with colleagues, parents/carers and the community			
Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community		• Demonstrated • Explicit • Articulated	
Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.			
Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.			
Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.			

10.6.6.4 Assessment of 'Collections of Evidence' – Stage One – Highly Accomplished – Working Notes 2

Assessment of 'Collections of Evidence' – Stage One – Highly Accomplished – Working Notes 2

Applicant's Name: _____

Written Statement	Evidence Collection	Referees	On-site Visit
Standard 1 - Know students and how they learn			

Standard 2 - Know the content and how to teach it			
Standard 3 - Plan for and implement effective teaching and learning			

Standard 4 - Create and maintain supporting and safe learning environments			
Standard 5 - Assess, provide feedback and report on student learning			

Standard 6 - Engage in professional learning			
Standard 7 - Engage professionally with colleagues, parents/carers and the community			

10.6.6.5 Discussion with Referee Form – Optional

Discussion with referee form - optional

This form is designed to assist the Assessor during discussions with Referees.

Name of Applicant

School of Applicant

Name of Referee and contact details (include school name and telephone)

Role of Referee

Comments relevant to the Referees knowledge of the teacher's role in relation to the Standard/s:

Standard	Focus Area	Supporting Statements

Additional comments in relation to the teacher's role and the Australian Professional Standards for Teachers:

Signed ..... Dated .....

10.6.6.6 Sample Referee Report Form – Optional

Sample Referee Report Form - optional

Certification of Highly Accomplished and Lead Teachers Pilot

Name of Teacher:

Name Referee:

Referee Position: (how do you know this teacher – what is your link to the teacher's professional work?)

If the applicant has been in a new position for less than one year and you are the previous school principal/delegate you may decide to outline the school context and other relevant information

National Standards and focus areas being focussed on in this Referee Report:

Standard 7 – Engage professionally with colleagues, parents/carers and the community

Professional Comments: at this stage these are examples only – focussing on what the teacher may have identified

Consider the work of the teacher with colleagues - how does XX meet professional ethos and responsibilities?

A.

What evidence do you have of XXX complying with legislative, administrative and organisational requirements?

B.

Discuss how XXX engages with parents and carers.

C.

To what level does XXX engage with professional teaching networks and broader communities?

D.

Confidentiality agreement

I confirm that in providing the reference on the applicant for Certification of Highly Accomplished/Lead teacher I agree to maintaining confidentiality at all times.

Signed:

Dated:

10.6.6.7 Stage One Feedback – Highly Accomplished

Certification Pilot – Highly Accomplished Teachers – Stage One Feedback

Stage One Feedback for _____

(Applicant's name)

The feedback detailed below is based on an on-balance Assessor assessment of evidence submitted against and accounting for the Descriptors **at the Highly Accomplished level of the Standards**, which included annotated evidence of teacher practice, a written statement addressing the Standards, classroom observation reports and referee comments.

NB: Applicants must be assessed as meeting all seven Standards to proceed to Stage Two.

Professional Knowledge
Standard 1 — Know students and how they learn (at the Highly Accomplished level)
Focus Areas and Descriptors 1.1 to 1.6

Standard 2 — Know content and how to teach it (at the Highly Accomplished level)
Focus Areas and Descriptors 2.1 - 2.6

Professional Practice
Standard 3 — Plan for and implement effective teaching and learning (at the Highly Accomplished level)
Focus Areas and Descriptors 3.1 – 3.7

Standard 4 — Create and maintain supportive and safe learning environments (at the Highly Accomplished level)

Focus Areas and Descriptors 4.1 – 4.5

Standard 5 — Assess, provide feedback and report on student learning (at the Highly Accomplished level)

Focus Areas and Descriptors 5.1 – 5.5

Professional Engagement

Standard 6 — Engage in professional learning (at the Highly Accomplished level)

Focus Areas and Descriptors 6.1 – 6.4

Standard 7 — Engage professionally with colleagues, parents/carers and the Community (at the Highly Accomplished level)

Focus Areas and Descriptors 7.1 – 7.4

10.6.6.8 Stage One Feedback – Lead

Certification Pilot – Highly Accomplished Teachers – Stage One Feedback

Stage One Feedback for _____

(Applicant's name)

The feedback detailed below is based on an on-balance Assessor assessment of evidence submitted against and accounting for the Descriptors ***at the Highly Accomplished level of the Standards****, which included annotated evidence of teacher practice, a written statement addressing the Standards, classroom observation reports and referee comments.*

NB: Applicants must be assessed as meeting all seven Standards to proceed to Stage Two.

Professional Knowledge

Standard 1 — Know students and how they learn (at the Highly Accomplished level)

Focus Areas and Descriptors 1.1 to 1.6

Standard 2 — Know content and how to teach it (at the Highly Accomplished level)

Focus Areas and Descriptors 2.1 - 2.6

Professional Practice

Standard 3 — Plan for and implement effective teaching and learning (at the Highly Accomplished level)

Focus Areas and Descriptors 3.1 – 3.7

Standard 4 — Create and maintain supportive and safe learning environments (at the Highly Accomplished level)

Focus Areas and Descriptors 4.1 – 4.5

Standard 5 — Assess, provide feedback and report on student learning (at the Highly Accomplished level)

Focus Areas and Descriptors 5.1 – 5.5

Professional Engagement

Standard 6 — Engage in professional learning (at the Highly Accomplished level)

Focus Areas and Descriptors 6.1 – 6.4

Standard 7 — Engage professionally with colleagues, parents/carers and the Community (at the Highly Accomplished level)

Focus Areas and Descriptors 7.1 – 7.4

10.6.6.9 Classroom Observation Information

Certification of Highly Accomplished and Lead Teachers Pilot

The place of classroom observation in the Certification Pilot

The Certification of highly accomplished and lead teachers has three primary purposes:

- to recognise and promote quality teaching
- to encourage and assist teachers to improve their practice and
- to provide a reliable indication of teacher quality that can be used to identify, recognise and/or reward highly accomplished and lead teachers.

The major features of the assessment linked to the teacher's role in the school include:

- Evidencing of the Standards through various forms and sources
- Observation of a teacher's classroom practice
- A visit by an external assessor together with Referee statements

Why is classroom observation important?

Research continues to confirm teacher quality as a primary correlate for student achievement. Educational jurisdictions are increasingly focussing their attention on teacher performance and developing methods to evaluate, develop, observe and recognise teacher effectiveness. Direct observation is one major source of evidence for studying how teachers teach and determining what highly effective teachers do in their classroom that distinguishes their practice from less effective teachers and what instructional practices correlate most highly to achievement.

What will the classroom observation component of certification entail?

The classroom observation can be conducted as a part of routine classroom observation arrangements in the school, but the focus is on particular Standards as determined by the teacher as their classroom focus.

While each of the seven Standards must be addressed in at least two pieces of evidence, and each of the Descriptors at the relevant Career Stage accounted for at least once, there are only some of the Standards that can be evidenced through direct observation. This has implications on what can be the focus during the observation – the teacher will discuss and provide evidence on the major focus of the lesson.

It is recommended that the process include a pre observation discussion, observation of the classroom practice and then be followed by a post observation discussion – this may be used by both you and the teacher to clarify aspects of the experience.

How will I know what to focus on during the observation?
Discuss the planned classroom observation with the teacher. Have them tell you about their class.

You might also ask:

- What is the context of this lesson in terms of what has gone before?
- What can I expect to see during the observation?
- What is the learning intention of the lesson?
- How are you planning to achieve this?
- Are their special needs students you will be catering for in this lesson?
- How will you know if you are successful?
- Which Standards is the lesson focussing on?

Debrief
It is advisable to have a discussion with the teacher after the classroom observation to discuss what happened, were there any unanticipated outcomes?

Were your planned learning outcomes achieved? How do you know that?

Were there any surprises in terms of the student's actions during the session?

What will your next lesson focus on?

Report Writing
The observer/assessor documents the observation and submits their Classroom Observation Report to the teacher for inclusion in their evidence at Stage One of the Certification process.

During the Pilot we want to investigate a range of approaches to classroom observation. We have provided a template for your report but its use is not mandatory. If you have a preferred way of documenting this activity we encourage you to use it.

10.6.6.10 Draft Classroom Observation Template

Site visit: Classroom Observation National Professional Standards for Teachers

	Professional Practice Domain Standards 3, 4 & 5	Examples of Evidence	Assessor observations
	Plan for and implement effective teaching and learning		
3	**Establish challenging learning goals** Develop a culture of high expectations for all students by modeling and setting challenging learning goals	Determines readiness for learning – prior knowledge Determines appropriate level of challenge for students Clearly explains learning objectives and quality criteria Students can articulate lesson intentions and quality criteria Aligns learning objectives with learning activities Annotated student work samples provided to students to illustrate high quality performance based on explicit criteria	
3	**Plan, structure and sequence learning programs** Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students	Clearly defined structure of lesson Appropriate pacing of lesson for students to intellectually engage in learning Student choice in completion of learning tasks Purposeful grouping strategies Learning tasks that engage students in application of content knowledge to real world issues and actual student lives Sequencing of instruction to enable students to apply new knowledge and make connections Balance between surface, deep and conceptual understanding involved in lesson intentions	

3	**Use teaching strategies** Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking	Use of multiple representations to make content accessible to students Linking new concepts to familiar concepts and making connections to students' experiences Identifies student misconceptions Explicit teaching of metacognitive strategies Provide differentiation in content, processes, outcomes to engage all students in learning Flexibility in approach to respond to students' needs/interests Provides opportunities for students to evaluate, manipulate and transform information Poses questions that can have multiple answers or possibilities and asks students to justify their responses Extends student thinking beyond recall by using follow up questions	
3	**Select and use resources** Assist colleagues to create, select and use a wide range of resources, including ICT to engage students in their learning	Selection of resources aligns with learning objectives Modification of resources to suit student needs Design of learning environment as a resource to enhance learning Room displays that are an integral part of learning activities Student choice in selection of resources to support learning Multiple opportunities for practice	

DRAFT

3	**Use effective classroom communication** Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support student understanding, engagement and achievement	Clear directions and routines Accurate spoken language and vocabulary appropriate for students Substantive conversation, use of open ended questions and wait time Scaffolding of conceptual understanding Prompts/questions that challenge students cognitively and promotes metacognition Teaches the language of the discipline Encourages student talk Provides opportunities for students to use the target language for purposeful communication Frames questions that require reciprocal interactions	
3	**Evaluate and improve teaching programs** Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, and knowledge of curriculum and workplace practices	Uses student feedback to inform/adjust instruction throughout lesson(s)	
3	**Engage parents/carers in the educative process** Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their child's learning	Classroom conversations that include explicit acknowledgement of role of parents/carers in students' learning	

DRAFT

4	**Create and maintain supporting and safe learning environments**		
4	**Support student participation** Model effective practice and support colleagues to implement inclusive strategies that engage and support all students	Modeling of respectful interactions Explicit teaching of strategies to work effectively in groups Acknowledgement of effort and constructive feedback Displays of positive affect and interest in students' opinions and interests Use of verbal and non-verbal behaviors to convey high expectations for learning and behavior Students seek support, share ideas and respond to teacher requests Disagreements and conflict resolved in a constructive way Explicit teaching of consensus building, active listening,	
4	**Manage classroom activities** Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Lesson time maximized due to efficient routines and transitions Teacher supporting students to self-monitor time on task Teacher movement around the room to provide feedback to all students Organisation of materials and resources Pacing of instruction to include review and closure of lesson Deals efficiently with managerial tasks Selects strategies and structures that all students to contribute and collaborate	

DRAFT

4	**Manage challenging behavior** Initiate and take responsibility for implementing current school and/or system curriculum and legislative requirements to ensure student wellbeing and safety.	Clear classroom norms/protocols Monitoring of classroom to anticipate and respond to behavior issues Respectful interactions Use of verbal and non-verbal behaviors Calm voice, positive communication and subtle cues to redirect misbehavior	
4	**Maintain student safety** Ensure students' wellbeing and safety within school by implementing school and/or system curriculum and legislative requirements	Clear standards of conduct reinforced during lesson Monitoring of classroom environment Models fair and respectful interactions with students Clear expectations and consequences	
	Use ICT safely, responsibly and ethically Model and support colleagues to develop strategies to promote the safe, responsible and ethical use of ICT in learning and teaching	Explicit teaching of protocols for safe. responsible and ethical use of ICT Clear guidelines and explanations about plagiarism Protocols for student online communication	

DRAFT

5	**Assess, provide feedback and report on student learning**		
5	**Assess student learning** Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment	Frequent use of strategies to elicit student understanding Development of assessment criteria with students Students self-assess their own work Explanation of how learning tasks are aligned with assessment criteria and rubrics Explicit teaching of strategies to enable student s to identify quality work	
5	**Provide feedback to students on their learning** Select from an effective range of strategies to provide targeted feedback based on informed and timely judgments of each student's current needs in order to progress learning	Teacher feedback throughout lesson on task, process and self-regulation Reference to data charts/walls that reflect learner progress Teacher feedback on use of metacognitive strategies Use of teacher scaffolding to support student understanding Modelling questioning technique to prompt student s to explain their thinking Deliberately teaches students how to ask for, understand and use feedback provided	
5	**Make consistent and comparable judgments** Organise assessment moderation activities that support consistent and comparable judgments of student learning		

DRAFT

5	**Interpret student data** Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teacher practice		
5	**Report on student achievement** Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement		

DRAFT

10.6.6.11 Assessor Note Taking – Sample 1

Standard 1 – Know students and how they learn					
Focus area	Highly Accomplished	Written Statement	Evidence Portfolio	Referees	Observation visit
Physical, social and intellectual development and characteristics of students	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.				
1.2 **Understand how students learn**	Expand understanding of how students learn using research and workplace knowledge.				
1.3 **Students with diverse linguistic, cultural, religious and socioeconomic backgrounds**	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.				

10.6.6.12 Assessor Note Taking – Sample 2

Assessor's Validation of Evidence

Evidence validation during the school observation visit

Standard Know how students learn	Evidence cited by teacher EG. Referee report, Unit of work sample	What does the teacher's evidence validate?	What needs to be focused on during school visit	Record of observations
1.1 **Physical, social and intellectual development and characteristics of students** Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.				

1.2 **Understand how students learn** Expand understanding of how students learn using research and workplace knowledge.				
1.3 **Students with diverse linguistic, cultural, religious and socioeconomic backgrounds** Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.				
1.4 **Strategies for teaching Aboriginal and Torres Strait Islander students** Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.				

10.6.6.13 Classroom Observation Record Sheet

Certification of Highly Accomplished and Lead Teachers – Pilot

Classroom Observation Record sheet

School:

Observer/assessor:

Teacher:

Level of Certification sought:

Year Level or curriculum area:

Date of classroom observation:

Period/s of time spent on the observation:

Context of the classroom session:
As detailed by the teacher during the pre-classroom visit discussion

Other teachers or support people involved during the classroom visit:
Team teachers, colleague, parent, teacher aide

Major Standard as identified by the teacher:

Minor Standards as determined by the teacher:

Standards and Descriptors identified by the teacher as a focus	Learning Intentions	Records of observation during visit	Evaluative comment

Classroom Observation documentation:

Comments:

Signed ..... Signed .....

Observer Teacher

Date: .....

10.6.6.14 Stage Two Report – Highly Accomplished

Certification Pilot – Highly Accomplished Teachers – Stage Two Report/ Feedback

Final Report when added to Stage One Feedback

Stage Two feedback for **[NAME]**

Stage Two of the certification process supports the 'Collection of Evidence' provided in Stage One and involves an on site visit by an assessor. The on site visit includes a pre observation discussion, observation of classroom practice, discussion with the Principal/supervisor, discussion with other colleagues, observation of other activities within the school and a professional discussion with the applicant.

- **Pre observation discussion**

Boxes will expand as you type.

- **Observation of classroom practice**

- **Discussion with the Principal/Supervisor**

- **Discussion with other colleagues**

- **Observation of other activities within the school**

- **Professional discussion with the applicant**

Your on site visit has been assessed as achieving / not achieving stage two.

Assessor One Name: **Signature:**
Date:

Assessor Two Name: **Signature:**
Date:

10.6.6.15 Stage Two Report – Lead

Certification Pilot – Lead Teachers – Stage Two Report/ Feedback

Final Report when added to Stage One Feedback

Stage Two feedback for **[NAME]**

Stage Two of the certification process supports the 'Collection of Evidence' provided in Stage One and involves an on site visit by an assessor. The on site visit includes a pre observation discussion, observation of classroom practice, discussion with the Principal/supervisor, discussion with other colleagues, observation of other activities within the school and a professional discussion with the applicant.

- **Pre observation discussion**

Boxes will expand as you type

- **Observation of classroom practice**

- **Discussion with the Principal/Supervisor**

- **Discussion with other colleagues**

- **Observation of other activities within the school**

- **Professional discussion with the applicant**

Your on site visit has been assessed as achieving / not achieving stage two.

Assessor One Name: **Signature:**
Date:

Assessor Two Name: **Signature:**
Date:

10.6.7 Appendix 7: Documents: FAQs

10.6.7.1 FAQ Themes from Training Day 1 – Highly Accomplished

FAQ Themes from Training Day 1

Highly Accomplished Applicants

The questions from Training Day 1 have been grouped into themes with a heading for that theme. Below the heading answers and clarifications for this theme are given in dot points. A number of question areas from the day will be covered in the further training session.

Feedback on Collections of Evidence prior to submitting

- Assessors will not give feedback to applicants prior to them submitting their Collection of Evidence at Stage One.
- There is no provision for the submission of a draft in the process.
- Applicants will receive formal feedback at the end of Stage One and again at the end of Stage Two.
- Applicants may seek a critical friend or network with other applicants as they construct the Collection of Evidence
- Training will be provided by looking at illustrations of practice by other teachers. Final decisions about evidence need to be made by the applicant.

Communication with Assessors

- Assessors and applicants will have their first contact when negotiating the organisation of the on-site visit.
- Applicants will have a professional conversation with one of their Assessors during the on-site visit and will also receive formal feedback at the end of Stage One and again at the end of Stage Two.

Evidencing Requirements and Presentation of Collection of Evidence

- Applicants are required to submit a Collection of Evidence (6-10 pieces)
- The requirements of the collection of evidence are clearly explained on page 7 & 8 of 'Certification of Highly Accomplished and Lead Teachers'.
- Evidence can be digital, paper, photo, video etc, or a mix of these mediums – the applicant makes this decision.
- The Standards are not designed just to be a check list – professional reflection should highlight the connections that a piece of evidence can make across Standards and Descriptors and this is then expressed in your annotations.
- The evidence applicants present should reflect experience – this might include roles in other schools and situations – maybe back even 5 years
- Evidencing some Descriptors e.g. If there are not ATSI students at your school, then applying evidence and annotations that demonstrate how individual or cultural difference is catered for can account for this area.
- Evidence is an area that the Pilot is exploring
- Evidence will be a topic at the next Training Day.
- Keep a copy in case something untoward happens to the original
- Provide an index or overview so that Assessors may easily access your information and know which piece of evidence or Referee is relevant to particular Standards

Support and Networks with other Applicants

- 2 Training days
- Networking opportunities with other applicants in informal afternoon gatherings at TQI – beginning on 2 August
- Applicants can gain the assistance of a 'critical friend'
- Further training will highlight the role of reflective question development
- No feedback on evidence prior to submission can be given by any assessor, member of the Pilot Team or TQI. However other questions can be answered by the contact people listed below.

Referees

- Referees are chosen to speak about your work in particular areas of the Standards. You as the applicant will nominate what area of the Standards each referee can speak to.
- Referees need to know you have listed them and that they may be contacted to speak to an assessor
- List of Referees is to be included when you submit your Collection of Evidence for Stage one.

Evidencing Tools and Templates

- A number of tools, templates and guides are currently being developed for the Pilot. These will be available as the Pilot progresses to support each stage of the Certification process.
- Examples of evidence will be used in training. The Pilot will provide exemplars that can be used in future Certification work.
- Feedback on the tools, templates and guides developed and used in the Pilot will be gathered from participants.

Time

- Time is recognised as an issue and is part of the nature of this Pilot.
- Participants can negotiate with their schools to access support for their Pilot work.
- Participants have key dates for the Pilot and are encouraged to plan their work around these dates.

10.6.7.2 FAQ Themes from Training Day 1 – Highly Accomplished

FAQ Themes from Training Day 1

Lead Applicants

The questions from Training Day 1 have been grouped into themes with a heading for that theme. Below the heading answers and clarifications for this theme are given in dot points. A number of question areas from the day will be covered in the further training session.

Feedback on portfolios prior to submitting

- Assessors will not give feedback to applicants prior to them submitting their Collection of Evidence at Stage One.
- There is no provision for the submission of a draft in the process.
- Applicants will receive formal feedback at the end of Stage One and again at the end of Stage Two.
- Applicants may seek a critical friend or network with other applicants as they construct the Collection of Evidence

Case Manager

- There are no specific 'case managers' provided – but you may negotiate this with another member of staff at school – i.e. a mentor or critical friend role

Evidencing Requirements and Presentation of Collection of Evidence

- Applicants are required to submit a Collection of Evidence (6-10 pieces)
- The requirements of the collection of evidence are clearly explained on page 7& 8 of 'Certification of Highly Accomplished and Lead Teachers'.
- Evidence can be digital, paper, photo, video etc, or a mix of these mediums – the applicant makes this decision.
- The Standards are not designed just to be a check list – professional reflection should highlight the connections that a piece of evidence can make across Standards and Descriptors and this is then expressed in your annotations.
- The evidence applicants present should reflect experience – this might include roles in other schools and situations – maybe back even 5 years
- Evidencing some Descriptors e.g. If there are not ATSI students at your school, then applying evidence and annotations that demonstrate how individual or cultural difference is catered for can account for this area.
- Evidence is an area that the Pilot is exploring
- Evidence will be a topic at the next Training Day.
- Keep a copy in case something untoward happens to the original
- Provide an index or overview so that Assessors may easily access your information and know which piece of evidence or Referee is relevant to particular Standards

Clarity about 'Lead' initiative requirements

- The 'Lead' initiative will be a topic at the next Training Day.

Referees

- Referees are chosen to speak about your work in particular areas of the Standards. You as the applicant will nominate what area of the Standards each referee can speak to.

- Referees need to know you have listed them and that they may be contacted to speak to an assessor
- Referees list is included when you submit your Collection of Evidence for Stage one.

Support and Networks with other Applicants

- 2 Training days
- Networking opportunities with other applicants in informal afternoon gatherings at TQI – beginning on 2 August
- Applicants can gain the assistance of a 'critical friend'
- Further training will highlight the role of reflective question development
- No feedback on evidence prior to submission can be given by any assessor, member of the Pilot Team or TQI. However other questions can be answered by the contact people listed below.

Evidencing Tools and Templates

- A number of tools, templates and guides are currently being developed for the Pilot. These will be available as the Pilot progresses to support each stage of the Certification process.
- Examples of evidence will be used in training. The Pilot will provide exemplars that can be used in future Certification work.
- Feedback on the tools, templates and guides developed and used in the Pilot will be gathered from participants.

Time

- Time is recognised as an issue and is part of the nature of this Pilot.
- Participants can negotiate with their schools to access support for their Pilot work.
- Participants have key dates for the Pilot and are encouraged to plan their work around these dates.

Common Expectations and Consistency

1. Training, tools, templates and guides along with professional conversation and moderation will build common understandings and expectations.

10.6.7.3 FAQ Themes from Training Day 1 – Assessors

FAQ Themes from Training Day 1

Assessors

The questions from Training Day 1 have been grouped into themes with a heading for that theme. Below the heading answers and clarifications for this theme are given in dot points. A number of question areas from the day will be covered in the further training sessions.

Common Expectations, Consistency and Moderation

2. Training, tools, templates and guides along with professional conversation and moderation will build common understandings and expectations.
3. Assessor training sessions will have a particular focus on expectation and consistency.
4. Moderation is an important aspect of the work of assessors

Feedback on portfolios prior to submitting

5. Assessors will not give feedback to applicants prior to them submitting their Collection of Evidence at Stage One.
6. There is no provision for the submission of a draft in the process.
7. Applicants will receive formal feedback at the end of Stage One and again at the end of Stage Two.
8. Applicants may seek a critical friend or network with other applicants as they construct the Collection of Evidence

Evidencing Requirements and Presentation of Collection of Evidence

- Applicants are required to submit a Collection of Evidence (6-10 pieces)
- The requirements of the collection of evidence are clearly explained on page 7& 8 of 'Certification of Highly Accomplished and Lead Teachers'.
- Evidence can be digital, paper, photo, video etc, or a mix of these mediums – the applicant makes this decision.
- The Standards are not designed just to be a check list – professional reflection should highlight the connections that a piece of evidence can make across Standards and Descriptors and this is then expressed in an applicant's annotations.
- The evidence applicants present should reflect experience – this might include roles in other schools and situations – maybe back even 5 years
- Evidencing some Descriptors e.g. If there are not ATSI students at the school, then applying evidence and annotations that demonstrate how individual or cultural difference is catered for can account for this area.
- Evidence is an area that the Pilot is exploring
- Evidence will be a topic at the next Training Day.
- Applicants should keep a copy of their Collection of Evidence in case something untoward happens to the original
- Applicants should provide an index or overview so that Assessors may easily access the information and know which piece of evidence or referee report is relevant to which particular Standard.

Evidencing Tools and Templates

- A number of tools, templates and guides are currently being developed for the Pilot. These will be available as the Pilot progresses to support each stage of the Certification process.
- Examples of evidence will be used in training. The Pilot will provide exemplars that can be used in future Certification work.
- Feedback on the tools, templates and guides developed and used in the Pilot will be gathered from participants.
- Assessors will have supporting tools and templates and guidelines for most aspects of the work required in their role.

Preparation and Practice in the Assessor Role

- Assessors training days will cover the specific aspects of the assessor role.
- Tools, templates and guides are being developed for assessors to support in the preparation for their work.
- Assessors will have opportunities to look at examples of evidence; and to have a go at assessing, discussing and moderating this evidence.
- Professional conversations with applicants, Principals and referees are a key part of the certification process and templates and guides are being constructed to support these.
- The assessment process and the logistics and expectations of each aspect will be explored in the further training sessions.

Support and Networking with other Assessors

- Training days and optional networking and catch up session are a part of the Certification Pilot.

Time

- As part of the research aspect of the Pilot, assessors are asked to keep a tally of the time spent on assessor related work and tasks.

10.6.8 Appendix 8: Survey Instruments

10.6.8.1 Training Day 1 Participant Survey

1. What is your role in the Certification Pilot?

- Applicant
- Assessor
- Other

2. **Which was the most valuable session of the training day?**

- Introduction including the ACT context, links to the national agenda, certification in terms of your work, collecting evidence to support attainment of National Standards
- National Certification process overview including the Pilot, features, Career Stages and assessor training
- AITSL overview of the Highly Accomplished and Lead Standards and group activity
- Illustrations of practice, appraisal process links and referee evaluative comments
- Thinking about your evidence
- Questions and communication strategies for the future

3. **What would you change or add to improve the impact of the training day?**

4. Following the training day - to what level has your understanding of the requirements for the Certification Pilot program improved?

- Improved my understanding extremely well
- Improved my understanding but I still have some questions
- Did not improve my understanding and I have many questions
- Other (please specify)

5. How effectively did the training prepare you for the decision making process related to either gathering or assessing evidence?

- Extremely well prepared
- Well prepared
- Somewhat prepared

6a. Did the training day provide you with sufficient examples of using the Australian Professional Standards for Teachers to guide the evidence you will present?

- Yes I have an excellent understanding of how to relate my evidence to the Standards
- To a degree but I need to consider the Standards in more detail
- I am a little confused but will review my work and ask further questions
- No I have no understanding of how to relate the Standards to evidence of my work

6b. What further explanation do you need to help you prepared the evidence for meeting the National Standards?

7. When you began thinking about preparing the evidence to support your certification application or the process of assessing an application which of the groups listed did you contact to discuss your questions or concerns?

- TQI
- SiMERR
- AITSL
- Principal
- Member/s of the school leadership team
- Colleague/s
- Other

8. What major questions do you still have about the Certification Pilot process? What aspects would be beneficial in the next training day?

9. Are the resources provided at the training assisting with your preparation for the next steps in the Certification process?

- Yes – valuable
- Somewhat - but I need more guidance
- No - not useful

10. How well did the training day improve your knowledge of the Certification of Highly Accomplished and Lead teachers?

- Improved my knowledge extremely well
- Improved my knowledge but I still have some questions
- Did not improve my knowledge and I have many questions
- Other comments (please specify)

10.6.8.2 Principals / Delegates Survey

- **What is your role in the school?**
- **Did the information you received provide sufficient detail about the Certification of Highly Accomplished and Lead teacher's process?**

Yes	
No	

3. From your perspective comment on what further information you would have liked to receive to assist the teacher applicant or assessor from your school?

4. What is your level of understanding of the requirements for the Certification of Highly Accomplished and Lead teachers?

A level of understanding of requirements for all participants (Principals, applicant teachers, assessors) in the Certification process	
A level of understanding that relates to both the teacher and my involvement in the Certification process	
A level of understanding that relates only to my involvement in the Certification process	
Low level understanding as I delegated the role to another staff member	

5. From your perspective were applicants sufficiently informed to undertake the Certification process?

Extremely well informed	
Well informed	
Somewhat informed but not to an effective level	

Not informed resulting in little understanding

6. Did the process provide you with sufficient information related to using the Australian Professional Standards for Teachers to guide your role in the Certification of teachers at your school?

Yes I have an excellent understanding of how to relate a teacher's evidence and classroom practice to the Standards
To a degree but I need to consider the Standards in more detail
No I still have little understanding of how to relate the Standards to a teacher's evidence and classroom practice

7. What aspects of the on-site school observation visit would like to comment on, especially in terms of what worked well and considerations for future planning?

8. Have there been any unanticipated or supplementary benefits from your involvement in the Certification Pilot?

9. What recommendations or advice would you give to teachers considering Certification in the future?

10. What aspects of the process have been difficult, challenging and/or sensitive - also take into account your school type? Eg specialist school

10.6.9 Appendix 9: Activity 3 Feedback – Types of Evidence

10.6.9.1 Teachers applying for Certification at the Highly Accomplished Career Stage

Standard 1: Know Students and How They Learn

Focus	Descriptors	Example
1.1 Physical, social and intellectual development and characteristics of students	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	• Use a variety of different tasks/activities that cater/suit the needs of all students, e.g., teaching program, lesson plans that are annotated • Video evidence of a whole lesson • Kagan's Cooperative Learning Strategies – show evidence of classroom set up and desk arrangements – photographic evidence that is annotated • Survey student/parents about how the students learn best, types of things they enjoy … and use these surveys to direct our selection of teaching strategies. This can be evidences in program/planning
1.2 Understanding how students learn	Expand understanding of how students learn using research and workplace knowledge.	• Professional learning log and reflections of relevance to classroom practice
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	• Team planning meetings • Teaching programs • Sharing resources • Use of ICT, Literacy and Numeracy skills • Sharing professional knowledge and understandings gained from attendance at PD sessions at Grade and Faculty levels
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	• Work with teachers of ATSI students to determine learning needs • Set up IASs/ILPs with student and parents using teacher input • Provide teachers with a copy of the IASs/ILPs to direct classroom teaching • Work with Aboriginal Contact Teachers or Indigenous Officers to get support
1.5 Differentiating teaching to meet the specific learning needs of students across the full range of abilities	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	• Annotations • Personal reflections • Pre- and post-tests
1.6 Strategies to support full participation of students with disability	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	• Working with learning support team and implementing their IEP/needs at the classroom level.

Standard 2: Know the content and how to teach it

Focus	Descriptors	Example
2.1 Content and teaching strategies of the teaching area	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	• National Curriculum for some subjects • BSSS courses • Sharing knowledge and information with colleagues at staff meetings and conversations
2.2 Content selection and organisation	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	• Selection of content from BSSS courses • Lecture, leading to student research and practical work
2.3 Curriculum assessment and reporting	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	• Collaboration and decision making with colleagues in meetings for reporting
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	• Sharing of resources, e.g., NAIDOC Week • Aboriginal parents sharing cultural experiences
2.5 Literacy and numeracy strategies	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	• Conversations and sharing of resource • Discuss NAPLAN results to highlight areas of need
2.6 Information and Communication technologies (ICT)	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	• Recognition of colleagues' talents and skills and utilising this information

Standard 3: Plan for and implement effective teaching and learning

Focus	Descriptors	Example
3.1 Establish challenging learning goals	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	• PP presentation slide handouts – annotated • Annotated evidence of staff presentations or ICT use improving in teaching practice • Photographs of annotated presentation posters
3.2 Plan, structure and sequence learning programs	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	• Submit teaching and learning programs, e.g., annotated collaborative planning documents • Differentiated models in programs
3.3 Use teaching strategies	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	• Annotated lesson plans that have been collaboratively devised • Samples of staff workshop sessions and resources used
3.4 Select and use resources	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	• Referee feedback showing opportunities given to colleagues on ICT uses • Teaching and learning programs
3.5 Use effective classroom communication	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	• Collaborative design of IEPs/ILPs • Referee/peer feedback
3.6 Evaluate and improve teaching programs	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	• Video excerpts of peer evaluated "lesson study' complimented by a report of peer evaluation of lesson • Teaching and learning program evaluations • IEP/ILP reviews and evaluations
3.7 Engage parents/carers in the educative process	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning	• Parent questionnaires (Evaluated by staff) • Annotated sample of student/parent evaluation forms

Standard 4: Create and maintain supportive and safe learning environments

Focus	Descriptors	Example
4.1 Support student participation	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	
4.2 Manage classroom activities	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	
4.3 Manage challenging behaviour	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	• Working with one group in particular
4.4 Maintain student safety	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety	• Science safety in the lab
4.5 Use ICT safely, responsibly and ethically	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	

Standard 5: Assess, provide feedback and report on student learning

Focus	Descriptors	Example
5.1 Assess student learning	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	• Assessment task and the rubric • Portfolio of student work
5.2 Provide feedback to students on their learning	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	• Marked assessment items
5.3 Make consistent and comparable judgements	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	• Professional conversation where examples of ABCDE grade assessment are presented
5.4 Interpret student data	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	• Professional conversations • NAPLAN data and PIPS • Pre-tests and Post-tests
5.5 Report on student achievement	Work with colleagues to construct accurate, informative and timely reports to students and parents/ carers about student learning and achievement.	• Email and or other communication with parents

Standard 6: Engage in professional learning

Focus	Descriptors	Example
6.1 Identify and plan professional learning needs	Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	• Professional pathways linked to National Standards • Pre-service teacher reports
6.2 Engage in professional learning and improve practice	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	• Minutes – annotated • See needs and plan to address them
6.3 Engage with colleagues and improve practice	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	• Minutes of meetings • Meeting photos with annotations • Cooperatively planned unit – annotated
6.4 Apply professional learning and improve student learning	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	• Evaluations

Standard 7: Engage professionally with colleagues, parents/carers and the community

Focus	Descriptors	Example
7.1 Meet professional ethics and responsibilities	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.	• Using referees to evidence professional conduct • Written correspondence between school and parents • Curriculum or soc. Issue in Newsletter • Term organiser • B.M policy which goes home
7.2 Comply with legislative, administrative and organisational requirements	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	• Being aware of and supporting colleagues in the implementation of policies and procedures such as mandatory reporting. • Referring colleagues and parents to appropriate support systems when necessary • Referee • Documentations of discussions/email • Special needs referral
7.3 Engage with parents/carers	Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.	• Behaviour Management processes, i.e., calling parents promptly, recording incidents and communicating with Executive. • Promptly addressing emails, phone calls with colleagues and parents. • Understanding parents and children's needs and acting promptly. • Using visual or written recorders of behaviour to communicate with parents.
7.4 Engage with professional teaching networks and broader communities	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	• Contributing to cluster or network meeting • ALEA etc • *Count Me In Two* facilitators meetings • ESL moderation days • L&N co-ordinator meetings

10.6.9.2 Teachers applying for Certification at the Lead Career Stage

Standard 1: Know Students and How They Learn

Focus	Descriptors	Example
1.1 Physical, social and intellectual development and characteristics of students	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.	• *MYMC* facilitation • *Count Me In* facilitator
1.2 Understanding how students learn	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.	• Mentoring pre-service and early career teachers
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.	• Working with teams to evaluate programs including professional dialogue
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.	
1.5 Differentiating teaching to meet the specific learning needs of students across the full range of abilities	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.	
1.6 Strategies to support full participation of students with disability	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.	• ILPs • Management of LSAs /TAs working with students with intellectual disability

Standard 2: Know the content and how to teach it

Focus	Descriptors	Example
2.1 Content and teaching strategies of the teaching area	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.	• School PD Unit reviews and methods used – also gives teacher cross-curricular applications • Assisting and sharing knowledge gained from ICT certification for integration into classroom practice to improve accessibility of both student learning for mats (?) outcomes and methods of presentation and knowledge development for teachers
2.2 Content selection and organisation	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.	• Development of integrated enquiry units • BSSS (college) course development writing and unit frameworks • Development and implementation of school/National curriculum into units of work
2.3 Curriculum assessment and reporting	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.	• Lead meetings and giving evidence of developed programs from curriculum that articulate assessment and reporting needs • Implement and lead moderation of assessment and reporting to gauge student outcomes
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	• Use cross-curricular resources (people and literature)
2.5 Literacy and numeracy strategies	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.	• Development of literacy and numeracy programs and strategies into cross curricular activities
2.6 Information and Communication technologies (ICT)	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.	

Standard 3: Plan for and implement effective teaching and learning

Focus	Descriptors	Example
3.1 Establish challenging learning goals	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.	• Promoting differentiated (challenging) extension activities
3.2 Plan, structure and sequence learning programs	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.	• Semester plan, unit outlines. • Video of professional dialogue and conversations
3.3 Use teaching strategies	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.	• Observations of colleagues • Video sharing of PD, resources
3.4 Select and use resources	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.	• Moderation of resources
3.5 Use effective classroom communication	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.	• Visual cues • Modelling strategies to colleagues
3.6 Evaluate and improve teaching programs	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.	• Use of SMART data list • NAPLAN data
3.7 Engage parents/carers in the educative process	Initiate contextually relevant processes to establish programs that involve parents/ carers in the education of their children and broader school priorities and activities.	• Email contacts re student behaviour and learning

Standard 4: Create and maintain supportive and safe learning environments

Focus	Descriptors	Example
4.1 Support student participation	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.	• Kagan Cooperative Learning • Incentive programs • Knowing students and capabilities • Building relationships • Embedding cooperative learning into assessment
4.2 Manage classroom activities	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.	• Kagan Cooperative Learning • Recognition of prior learning • Students voice initiatives
4.3 Manage challenging behaviour	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.	• Mediation • Restorative Practice • Sharing strategies for students with special needs
4.4 Maintain student safety	Evaluate the effectiveness of student well-being policies and safe working practices using current school and/ or system, curriculum and legislative requirements and assist colleagues to update their practices.	• OHS officer • PE policies
4.5 Use ICT safely, responsibly and ethically	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.	• Lead internet safety lessons • Introduce EDMODOD • Distance learning technology

Standard 5: Assess, provide feedback and report on student learning

Focus	Descriptors	Example
5.1 Assess student learning	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.	• NAPLAN • Literacy and Numeracy • Broad, across all years • Teachers and students • Tasks: Plan, literacy and numeracy units
5.2 Provide feedback to students on their learning	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.	• Evaluation • Form: summative and diagnostic (teacher and student) • Reflection • Across all subject areas • Pre-test on knowledge
5.3 Make consistent and comparable judgements	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.	• Moderation • Maintain consistency • Term/semester • Teacher only • Written work samples across same year
5.4 Interpret student data	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	• SMART Data/Goals • Collated data • Analytical; planning • Daily/weekly • Teacher only
5.5 Report on student achievement	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.	• Reports – Progress • Rubrics/comments • Outcomes • Mid/end Semester/Year • Parents/Teacher/Principal/Students

Standard 6: Engage in professional learning

Focus	Descriptors	Example
6.1 Identify and plan professional learning needs	Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.	• Programming T&D 7-10 • *Middle Years Mental Computation* (MYMC) implementation
6.2 Engage in professional learning and improve practice	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.	• Reporting on pre-service teacher orientation days • Mentoring • Reporting (Prac reports)
6.3 Engage with colleagues and improve practice	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.	• Moderation Days • MYMC presentations • Feedback sheets • Curriculum writing for BSSS
6.4 Apply professional learning and improve student learning	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.	• Internal PD – positive frame of mind • External – encourage teachers to undertake PD

Standard 7: Engage professionally with colleagues, parents/carers and the community

Focus	Descriptors	Example
7.1 Meet professional ethics and responsibilities	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.	• Reporting • Parent Interviews • Communication
7.2 Comply with legislative, administrative and organisational requirements	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.	• Establishing school handbook for new staff/staff • Template design for school compliance
7.3 Engage with parents/carers	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.	• Retreat – Year 10 • Literacy and numeracy evenings
7.4 Engage with professional teaching networks and broader communities	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.	• Strategic planning • Cluster PD • Resources shared

10.6.9.3 Assessors

Standard 1: Know Students and How They Learn (HA)

Focus	Descriptors	Example
1.1 Physical, social and intellectual development and characteristics of students	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	1. Mapping a program of activities against QTF 2. Video of a lesson annotated against programme 3. ILP process for G&T, Indigenous, teachers' programmes 4. Visit by Co-Ordinator 5. Filming modelling how to teach
1.2 Understanding how students learn	Expand understanding of how students learn using research and workplace knowledge.	6. Informed programming based on assessment with meaningful annotation. 7. Photo evidence linked with above 8. Unit in a masters 9. Action learning 10. Effect size processes (Hattie, 2009)[8]
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	11. Inclusive practices and differentiation: providing p.1 in this with plans for implementing 12. Annual plan
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	13. Professional sharing & mentoring 14. Document your involvement (PD-Plan/Minutes of meeting/changes of colleagues practice/audio interview
1.5 Differentiating teaching to meet the specific learning needs of students across the full range of abilities	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	15. Document!!! 16. Parent teacher conference notes 17. Pl and plans illustrating to embedding differentiation 18. Using data to inform planning
1.6 Strategies to support full participation of students with disability	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	19. Notes from LST 20. ILP's

[8] Hattie, J. 2009. *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.* London: Routledge.

Standard 2: Know the content and how to teach it (HA)

Focus	Descriptors	Example
2.1 Content and teaching strategies of the teaching area	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	• Coaching sessions records • Feedback on instructional programs, feedback on professional development facilitated • Probation report, news letter articles • Action research-documents detailing planned change or result of change • Baseline data and resulting data • Units of work for lead school • Professional learning sessions • Explicit links to research • Parents communication/meeting minutes • External organisation
2.2 Content selection and organisation	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	• Work samples from students • Assessment tasks, rubrics, lesson observations, photo presentation
2.3 Curriculum assessment and reporting	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	• Member of team that is discussing issues and formulating a plan- evidence of role within the team/committee • Write it into planning • Evidence of leadership role • Referee report
2.5 Literacy and numeracy strategies	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	
2.6 Information and Communication technologies (ICT)	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	

Standard 3: Plan for and implement effective teaching and learning (HA)

Focus	Descriptors	Example
3.1 Establish challenging learning goals	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	• Delivery of specialist ICT skills to groups of teachers • teacher mentors-class observations-sheets; reports; reviews • revisiting goals in professional reflection • student articulate or portfolio • student goals (observation/samples) in reports 3 way conferences • learning intention/success criteria in programs
3.2 Plan, structure and sequence learning programs	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	• Evidence of participation in unit/course/special programs writing • Growth coaching plans, programs, student results, facilitation plan (action plan) that links to school goals • Student work samples-essential elements in • Teacher's reflections all programs (before & after)
3.3 Use teaching strategies	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	• Leading teacher teams with special subject focus (minutes from meetings) • Facilitation plan (eg in staff meetings modelling and recording strategy or cooperative learning • Case management strategies based on research and effective in improving student outcomes • ILP process-data analysis
3.4 Select and use resources	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	• ICT library etc., provision of resources to staff meeting • Resources linked to school priority/system endorsed etc.,. Mentoring plans –action plan includes coaching or mentoring or gradual release of responsibilities model • Research presented
3.5 Use effective classroom communication	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	• ICT search write gold • Peer classroom observations • Modifications to program (use of targeted strategies or instructional approaches) • ILP • Data of behaviour (records of changes, reflections) • Video/observation of teaching episode
3.6 Evaluate and improve teaching programs	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	• Panel work with BSSS • Conversations • Program is adapted, annotated to incorporate changes • Parent feedback (school satisfaction survey) • Newsletter • Emails from parents • Rich task in units that allows students to provide feedback • Journal in unit of work for student feedback • Active expressions hand held voting tools • Reflection with students (self-assessment) • Reflection back to curriculum (mapping)
3.7 Engage parents/carers in the	Work with colleagues to provide appropriate and contextually relevant	• ILPs • Parent surveys

educative process	opportunities for parents/carers to be involved in their children's learning	• 2 or 3 conversations (parents, teachers, students) • Participation • Homework program • Building partnerships with parents/carers • Skills inventory for parents • Informal opportunities for parents to be in classroom • Grant applications to foster links

Standard 4: Create and maintain supportive and safe learning environments (HA)

Focus	Descriptors	Example
4.1 Support student participation	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	• Facility workshop in ideas for including literacy skills in maths, for maths to adopt check Naplan results • Evidence of lesion plans/worksheets developed • Student outcomes • Whole school PD(agenda, video's, reflection, discussion • Inclusive strategies, modelling in class eg. Plan annotated photo, teacher, reflection should be scheduler, peer support, best practice discussion and link to current research.
4.2 Manage classroom activities	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	• Video class –model different behaviour management strategies • Could do a before and after specific activity • Video mentoring, professional discussion, student reflection sheets, negotiated curriculum. Evidence of parenting outside of the classroom partnerships
4.3 Manage challenging behaviour	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	• Identify behaviour, develop strategies & ESL assist reflection of teacher and student • Review student management practices shared information-behaviour plans, mentoring others,
4.4 Maintain student safety	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety	• Member of student wellbeing planning team • Run a student wellbeing day, responsible for organising workshop and guest speaker • Photo colleagues • Student story • Review (regular) with colleagues, applying practices into classroom. • Assimilation of current information • Familiar with legislation
4.5 Use ICT safely, responsibly and ethically	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	• Identify ICT policies, model its use, do unit eg. Compute banking which incorporates ethics of acceptable use • Share with colleagues • Evidence-faculty minutes, feedback from faculty Head and evaluation sheets • Ethical use/updated: content discussion-skill to have these discussion. Appropriate material, student safety.

Standard 5: Assess, provide feedback and report on student learning (HA)

Focus	Descriptors	Example
5.1 Assess student learning	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	(i) Differentiates assessment based on reflection of assessment (ie. Formative assessment) (ii) Post testing
5.2 Provide feedback to students on their learning	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	(iii) Student goal setting, peer/student assessment, conferencing, self-assessment, reflections
5.3 Make consistent and comparable judgements	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	(iv) Common year groups teachers to consult, mark and discuss within a department meeting with documented feedback (v) Moderation reports/work samples
5.4 Interpret student data	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	(vi) Document meeting with support teacher, prepare specific strategy from data.smart (vii) eg. Naplan/individual class groups
5.5 Report on student achievement	Work with colleagues to construct accurate, informative and timely reports to students and parents/ carers about student learning and achievement.	(viii) Department mentor to discuss grade level, annotate changes, review changes to report, parent conferencing

Standard 6: Engage in professional learning (HA)

Focus	Descriptors	Example
6.1 Identify and plan professional learning needs	Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	1. Produce a mapping document for others to use 2. Professional development plan that addresses the standards 3. Meeting agenda/workshops 4. Modelling for colleagues or pre-service based on their priorities.
6.2 Engage in professional learning and improve practice	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	5. Keep annotated notes of professional reading 6. Certificate with notes of P/L/ 7. Offer a place for a pre-service teacher in own class/in school. P-S.T to write a reference
6.3 Engage with colleagues and improve practice	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	8. Meeting minutes-staff/grade colleagues 9. Engaging in discussions with colleagues at an outside forum
6.4 Apply professional learning and improve student learning	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	10. Prepare an evaluation sheet for the P.L; activity and analyse the responses 11. A record of the conversation between colleagues discussing how to address student learning needs based on info from T.P.L.

Standard 6: Engage in professional learning (L)

Focus	Descriptors	Example
6.1 Identify and plan professional learning needs	Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.	1. Reference to school improvement plan 2. Aligning PD to teacher priorities 3. PD outline including how the National PS are met 4. Evaluation summary from participants
6.2 Engage in professional learning and improve practice	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.	5. School mentoring program 6. Documentation of professional conversation 7. Feedback sheets 8. Induction evidence
6.3 Engage with colleagues and improve practice	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.	9. Gender sheet 10. Minutes 11. Forum postings 12. Emails 13. Social networking 14. Blogg
6.4 Apply professional learning and improve student learning	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.	15. Professional learning plan 16. Audit 17. Vignettes-Video

Standard 7: Engage professionally with colleagues, parents/carers and the community

Focus	Descriptors	Example
7.1 Meet professional ethics and responsibilities	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.	1. Code of conduct 2. Examples of dealing with people 3. Presentation/devotions 4. Community organisations 5. Conversations
7.2 Comply with legislative, administrative and organisational requirements	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.	6. Lead policy development 7. Ensure compliance 8. Education Act 9. (Conversation)-(peers)
7.3 Engage with parents/carers	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.	10. Parent contact-emails, phonecalls & involvement in P&C, P&F Ass, school events, social events. 11. Parents in classroom
7.4 Engage with professional teaching networks and broader communities	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.	12. Membership of professional organisation 13. Convening network group 14. Promote PD opportunities.

10.6.10 Appendix 10: Interview questions for participants who withdrew

1. Reasons for joining the pilot project (personal, suggested by others …) and reason(s) for withdrawal
2. (+)ves of the process: what have you gained personally; what are the general benefits?
3. Would you continue with the certification process at some point in the future?
4. What advice about the process would you offer to others undertaking the certification process?
5. Are there any particular resources that you consider to be essential to the certification process?
6. Anything else