

# **AITSL Pilot Projects, July – November, 2011**

## **Appendix B – Site Visit Reports**

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

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# 1 Pilot Visit Report Template

<b>PILOT</b>			
Team Members		Visit Date	
Pilot Coordinator(s)			
Setting the Scene			
Proposed outcomes of the pilot			
Changes to the research questions (When were the changes made/What has changed/What prompted the changes)			
Overview of Study Design			
Progress to date			
Where to Next			
Discussion with participants			
Discussion with Stakeholders (senior personnel and reference group)			

The Interim Report (Due to SiMERR 30th September)
General Research Issues to be Covered
Other Business

## 2 ACT TQI Pilot Visit Report

<b>PILOT</b>	ACT Teacher Quality Institute		
<b>Team Members</b>	<i>Jocelyn Vasey, Anne Ellis</i>	<b>Visit Date</b>	<b>27/10/11</b>
<b>Pilot Coordinator(s)</b>	Jocelyn Vasey		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>Development of a Template for Professional Conversations between pre-service teachers on professional experience and their mentors.</p> <p>Development of Evidence Guide for Graduate Standards 1 &amp; 6</p> <p>Documentation of 4 Case Studies: Early Childhood/Primary, Pre-service Teachers/ Mentors</p> <p><b>Additional Outcome</b></p> <p>Presentation about the pilot at the ACT Cross-Sectoral Principals' Forum, 31 Oct 2011</p>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <p>No change to research questions.</p> <p><b>Changes to Study Design</b></p> <ol style="list-style-type: none"> <li>1. Assessment rubric deleted from study design</li> <li>2. Focus groups deleted from study design</li> </ol>			
<p><b>Overview of Study Design</b></p> <p>Case Study approach that utilises:</p> <ol style="list-style-type: none"> <li>1. Pre- and post-program survey of 9 pre-service teachers</li> <li>2. Pre- and post-program survey of 9 mentor teachers (Different survey instrument to above)</li> <li>3. Workshop/professional learning for pre-service teachers and their mentors</li> <li>4. School visits to pre-service teachers and their mentors</li> </ol>			
<b>Progress to date</b>			
<ol style="list-style-type: none"> <li>1. Pre-program survey instruments for pre-service teachers and mentors designed, administered and responses compiled.</li> <li>2. Responses to pre-program survey instruments informed content of the workshop.</li> <li>3. Workshop conducted, pre-service teachers and their mentors collaboratively contributed to the development of the Template for Professional Conversations and an Evidence Guide for Standards 1 &amp; 6.</li> <li>4. Professional Experience placements completed</li> <li>5. School visits during Professional Experience placements conducted</li> <li>6. Post-program survey instruments for pre-service teachers and mentors designed, administered and responses compiled.</li> </ol>			
<b>Where to Next</b>			
<ol style="list-style-type: none"> <li>1. Analysis of data to produce 4 case studies: ECE/Primary, Pre-service Teachers/Mentors</li> </ol>			

2. Explicate themes from the case studies
3. Preparation of Final Report

#### Discussion with participants

1. Liz, David & Meghan (Participating pre-service teachers), reported:
  - Positive responses to National Professional Standards for Teachers (Graduate)
    - i. NPST perceived as helpful not only at lesson level, but at other levels as well, e.g. voice
    - ii. NPST perceived as flexible, i.e. different people could respond to the standards in different ways
  - Positive response to Pilot Project, the pre-service teachers valued *working with* the Standards in addition to *learning about* them
2. Amanda Hawkin (Mentor teacher, Macquarie Primary School), reported the following as highlights of the project
  - Opportunity to work with the standards
  - Acknowledgement of graduate teacher within the continuum professional practice
  - Opportunity for both mentors and pre-service teachers to reflect upon practice
  - Development of Template for Professional Conversations, which
    - i. Was used very flexibly
    - ii. Was used as a formative tool
    - iii. Was used as a goal setting tool
    - iv. Formalised professional conversations in writing
    - v. Supports mentors

#### Discussion with Stakeholders (senior personnel and reference group)

1. Pilot has enabled professional interactions that have resulted in the streamlining of ACT TQI processes
2. ACT TQI has been seen as a partner, not just a regulator
3. Students reporting change in behaviour and thinking in pre- and post-surveys
4. Extended discussion of the ACT Cross-Sectoral Principals' Forum, 31 Oct 2011, at which several pre-service teachers and a mentor will present a brief presentation on the Pilot.

#### The Interim Report (Due to SIMERR 30th September)

Site visit conducted after Interim Report was submitted.

#### General Research Issues to be Covered

There was considerable discussion about how the data might be organised to produce 4 case studies. The final recommendation was that the data be analysed in the following categories: Early Childhood/Primary, Pre-service teacher/ Mentor.

#### Other Business

It was recommended that protocols for participants publishing from their pilots be outlined in the final SIMERR Report.

### 3 AEF Pilot Visit Report

<b>PILOT</b>	Piloting the Nations Professional Standards for Teachers of Asia Literacy		
<b>Team Members</b>	Greg McPhan; Gavin Pinnington	<b>Visit Date</b>	5 <sup>th</sup> October 2011
<b>Pilot Coordinator(s)</b>	Barbara Bereznicki; Eva Gould;		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot – Research Questions:</b></p> <p>What does Asia literacy mean for a: proficient, highly accomplished and lead teacher?</p> <p>How can teachers be supported in identifying their place on the continuum of the career stages in the National Standards in relation to Asia literacy?</p>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <p>There has been no modification to question 1, however, there has been considerable discussion, by the team, about what the language within the descriptors actually means for teachers of Asia literacy and how a Standard is manifested by teachers. For example: Standard 2.2 - Know the content and how to teach it - what constitutes an "engaging teaching activity" or what is "comprehensive knowledge of content" and how is this measured and by whom? These are grey areas. And, the project team spent considerable time discussing: whether a matrix or more descriptors were needed to aid teachers in understanding these terms or whether broad descriptors (as they are now) were more helpful because they are less exclusive.</p> <p>There has been no modification to question 2, however, this question is more like the conclusion to all of the work undertaken to date. Given the time frame of this project and the small sample of teachers interviewed in this pilot study, any comprehensive response to this question is limited and requires further analysis, discussion and testing. A larger sample of teachers is required, for example: teachers about to embark on teaching studies of Asia or an Asian language or teachers about to implement the Asia priority in the Australia Curriculum.</p>			
<p><b>Overview of Study Design</b></p> <p>The rationale of the pilot study was to explore how teachers define, implement and evidence their work using the Descriptors in the Standards framework and where they see themselves on the Standards continuum.</p> <p>This pilot study provided an opportunity to reflect with teachers on the success of their learning, their current and developing capabilities, their professional aspirations and their achievements in relation to Asia literacy. The Pilot resulted in the documentation of four case studies to support the development of Asia literate teachers in their career.</p> <p><b>Data collection and management:</b></p> <ol style="list-style-type: none"> <li>1. Teachers/principals were interviewed face-to-face.</li> <li>2. Interviews were taped.</li> <li>3. Taped interviews were transcribed.</li> <li>4. Transcriptions were then crafted into linear narratives based on the Descriptors in the Standards and cases were written using a number of sub-headings including: context, the</li> </ol>			

interview and then the Descriptors in the Standards.

5. First drafts were discussed and evaluated by the team and rewritten using a more uniform and systematic approach.
6. Cases were discussed, analysed and re drafted by the project team.
7. There were three iterations of the draft cases.
8. Project manager maintained data records and project information.

### Progress to date

- Four draft case stories have been written and analysed by the project team and read and reviewed
- Project team has reviewed each others' drafts with suggestions on approaches. Further refinements and approaches were discussed
- Project team met to discuss the draft case stories including: key messages, format and style of presentation.
- Project team interviewed four teachers/principals: two in WA, one in Victoria and one in the ACT at different stages of their careers. The four cases represent:
  - one Catholic primary school principal who is introducing studies of Asia into the curriculum for the first time,
  - one deputy principal of a cluster of schools,
  - one head of a SOSE department, and
  - one fourth year out teacher.
- Project team - except for Barbara Bereznicki - have met with two key people (principal and colleague) to support teacher statements. The principal of Elsternwick Primary School is currently in China and the colleague is on holidays.
- Project team developed a self-assessment/reflection tool to use in interviews with teachers and principals. The team needs to review this and determine whether it will be useful or helpful to other Asia literacy teachers especially in light of the Asia priority in the Australian Curriculum.

### Where to Next

Re-draft case stories in light of:

- Follow up interview with teachers/principals with any reflections, learnings or comments they have about the process since the initial interview.
- Follow up interview with teachers/principals concentrating on any reflections or comments they have in relation to what they learned about themselves and their colleagues since the initial interview.
- Refine self-assessment tool.
- Redraft cases to include the following:
  1. Meaning: how the narrative provided by the teachers specifically relates to the levels (Proficient, Highly Accomplished and Lead);
  2. Support: highlight in the narrative what support is provided, what support is required and to what degree the self-assessment/reflection tool is helpful;
  3. Interrogate the statements made by teachers to determine what is internal to the teacher to provide a vocabulary for self-reflection to probe deeper into the standards, and
  4. Highlight in the narrative the externalities that contribute to the teacher's perception of the professionally engaged 'self' through constraints and opportunities, such as:



<p>curriculum, systems, availability of professional development etc.</p> <ul style="list-style-type: none"> <li>• Relate the four cases to the two core research questions by explicitly referring to the four main areas outlined above by colour coding for easier interpretation by a third party</li> <li>• Include a thematic discussion of the cases, compare cases and key messages/learnings and write a conclusion.</li> </ul>
Discussion with participants
None undertaken
Discussion with Stakeholders (senior personnel and reference group)
None undertaken
The Interim Report (Due to SiMERR 30th September)
The Site visit took place after the due date for the Interim Report to be submitted and a date for its submission negotiated.
General Research Issues to be Covered
<p>One outcome of the Pilots is to provide is a self-assessment/reflection tool. However, it requires further analysis and refinement. Whether this tool, in its current form, is able to be used by the wider education community to determine or identify their place on the continuum of the career stages of the National Standards in relation to Asia literacy requires further discussion at this stage.</p> <p>The issue in regards to the tool we developed (a series of questions) is whether it worked: well enough (could the questions have been better/different)? Would different questions have elicited different responses? Were there too many questions? And, to what degree they did work because the interviews were face-to-face and does this skew the results? That is, if the tool was published on a website and used without any interaction or guidance from a third party would it be helpful to all/many/some teachers planning their career stages in Asia literacy using the National Standards?</p>
Other Business
<p>A number of perceived challenges were discussed:</p> <ul style="list-style-type: none"> <li>• Unpacking the Standards in terms of Asia literacy.</li> <li>• The differences between studies of Asia teachers - where they may have the support of a faculty - and language teachers - where they may not have the support of a faculty.</li> <li>• Tension between perceptions of where teachers think they are on the Standards continuum and where their principal or colleague thinks they are.</li> <li>• The self-assessment/reflection tool comes with a list of warnings at the moment.</li> <li>• Timeline too short to test a nationally 'useable' self-assessment/reflection tool.</li> <li>• Time-line too short to probe deeply enough into how the Standards can be used by a range teachers of Asia literacy in a range of contexts.</li> <li>• School holidays during the short time-line make it difficult to contact teachers - especially when they have attached extra holiday time either side of the break.</li> </ul>

## 4 AIS NSW Pilot Visit Report

<b>PILOT</b>	A process for teachers to align practice, evidence and national standards to school improvement goals		
<b>Team Members</b>	The Association of Independent Schools NSW	<b>Visit Date</b>	7 October 2011
<b>Pilot Coordinator(s)</b>	Estelle Lewis (Director, Teacher Accreditation), Frances Whalan (Consultant, Teacher Accreditation)		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>The pilot project will support teachers to develop their understanding of:</p> <ol style="list-style-type: none"> <li>a) what practice contributes to meeting school goals;</li> <li>b) which forms of evidence of practice align to the goals/standards.</li> </ol>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <p>There has been a change of title to:</p> <p><b>Mapping professional teaching standards to performance appraisal processes</b></p> <p>Slight changes to wording have been made to the original research questions. Question 2 was split into 2 sub-questions. The new wording was documented in the Interim Report.</p> <ol style="list-style-type: none"> <li>1. How do professional teaching standards assist teachers to understand their school goals for improvement?</li> <li>2. How does teachers' engagement with professional teaching standards impact on their:             <ol style="list-style-type: none"> <li>a. confidence to meet the school goals and</li> <li>b. preparedness to engage in self-evaluation as a part of the appraisal process?</li> </ol> </li> </ol> <p>The original questions were:</p> <ol style="list-style-type: none"> <li>1. How do the standards assist teachers to understand their school's improvement goals?</li> </ol> <p>How does teachers' engagement with the teaching standards impact on their confidence to demonstrate the school's goals?</p>			
<p><b>Overview of Study Design</b></p> <p>The study was originally designed to:</p> <ol style="list-style-type: none"> <li>1. Trial in two schools the initial steps of a Professional Review and Development System;</li> <li>2. Engage teachers in formative processes to develop an understanding of how to meet the school goals using the NPST standards;</li> <li>3. Undertake a thematic analysis of survey data to determine the extent to which teachers:             <ol style="list-style-type: none"> <li>i. identify practices that contribute to school goals that align with the standards</li> <li>ii. articulate supporting evidence from practice that demonstrates standards.</li> </ol> </li> </ol> <p>Two instruments were designed for data collection:</p> <ol style="list-style-type: none"> <li>1. a survey consisting of 4 items on a self-rating Likert-type scale, with provision for an open ended comment; and,</li> <li>2. a structured interview.</li> </ol>			

Completion of the survey and interview was voluntary. 22 participants had completed the survey to date. Two groups of 4 primary and secondary teachers were to participate in the focus group interviews.

#### Progress to date

At the time of the site visit, an additional school (School C) had been engaged to participate in the study.

- School A (22 teachers, K-12) had completed the mapping process and analysis of data was underway. This school had initially attempted a comprehensive mapping which became unmanageable for teachers. The number of descriptors mapped to school goals was reduced in the process. 22 teachers from this school had completed self-ratings and evidence collection.
- School B participants included the senior executive, team leaders/coordinators and 6 teachers. They were close to finishing the mapping of school goals and focused on 16 descriptors. (High SES)
- School C (K-6 school, ~ 20 teachers HAT) participants had attended an initial meeting; senior executive had mapped standards to 3 school goals. In the 1st mapping, 25 descriptors were mapped to school goals; this was reduced to 12 to make the process more manageable. At least one action & one piece of evidence for each descriptor was to be collected. Teachers worked in 3 groups of mixed prim/sec teachers with each group working on one goal. The 3 groups then met to share actions and evidence. This led to cross-school dialogues about actions and evidence in relation to the standards.

#### Discussion with participants

While a discussion with teacher participants did not take place, some of their comments were reported by the pilot coordinators during the site visit meeting.

Participants had commented that:

- the NPTS provide a common language to talk about standards, leading to a deeper understanding of practices that align with school goals;
- learning occurred from the conversations and exchange of information around the standards.

They also had raised the question of what evidence would look like in different subject areas.

#### Discussion with Stakeholders (senior personnel and reference group)

The findings thus far reported anecdotally by the pilot coordinators included:

- Mapping the standards to school goals effectively contextualised the NTPS for teachers across the study; while review/evaluation occurred at HAT level only
- Teachers were "more systematic about how they document and collect evidence about their practice"
- The kinds of evidence collected depended on the goals of the school and was related to classroom practices, e.g. programs, samples of student work, meeting minutes.

(Please also refer to the Interim Report.)

#### The Interim Report (Due to SIMERR 30th September)

The Interim Report had been submitted prior to the site visit.

#### General Research Issues to be Covered

The administration of surveys was in progress. It was uncertain how many participants would volunteer to complete the survey at the time of the site visit.

#### Other Business

As the Professional Review and Development System has been linked to the NPTS, the participants in this study are already a part of piloting the system and will continue to be pilot schools. There is the potential for these schools to share what they are doing with other schools in the sector.

## 5 APC/ACSSO Pilot Visit Report

<b>PILOT</b>	APC/ACSSO: Parental engagement: Enriched Teaching for Effective Learning		
<b>Team Members</b>	Bruce Mowbray, Martin James	<b>Visit Date</b>	9/11/2011
<b>Pilot Coordinator(s)</b>	Janet Smith – Project consultant		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>The Pilot is to investigate:</p> <ol style="list-style-type: none"> <li>1. How are Focus Areas 3.7 and 7.3 evident in existing school based practices and processes?</li> <li>2. Develop Case studies of exemplary/successful practice of teachers at each Career Stage and school leaders engaging with parents in the community</li> <li>3. What are the attributes of school leaders (Heads of Departments, Deputies, Principals) that support teachers to engage with Focus Areas 3.7 and 7.3?</li> </ol>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <p>The research questions have evolved over the passage of time. The initial question below was modified during the teleconferences into the questions above.</p> <p style="text-align: center;"><i>What are the common practices of teachers and school leaders at each Career Stage that lead to effective parental engagement to support student learning?</i></p>			
<p><b>Overview of Study Design</b></p> <p>The study uses a traditional qualitative methodology analysing comments, feedback and contextual information arising from focus groups meetings with teachers and parent groups. Focus group meetings are being held in most capital cities. These meetings which are scheduled for approximately 2 hours involve groups of parents or teachers meeting separately or in some instances in combined groups.</p> <p>The discussions follows the following schema</p> <p style="padding-left: 40px;"><i>Introduction / Background</i></p> <p style="padding-left: 40px;"><i>Discussion</i></p> <p style="padding-left: 40px;"><i>2a. What do you believe are the important attributes, behaviours and processes for teachers when they engage with parents?</i></p> <p style="padding-left: 40px;"><i>2b. How do these attributes, behaviours and processes show up differently across the four categories of teachers?</i></p> <p style="padding-left: 80px;"><i>Graduate</i></p> <p style="padding-left: 80px;"><i>Proficient</i></p> <p style="padding-left: 80px;"><i>Highly Accomplished</i></p> <p style="padding-left: 80px;"><i>Lead</i></p> <p style="padding-left: 40px;"><i>2c. What are some examples of what this looks like in practice?</i></p> <p>The program is adapted with slightly different questions being asked in the parent, teacher and combined groups. Specifically, parents want to talk about their own experiences, giving fewer examples of ‘good practice’.</p> <p>The process involves the consultant taking notes during focus group meetings, summarising the</p>			

outcomes of each and synthesising findings.

### Progress to date

At the time of the meeting almost all focus groups had been concluded. The only meetings to be held were those scheduled for Hobart. The engagement across sectors within jurisdictions was not uniform with some sectors not being represented at some meetings. For example there were no government teachers in South Australia, but there were in other jurisdictions. Some findings were becoming apparent. These relate to:

- the need to build positive relationships, with empathy and understanding being important to effective relationships.
- engagement with parents leading to reduces anxiety and allows the tough conversations to be held.
- Different capacities for engagement amongst teachers at different career stages. There is an apparent transition from being reactive (teachers at Graduate and Proficient stages) to being proactive (Highly Accomplished and Leadership).
- The identification of characteristics and issues:
  - Need for meaningful relationships
  - Communication
  - Empathy
  - Trust
  - Caring
  - Confidentiality
  - Friendly
  - Follow-up
  - Approachable

### Discussion with participants

The main discussions were held with the consultant/facilitator, although two focus group meetings were observed and participants were able to respond to questions. The discussions indicated a range of issues, practices and models for engaging parents including:

- The vital role of school leadership
  - Good leadership sets policy and over-rules poor teacher judgement
  - Leaders have a role in establishing mentors for new teachers to provide models of effective parental engagement. At one school in Sydney, parents had a role in selecting mentor teachers.
- Strategies for engaging parents including homework clubs, agile learning, open learning, involvement of parents in school policy development. For example seeking parent agreement to policies on the responsible use of email.
- The notion of 'parents as first teachers' was evident in all focus groups but was not part of teachers' lexicon
- The need for professional learning related to ethical and legal issues related to emails, , home visits and general advice.
- The importance of early engagement with parents at the time of school and class transition.

### Discussion with Stakeholders (senior personnel and reference group)

A number of broad issues were discussed with the facilitator following the Focus group meeting. One of these concerned the nature of the involvement with parents. For many teachers the engagement was low level, focussing on doing things 'to' parents rather than doing things 'with' parents. This was considered to be an unequal notion of a engagement and does not recognise the

potential of parents to contribute to positive learning outcomes for students.

The Interim Report (Due to SiMERR 30th September)

The Interim Report had been presented at the time of the Pilot Visit.

General Research Issues to be Covered

No specific concerns about research issues were raised during the visit.

Other Business

The project is on schedule to deliver the final report by the due data.

## 6 ASPA Pilot Visit Report

<b>PILOT</b>	ASPA: Implementing the National Professional Standards for Teachers (NPST): Articulating issues and addressing challenges in context		
<b>Team Members</b>	Greg McPhan, Gavin Pinnington	<b>Visit Date</b>	30/09/11
<b>Pilot Coordinator(s)</b>	Sheree Vertigan, John See		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <ul style="list-style-type: none"> <li>• Provide a report detailing the challenges principals expect to meet in rolling out the Standards for teachers</li> <li>• Identify support materials currently being used by principals when discussing with their staff about the standards</li> <li>• Identify support and materials needed by principals to assist them implement the standards</li> </ul>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <p>Only minor editorial modifications were made to the questions.</p>			
<p><b>Overview of Study Design</b></p> <p>The prime purpose and focus of the study was to</p> <ul style="list-style-type: none"> <li>• Provide a report detailing the challenges principals expect to meet in rolling out the Standards for teachers</li> <li>• Identify support materials currently being used by principals when discussing with their staff about the standards</li> <li>• Identify support and materials needed by principals to assist them implement the standards</li> </ul> <p>The aim was to interview a minimum of 16 Principals with a balance of demographics: rural, remote/metropolitan; less than or more than 5 years experience. There would be an initial ‘tuning-in’ survey with the final number of respondents to be 20. A copy of the interview schedule was provided and one would be included with the Interim Report.</p>			
<b>Progress to date</b>			
<p>The interview protocol has been approved by the ASPA executive and has been trialled with principals in Tasmania. There has also been a ‘tuning-in’ schedule that provides clarification and purpose so that participants are well prepared for interviews.</p> <p>There have been 7 interviews conducted so far. It was planned to undertake 16 as a minimum and it looks as if there will be 20. The intent is to get a balance of location/experience, with participants drawn from rural, metro and remote locations and having less the 5 years experience or greater than 5 years experience.</p>			
<b>Where to Next</b>			



The rest of the principals and lead teachers will be interviewed over the remaining period including some from remote locations and some who have been principal for 5 or fewer years.

#### Discussion with participants

The visit was with Sheree Vertigan and John See only. Sheree shared some of the preliminary ideas/themes that are emerging, e.g.,:

- Some additional questions may be necessary to probe the attributes of teachers that will enable them to engage with Focus Area 2.4 (for example)
- Need a link between the top levels of the Standards and Position Descriptions
- Quality of new graduates is greater than some teachers who are HA or Lead
- Excellence is being equated with 'time served'
- If bonus pay were to be linked with the Standards then there would be an incentive for the upper two stages
- There needs to be an explicit description of the T&L context for the upper two stages leading into 'leadership'
- Need to ensure that the Standards are being developed in practice through evidence and a common language
- Everything is predicated on having a culture of professional conversations (this could take 3-5 years)
- The Standards provide a framework for purposeful talk
- There is a need to distinguish between informal and formal talk (e.g., comparing 'what we do as teachers' with 'the quality of what we do as teachers')
- Everything needs to be the same regardless of context, e.g., high performance in SA needs to be the same as high performance in Tas ... consistency across school systems and jurisdictions
- Coaching and mentoring is very costly, but important in setting up 'challenging conversations' and helping to keep people motivated to focus on improvement.

#### Discussion with Stakeholders (senior personnel and reference group)

The visit was with Sheree Vertigan and John See only.

#### The Interim Report (Due to SIMERR 30th September)

The meeting was held the day the Interim reports were due. An extension of time was discussed and an agreed date for submission decided.

#### General Research Issues to be Covered

#### Other Business

Some preliminary findings were shared:

- It is an advantage to a school if there is a culture of having professional conversations about teaching, what it means to be a good teacher and how can teaching in the school be improved and to have a structure to facilitate these conversations. It was also important that these conversations be undertaken in a non-confrontational collegial manner.
- Having a clear idea about the language of the standards and a common understanding of what the terms mean was seen as an important step.

- The importance of consistency in activities to investigate and implement the standards and in importance placed on the standards was seen as being crucial to effectively implementing the standards within and across schools, systems and jurisdictions.
- Consistency and comparability of judgements made about the levels at which a teacher is performing was seen as being problematic.

## 7 Australind Pilot Visit Report

<b>PILOT</b>	Australind: Using students' voices to inform the improvement of teachers' professional practice.		
<b>Team Members</b>	Bruce Mowbray, Martin James	<b>Visit Date</b>	20/09/2011
<b>Pilot Coordinator(s)</b>	Nigel Wakefield, Richard Ewing		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>The Pilot is to examine:</p> <p>(a) How the National Professional Standards for Teachers can be used to engage teachers at each Career Stage in metacognitive processes about their practice through:</p> <ul style="list-style-type: none"> <li>• Familiarisation with the Standards</li> <li>• Undertaking a gap analysis</li> <li>• Mentor feedback</li> </ul> <p>(b) Use information from students' surveys to gain a deeper understanding of teacher performance from a learner's perspective.</p>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <p>The research questions were reviewed during the site visit to better reflect the potential outcomes of the work to date. The revised research questions are:</p> <ol style="list-style-type: none"> <li>1. <i>How can the Professional Practice domain be used to audit current professional learning practices and structures?</i></li> <li>2. <i>How can students contribute to improved teaching and learning?</i></li> <li>3. <i>How can student feedback data assist schools to improve practice?</i></li> <li>4. <i>What summative and formative strategies can be used to engage the community and to monitor student feedback?</i></li> <li>5. <i>What were the three priority areas for improving teaching identified from student feedback?</i></li> <li>6. <i>What issues and challenges arise from the pilot for using the National Professional Teaching Standards to inform a schools professional learning program?</i></li> </ol>			
<p><b>Overview of Study Design</b></p> <p>The study involves teachers using the standards and feedback from students to review their practice.</p> <p>Data to inform the study is to be collected through;</p> <ul style="list-style-type: none"> <li>• teachers' assessment of their professional standing against the levels of the National Professional Teaching Standards</li> <li>• student feedback collected from two surveys administered to selected classes of students at the beginning and end of the pilot. Data from this feedback is being analysed statistically</li> <li>• analysis of video taped lessons to identify aspects of teacher practice where improvement is possible</li> <li>• anecdotal evidence from stakeholders which includes the observations of the coordinators, commentary from collaborative peers, student comments.</li> </ul>			

## Progress to date

Stage 1 of the study is essentially completed. It involved:

- Selecting participating teachers and classes. Teachers who volunteered to participate were paired to ensure productive partnerships (mentor / younger teachers) or in the case of experienced teachers as collaborative pairs. Trust is a significant aspect of the pairing.
- Working as a group to unpack the professional experience domain to give meaning to the standards. A half day workshop was conducted which involved:
  - working through the PowerPoint presentation developed in Melbourne and establishing timelines and responsibilities.
  - examining the standards and what they mean. Determining the types of evidence needed to demonstrate achievement of the standards. What do the standards look like in the classroom?
- Narrowing the focus of the work to Standards 3 and 5. This was part of the pilot design.
- Teachers mapping themselves against the Descriptors for Standards 3 and 5. The mappings demonstrated that teachers believed that in some aspects of their practice they were proficient and in others highly accomplished or lead.
- Developing and administering a Student Survey Instrument. The survey questions were developed in the first instance from questions developed by the participating teachers, ensuring that they were comfortable with the areas of feedback to be received from students. The questions were refined by the program coordinators and through advice from SiMERR.
- The survey has been administered to the first group of students and the results collated and analysed. Teachers identified from student survey data focus areas for improving practice. These became the focus of lessons to be videotaped.
- Participating teachers have videotaped lessons and analysed with collaborative partners to determine potential areas for improving practice. Filming was undertaken to the level that was sufficient to provide evidence of practice. For some teachers one lesson was sufficient, for others it was two or three lessons were necessary due to technical difficulties or student familiarity.

## Discussion with participants

Discussions were held with the Principal, the Project Coordinators, participating teachers and students concerning the value of the work.

- The principal commented that the initiative was increasing the extent and depth of professional conversations amongst staff, not only participants but also amongst other staff in the school. While there was some initial anxiety about videotaping lessons, participating teachers felt that the exercise was beneficial. The emphasis of the program was on raising the quality of teaching, not on judging its quality.
- Project coordinators expressed support for the program as a staff improvement/professional learning activity and were investigating ways of broadening the initiative to the remainder of the school staff.
- Senior teachers commented that:
  - when they were analysing their own teaching practice from the video lessons, the most relevant reference point to the standards were the Proficient and highly proficient Teacher descriptors. The Lead Teacher descriptors did not seem as achievable to all teachers as it was perceived that only existing curriculum leaders who had the opportunity (time) to lead colleagues, such as Teachers in charge (TIC) and Heads of Learning Areas (HOLA), were able to attain this level.
  - the program was providing a collaborative supportive mechanism for raising the

- quality of teaching overall, in contrast to previous performance management programs where the emphasis on supporting teachers experiencing difficulty was more hierarchical in design.
- while there are significant commonalities, there differences between how the standards look in different teaching faculties, i.e. the pedagogies used and teaching goals are specific to the different faculties
  - teachers were often more critical of their practice than their mentors/collaborative pair.
- Teachers commented that the video provided a framework for improving practice:
    - An area explored by one participant was parental engagement (This was an issue for all teachers). Initially the response from students was qualified as they were concerned that a more formal relationship between their parents and teacher would impact negatively on them by increasing their workload. Students felt that they should be responsible for their own learning. The reality is that students and parents are more able to relate over issues of schooling if both parties are informed about prescribed curriculum and reporting.
    - The capacity to watch the videos and to benchmark practice against that of others was very useful. It also provided the opportunity to view your own practice and see what you do from a different perspective. One negative is that with the camera on yourself you cannot see the reaction of students. The video has been useful in modifying personal teaching behaviour and practices.
    - The standards provide a framework for undertaking the work. Clarifying strengths and weaknesses against the standards and determining specific areas for focussing action makes the program so much more effective than a more generalised approach to improvement.
    - The outcomes are greater when the teacher has ownership of the areas given improvement priority
    - Time constraints often mean that you do not have the time to undertake the preparation needed to deliver the quality of teaching observed in the videotaped lessons.
  - Students' comments indicate that they appreciated the opportunity to be part of the teaching improvement initiatives:
    - They commented that they did not often get opportunities to provide feedback aimed at improving teaching or their learning programs.
    - For one group the perception was that lessons had improved with more opportunities being presented for interaction and student directed learning. Lesson structure had changed with each lesson ending with something new and interesting.
    - In another group there was a more conscious effort to involve parent in learning. Students were asked to work with parents on a task at home. The outcome of this exercise was that parents were happier at being involved, they were now talking to their children more about lesson content and thus able to help with homework and assignments.
    - One group of students commented that the survey covered both social and academic aspects of the learning environment. The outcome of the initiative was that their teacher was trying to connect more with students on an individual level. Students were being offered more personal one-on-one help and more examples were being offered. While one student indicated that this more individualised approach was helping her, another said she understood and valued how the lessons had changed but the changes had not made a difference to her learning. Although both students agreed that the teacher was possibly their best teacher, the lessons were now more engaging.
    - Students noted that the teachers had taken on board the feedback from the survey, one commented that lessons were now routinely linked to previous learning

- whereas in the past this linkage back happened at most once a week.
- All students felt that the feedback provided through the survey (anonymity) was less subject to peer pressure and a more honest assessment of the reality.

#### Discussion with Stakeholders (senior personnel and reference group)

It was agreed that the Pilot has made good progress to date. Several issues were discussed in relation to the remaining aspects of the pilot.

Initially, it was agreed to defer the second survey until after the school holidays and to survey different students in those classes already surveyed. This would provide the opportunity to determine changes in the perceptions of students in those classes that had participated in the pilot. However, conversations following the visit defined the need to post survey the initial group to establish progress.

#### The Interim Report (Due to SiMERR 30th September)

The coordination team expected to be able to provide the interim report to SiMERR by the due date.

#### General Research Issues to be Covered

Assistance was offered in terms of data analysis. SiMERR will assist process the data to test the significance of differences between the responses of students in the two surveys.

#### Other Business

## 8 CDU & NTTRB Pilot Visit Report

<b>PILOT</b>	Charles Darwin University and Teacher Registration Board NT		
<b>Team Members</b>	<b><i>Prof Kathryn Moyle, Mr John Sarev, Ms Janine Matheson</i></b>	<b>Visit Date</b>	<b><i>14/10/11</i></b>
<b>Pilot Coordinator(s)</b>	Prof Kathryn Moyle		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>Case study highlighting engagement with the National Professional Standards for Teachers by teachers at various career stages in regional and remote locations in the NT.</p>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <p><b>No change from Melbourne Meeting</b></p> <p><b>Research Question:</b> In what ways can graduate teachers located in rural and remote schools, in their daily work, demonstrate their engagement with the Standards at the transition from Graduate to the Proficient career levels and their movement from provisional to full registration?</p>			
<p><b>Overview of Study Design</b></p> <p><b>Case Study Design</b>, involving a workshop and interviews, artefacts and teacher reflections.</p> <p><b>Narrative analysis of texts:</b> themes, discourse, processes, changes to their own practices, challenges, evaluative judgements</p>			
<b>Progress to date</b>			
<ol style="list-style-type: none"> <li>1. Whole-day workshop conducted (19/08/11) <ol style="list-style-type: none"> <li>a. Collection of initial data through group interview</li> <li>b. Reflection on and comparison of the NT Standards and the National Professional Standards for Teachers for moving from provisional to full registration</li> <li>c. Identification of foci for this project by each participant</li> <li>d. Participants have audited their skills/practice against the NT Standards</li> <li>e. Participants have identified the National Standard(s) that they would focus on in their day-to-day work <ol style="list-style-type: none"> <li>i. No set selection criteria for the choice of Standard(s)</li> <li>ii. Participants' choice of Standard(s) probably reflect various individual reasons</li> </ol> </li> <li>f. Preparation of individual plans to implement within the participants' respective schools</li> <li>g. Second round of interviews complete</li> </ol> </li> <li>2. Transcription of information generated through group interview</li> </ol>			
<b>Where to Next</b>			
<ol style="list-style-type: none"> <li>1. Site visits to each participant for final interview</li> <li>2. Analysis of 3 interviews with each participant</li> </ol>			

## Discussion with participants

Discussion with Prof Kathryn Moyle and Mr John Sarev.

1. Timely completion of data collection and analysis, and preparation of final report anticipated. Nevertheless, Pilot Coordinator Prof Kathryn Moyle indicated that a longer time frame and a larger budget would have been beneficial.
2. Participants have indicated nervousness/uncertainty regarding the collection of relevant evidence. The nervousness is attributed to the participants' perception that the evidence might be used to judge their teaching practice.
3. Evidence was to be recorded using Mahara e-portfolio, however many participants have expressed a preference to use hardcopy portfolios rather than learn how to use new software.

## Discussion with Stakeholders (senior personnel and reference group)

1. Invitation to attend NT Implementation Group for the National Professional Standards for Teacher
  - a. Inclusive cross-sectoral implementation group
  - b. Attendees included representatives from CSLLD, IEU, AISNT, CDU SOE, NT TRB, NT DET, CEO-NT and various representatives from gov't and non-gov't primary and secondary schools
  - c. Prof Kathryn Moyle (Chair) presented an update on the progress of the Pilot (above)
  - d. Edmond Misson (AITSL) provided an update on the Ministerial Council endorsement of a proposal for consultation on the certification of highly accomplished and lead teachers. AITSL will now co-ordinate extensive consultation following the Ministers' agreement.
  - e. Gavin Pinnington (AITSL) provided an update on Annotated Illustrations of Practice that will be posted on the AITSL website. Positive responses received from members of the Implementation Group regarding the quality and the usefulness of the Annotated Illustrations of Practice.

## The Interim Report (Due to SIMERR 30th September)

Site visit conducted after submission of Interim Report.

## General Research Issues to be Covered

No issues with data collection, analysis, etc.

## Other Business

None at present.



## 9 DECS SA Pilot Visit Report

<b>PILOT</b>	8. Observation of Teaching and Learning to Promote Learning about the NPST in Practice		
<b>Team Members</b>	DECS, CESA; TRB; Principal Associations	<b>Visit Date</b>	27 Sept 2011
<b>Pilot Coordinator(s)</b>	Erica Womersley (DECS); Marian Elliot (CESA); Sue Fox (TRB)		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>Trial a Classroom Observation Tool to support reflection on practice.</p> <ul style="list-style-type: none"> <li>• Development of observation proforma resources</li> <li>• Identification of processes to scaffold reflection against the NPST</li> </ul>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <p>The research question: 'How can observation and reflection be used to promote learning about the NPST in practice?' has been the focus of this pilot study.</p>			
<p><b>Overview of Study Design</b></p> <p>The pilot was designed around three main stages:</p> <ol style="list-style-type: none"> <li>1. Professional Development <ul style="list-style-type: none"> <li>Workshops were conducted to introduce participants to the NPST and to observation tools for reflecting on teaching practice.</li> </ul> </li> <li>2. Trialling in Context <ul style="list-style-type: none"> <li>This involved early career and experienced teachers working with their site leaders, mentors or line managers. Early career teachers observed an experienced teacher at work to identify how the Standards are demonstrated in practice. Professional conversations provided a vehicle for reflecting on teaching practice at a proficient level.</li> </ul> </li> <li>3. Review and Evaluation <ul style="list-style-type: none"> <li>A final session with participants and the Reference Group (including all stakeholder representatives) for the sharing of narratives in a participatory process identifying the most significant learnings from trialling the observation tools and reflection.</li> </ul> </li> </ol> <p>The study was implemented across sectors at Primary, Middle and Secondary school sites with early career teachers; experienced teachers; and site leaders/mentors/ line managers as participants. In addition to the narratives from the participants and from Ning, perception data collected via checkbox survey was used to gauge:</p> <ul style="list-style-type: none"> <li>○ value of observation and reflection as a process for demonstrating teaching and learning practice</li> <li>○ usefulness of observation to help teachers identify their professional capability eg Graduate, Proficient, Highly Accomplished and Lead</li> <li>○ preparedness to take action following the observation /professional conversation (Are there any priorities you have identified for your own practice? Rate your preparedness to put these priorities into action in the next 6 months?)</li> </ul>			
<b>Progress to date</b>			
Since the Melbourne Workshop, professional development sessions had been conducted and the			

pilot coordinators provided regular updates to project participants and stakeholders through newsletters and an online Ning site. The project has been executed according to the scheduled timeline - please refer to the Interim Report for details. Participants were reported to be highly engaged and positive in their involvement in the study.

#### Discussion with participants

The pilot study coordinators had arranged visits for SiMERR/AITSL staff to meet participants on site at 2 schools - one DEC and one CEO.

The role of the teacher participants was to: trial an observation tool aligned with the NPST; engage in at least one observation and at least one reflective conversation with a mentor/line manager; complete a survey on participant perceptions of the value of observation and reflection; and share a narrative around the processes engaged, evaluation of, and understandings emerging from participating in the pilot with other participants in the pilot study.

At School 1 (DEC), the pilot coordinators and SiMERR/AITSL representatives met with the Principal, HAT, and 2 early career teachers. The ECTs keenly shared how they used the lesson observation tool and reported that the close observation of aspects of teaching and learning affirmed their own professional practices as beginning teachers and raised their own confidence. The discussions also highlighted the important mentoring role of the HAT in recognising and nurturing the strengths of the ECTs and engaging them in professional conversations as a mutually beneficial, two-way exchange of ideas.

Discussions at School 2 (CEO) with the Principal and 1 early career teacher were similarly positive. The Principal was very keen on the observation tool so is using with it others beyond the pilot study participants. Fresh perspectives on leadership had been gained as a result of the study, with an emphasis on building capacity through sharing expertise (in contrast to leadership as a position-oriented concept).

Both schools saw the changes brought about by the introduction of NPST as part of a continuous improvement culture.

Both also commented on Standards as providing a common language for talking about professional learning issues.

#### Discussion with Stakeholders (senior personnel and reference group)

A meeting with the stakeholders included members of the steering committee, a principal from one of the participating schools & SiMERR & AITSL representatives. Some key points shared in this discussion included:

- participants in SA had been positive and highly engaged, which was reflected in the early uptake of this (and other) transitions, with driving force behind the pilots coming from need
- relationships were characterised by openness, both in terms of physical space and professional conversations
- a recognition that the Standards are not hierarchical - teachers 'zig-zag' through them in their professional development

A draft version of the perception data survey was also discussed in this meeting to provide feedback for refining the instrument.

#### The Interim Report (Due to SiMERR 30th September)

At the time of the site visit, the Interim Report had been drafted and additional material such as the checkbox survey was to be appended to the report.

## General Research Issues to be Covered

In relation to data collection, management, analysis, the following points were being considered:

- questions to frame analysis
- main themes from survey and other data to be identified
- clarification of what is required of participant narratives - 5 minutes / 2 pages; research question and guiding questions will be used as the prompt for the narratives

A meeting of (approx. 50) participants had been planned for Nov 2; findings of the survey were to be reported at this meeting.

## Other Business

It was suggested that the 2 research questions could be asked across the pilots groups to gain a broader view of responses to the use of the NPST standards.

Further sector collaboration, especially around teacher education at Step 9 DEC/Step 10 CEO, is anticipated as a future opportunity for work around the standards.

## 10 DoE Tas Pilot Visit Report

<b>PILOT</b>	DOE TAS		
<b>Team Members</b>	John Pegg, Gavin Pinnington, John Ewington, Mike Brakey	<b>Visit Date</b>	26 / 27 September, 2011
<b>Pilot Coordinator(s)</b>	John Pegg, Gavin Pinnington		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>Investigation of how the National Professional Standards for Teachers can be used by teachers to reflect on their practice and become learners for their own teaching:</p> <ul style="list-style-type: none"> <li>• A significant action research project is part of the pilot program</li> <li>• 12 teachers will use the Standards as a guiding framework for their inquiry and form the basis of the Pilot</li> <li>• The focus of inquiries ranges from: individual classrooms, to groups of students, to groups of teachers.</li> </ul>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <ul style="list-style-type: none"> <li>• How useful is the National Professional Standards for Teachers for informing and guiding action research and inquiry?</li> <li>• How useful are the National Professional Standards for Teachers as a tool for teacher self-reflection?</li> <li>• How well does the National Professional Standards for Teachers articulate what is required to move between the teacher career stages?</li> </ul>			
<p><b>Overview of Study Design</b></p> <ul style="list-style-type: none"> <li>• Identify participants from submitted Inquiry design briefs; Researcher helps participants to tighten and improve the design, and then to run their own inquiry</li> <li>• Meetings, school visits and email/phone contact are used to provide support</li> <li>• Presentation of progress to whole group in September in time for interim report</li> <li>• Presentation of findings to whole group in October and collation of findings into the final report.</li> </ul>			
<b>Progress to date</b>			
<ul style="list-style-type: none"> <li>• After Melbourne emails were sent out to participants with update and suggestions about development of inquiries; people could still put their hand up. Fifty potential participants did and 10 candidates were selected. A key feature was good design templates for the teacher's own practice or the practice of others and within a critical focus on AITSL standards in their work.</li> <li>• A template was developed that allowed people who wanted to work on their pilot. Three</li> </ul>			

individuals are focusing on individual teaching.

- There was a focus on the development of enhanced practice rather than on teacher or teaching accountability.
- 2-day meetings in September involved moving the teachers from the design to application phase; after that, Mike will be having individual coaching conversations (email and phone) around their pilots (involving teachers); then another round of State conversations will occur. Characteristic of this Pilot is that the studies are undertaken in different work sites and settings.
- Some of the inquiry projects involve getting feedback from students about their practice related to an instrument based on the Standards.

#### Where to next

- There will be a 4<sup>th</sup> meeting of the whole group where they will be expected to present the findings of their inquiry by answering the following questions
  - What did you set out to do?
  - What happened?
  - What did you learn?
- The pilot participants have been asked to relate their findings to the use of the NPST.

#### Discussion with participants

- On speaking with some of the participants they have found the NPST useful in self-assessing and being able to use the document as a guide for professional learning.
- John Pegg presented information to the group regarding the validation process of the standards.
- Teachers are enquiring as to what is the purpose of the NPST. Will teachers be remunerated for achieving higher-career stages? Who will assess the teachers to determine whether they have successfully met the career stage?
- Many of the “non-pilot” groups were using the NPST for their school-based inquiry.
- The ABC protocol was a good way for the group to discuss a school-based issue. It enables teachers to focus on what is the real issue, and have some solutions put forward on the problem.
- The use of the NPST based inquiry has influenced the whole school in reflecting on teaching practice.

#### Discussion with Stakeholders (senior personnel and reference group)

- It was agreed that the Pilot is on track.

#### The Interim Report (Due to SIMERR 30th September)

- Confirmed interim report due to SIMMER by September 30<sup>th</sup>, along with Stakeholder Engagement sheet.

#### General Research Issues to be Covered

- Mike Brakey will synthesise results of all individual inquiries into an overall report.

Other Business

- AITSL Symposium to be held in February.

## 11 DoE WA Pilot Visit Report

<b>PILOT</b>	Development of Professional Learning Approaches for Teachers informed by the Standards.		
<b>Team Members</b>	Greg McPhan; Martin James	<b>Visit Date</b>	29 <sup>th</sup> September 2011
<b>Pilot Coordinator(s)</b>	Nancy McNally; Marie Beardsell		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>The purpose of this pilot study is to examine the usefulness of the National Professional Standards for Teachers (the Standards), in informing the development and delivery of professional learning; mapping of a professional learning curriculum for the career development of teachers; development of a self-reflection tool for teachers based on the Standards with links to available professional learning; and development of an evaluation tool linked to the Standards for course participants to provide comment on the extent to which course design and content assists them to progress through the career phases of the Standards.</p>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <ul style="list-style-type: none"> <li>• To what extent does the current professional learning program align to the Standards?</li> <li>• How useful are the Standards in establishing priorities and planning for the professional development of teachers throughout their career?</li> <li>• To what extent are the Standards useful for teachers to reflect upon their practice?</li> </ul> <p>The questions were modified in the light of discussions that took place around the issue of not linking this Pilot to the Principal Standards.</p>			
<p><b>Overview of Study Design</b></p> <p>A range of consultation groups were established and focus workshops held in metropolitan and regional areas over the course of the pilot study. These workshops resulted in a consultation group of 194 educators being selected as the focus group for the pilot study. This group has provided extensive feedback that has provided options for both quantitative and qualitative analysis, suggestions, and opinions to support the work of the Institute in implementing the Standards.</p> <p>Commentary has been gathered and analysed within four key areas:</p> <ul style="list-style-type: none"> <li>• Familiarisation with the Standards</li> <li>• Professional learning and support required to implement the Standards</li> <li>• The use of the Standards as a basis for teacher self-reflection</li> <li>• The use of the Standards as a framework for professional learning developed by the Institute</li> </ul>			
<b>Progress to date</b>			
At this stage of the pilot study, a teacher development curriculum (*curriculum in terms of all			

professional learning programs/workshops) mapped against the Standards has been completed in draft form. Furthermore, a teacher self-reflection tool based on the Standards has been developed and is the process of consultation (Appendix 1). After collation of this feedback the tool will be ready for wider distribution and publication.

A range of school based consultation groups have been established to review the professional learning curriculum; developmental continuum and the self-reflection tool. As part of the focus groups participants have been exposed to the AITSL power point outlining the work of AITSL around the Standards; the proposed outcome of this pilot, the range of tools developed and feedback sought via Survey Monkey (Appendix 2).

Focus group workshops have been held in the metropolitan and regional areas over the course of term 3. This has included surveying participants engaged in existing professional learning programs.

Participants have included administrators and teachers at a range of career stages. Commentary has been gathered and analysed from four key areas:

- Familiarisations with the Standards
- Professional learning and support required to implement the Standards.
- The use of the Standards as a basis for teacher self-reflection.

The use of the Standards as a framework for professional learning developed by the Institute.

## Where to Next

The Institute will adopt the Standards as a framework for professional learning. This will include creation of a professional learning curriculum for teachers and mapping all professional learning against the Standards; and reviewing existing professional learning modules to incorporate the Standards. This redesign will ensure that professional knowledge, practices and engagement will be fundamental in the design of all professional learning.

A range of stakeholders will continue to be consulted over the early part of Term 4. A range of existing workshops planned for Term 4 will be accessed with the opportunity to expose the participants to the tools developed to date and seek feedback. This will include an extensive range of teachers.

The development of an evaluation tool for course participants to reflect upon the effectiveness of professional learning is yet to be developed. It is anticipated that this will be developed in readiness for consultation with teachers from the beginning of Term 4.

The curriculum mapping documents will continue to be progressed to show explicit links to the Standards. It is planned that these will be hyperlinked from the Self-Reflection Tool. The aim is for teachers to reflect to the extent to which they are working towards, meet or exceed the Standards, They will then be able to link directly with the Teacher Development Curriculum online map, so they are able to plan for future professional learning needs based on their self-reflections.

## Discussion with participants

Three participants were invited to join the Site Visit in the afternoon. The group comprised an early career teacher, a Principal and a regional consultant, all of whom reported positively on their engagement with the Pilot.

## Discussion with Stakeholders (senior personnel and reference group)



N/A

#### The Interim Report (Due to SiMERR 30th September)

A Draft of the Interim Report was table and a date confirmed for its submission – along with the summary of stakeholder engagement.

#### General Research Issues to be Covered

A challenge is to get feedback from a range of teachers across all eight regions. At this stage it is heavily dominated by the metropolitan regions. It is not possible to survey teachers online without showing them the tools developed and working them through their potential use. It is not possible for the draft tools to be accessed online as they will remain in draft form until consultation has been completed and the pilot concludes.

An issue that has arisen has been where teachers feel they work across the stages depending on the descriptors. For example they many meet Standard 2 as Highly Accomplished but may only meet elements of the Standard as Proficient for Standard 3. The tools developed need to be accessed so that teachers can see the full range and progression. That may not be possible via hard copy but will do via online versions.

#### Other Business

## 12 ISQ Pilot Visit Report

<b>PILOT</b>	Engaging with the NPST to inform individual, school and sector planning		
<b>Team Members</b>	Independent Schools Queensland	<b>Visit Date</b>	30/09/2011
<b>Pilot Coordinator(s)</b>	Janelle Wills, ISQ Queensland		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>The outcomes of this pilot, in summary, are:</p> <ul style="list-style-type: none"> <li>• Development of growth plans by teachers based on their self-reflections on National Professional Standards for Teachers (NPST).</li> <li>• Development of school plans for Professional Learning informed by areas of growth identified from the data analysis.</li> <li>• Identification of patterns from the data analysis to inform future planning for Professional Learning at sector level.</li> </ul>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <p>The research questions remained unchanged as:</p> <p>Stage 1</p> <ol style="list-style-type: none"> <li>1. How effectively were project leaders able to work with staff to contextualise the standards?</li> <li>2. How well did teachers engage with the Self-reflection Tool?</li> </ol> <p>Stage 2</p> <ol style="list-style-type: none"> <li>3. Did the tool inform future direction for teachers, for their own professional learning? What patterns emerged within schools and across schools?</li> <li>4. How useful did schools find the data for strategic planning?</li> <li>5. How could ISQ use the information collected?</li> </ol>			
<p><b>Overview of Study Design</b></p> <p>The study was designed around two stages as indicated by the research questions above:</p> <ul style="list-style-type: none"> <li>• Stage 1 involved an exploration of the standards in various contexts using the Self-reflection Tool developed by ISQ.</li> <li>• Stage 2 involved the teachers using the completed Self-reflection Tool to develop Professional Learning Growth Plans. The potential for data to be used to inform strategic planning at school and sector levels was also addressed in this stage.</li> </ul> <p>Participants were teachers and school leaders from 10 schools across sectors in rural and metropolitan locations (N=429; M=123, F=305).</p> <p>Data consisted of completed teacher reflections and growth plans collected via the Self-reflection tool and growth plan proforma developed for the study; teachers and school leaders were also surveyed and interviewed. Data analysis generated school profiles which were then to be used for planning Professional Learning within schools and across schools.</p>			
<b>Progress to date</b>			
<p>Evidence to date showed how teachers engaged with the NPST through the self-reflection tool:</p> <ul style="list-style-type: none"> <li>• the template was refined after feedback from 1st meeting with participants - success criteria added)</li> <li>• additional questions were added to the survey e.g. teachers wanted data on 'how long</li> </ul>			

teaching' and 'how long in school'

- one school filtered for 'wanting to leave in 5 years'. This revealed low rating teachers with low self- efficacy
- 'familiarity with standards' was another variable added in afterwards

Preliminary results showed:

- 50% participants chose to reveal identity
- 200 teachers felt they were familiar with the standards
- 28 teachers with less than 4 years in the profession in 4 areas 2.6, 3.2, 3.3, 4
- gender difference - males tended to overrate themselves
- all identified 2.4 to be important BUT 1.4 'didn't relate to us'
- instead of talking about broad strategies we need to talk specifically about linguistic issues - ESL/EAL (1.3 included)

Face-to-face meetings had been conducted with 7/10 schools to date; 2 more in the next week were planned to be completed by 13 October.

An app was being developed for iPad 2, which can sync photos, audio, notes etc. coded with Standards as tags, to capture evidence which is spontaneous, non-orchestrated, and responsive to teaching moments. It was proposed that his student evidence of learning could then be linked to the AITSL website.

### Discussion with participants

Direct discussion with teacher participants was not possible during the site visit as it was school holidays. However, various responses from participants were reported in the meeting. These were overwhelmingly positive; for example:

- one teacher found the prospect of NPST depressing 12 months ago but now found it exciting;
- others had been worried because they hadn't done anything on the standards (no familiarity) but then found it affirming to receive supportive emails from other participants
- connections formed with different schools and sectors has broken down the isolation between Independent Schools, leading to more collaboration
- participants had an appreciation of their role in the pilot to inform and shape the future
- participants were challenged and worked solidly to unpack at the standards at 'proficient' level
- participants were proactive in what they wanted on the pilot website:
  1. they wanted the ISQ guide as pop-up on the pilot website (cf. hardcopy)
  2. option to print out their individual profile from the survey (not possible from Survey Monkey)
  3. flexibility to add/upload their local concerns
- individual teacher strengths and weaknesses could be identified and then teachers teamed for peer/collegial support; teachers reported 'greater knowledge now of what we don't know'
- knowledge/practices around ICT and ATSI/linguistic standards emerged as areas to prioritise for Professional Learning
- teachers reported that the standards provide a common language / understanding for talking about growth - 'it makes it 'OK' to talk about this'
- teachers found that standards provided them with a greater awareness of opportunities to demonstrate what they can do

### Discussion with Stakeholders (senior personnel and reference group)

A meeting with the stakeholders included the pilot co-ordinator, senior personnel from ISQ's Performance & Pay, and Professional Learning & Improvement sections, and SiMERR & AITSL representatives. An apology was received from the Executive Director of ISQ.

Some observations were shared in this discussion about the broader context in which the pilot study was conducted. The concerns and goals of the pilot were understood to be part of ISQ's core

business aligned with work on the National Partnerships, for example. ISQ's Professional Learning calendar had traditionally been set up in program areas; this year ISQ was attempting to arrange this according to professional knowledge/ professional practice eg. curriculum relates to 'knowledge'; while students with special needs relate to 'practice'. This professional engagement is seen as a local embodiment of the Standards. Participation in the pilot was also perceived to be directly relevant the ISQs 'strategic think tanks' around school appraisal systems and rewards for teaching involving representatives from 3 sectors.

The potential for individual plans to lead to system impact in long-term, sustainable capacity building and distributed leadership was discussed in relation to launching ISQ's literacy and numeracy coaching academy around expertise in school. The conventional notion of leadership as 'positional' was questioned and an alternative model of leadership as mentoring - ie. teachers supporting other teachers, is being promoted as a means of providing effective leadership.

The need for NPST system to maintain rigour but remain flexible was emphasised. E.g. 1 school already had rubrics developed around their Christian ethos and mapped these against the Standards & ISQ guide and was happy with the alignment. While professional knowledge and practice could be explicitly mapped, the question was raised regarding how the affective domain (eg. ethics, care, respect) might be demonstrated.

A number of issues still to be addressed in terms of alignment with the standards were identified:

- teacher registration
- renewal of certification
- performance reviews - how do we align these with standards in non threatening way?

#### The Interim Report (Due to SiMERR 30th September)

The report was submitted prior to the site visit.

Sample professional growth plans were appended to Interim Report. These focus on 2 descriptors that worked best (specific, practical) e.g. 2.6 ICT - the teacher identified a professional online course of 5 weeks duration beginning 29 Aug.

#### General Research Issues to be Covered

A comprehensive presentation of the data analysis highlighted the ways in which participants had engaged with the NPST and demonstrated ways in which schools could use the analyses for identifying strengths and weaknesses in practice for the purposes of continuous reflection and improvement.

Work was still needed on identifying the kinds of (student) evidence that would demonstrate proficient practice. It was noted from the research on systems that teachers become good at keeping records but this does not necessarily result in changes in practice. AITSL is in the process of developing an app for examples of evidence of NPTS.

#### Other Business

A number of areas of need still to be addressed were identified:

1. national consistency in Professional Learning requirements for teacher registration / re-registration. At present this ranges from 30 hours in a year to 100 hours in some sectors; AITSL requires 20 hours minimum nationally
2. articulation of what standards are attached to re-certification
3. demonstration of how teachers are at different levels in order to recognise prior learning and address portability across systems
4. an AITSL focus on improvement agenda and professional recognition

## 13 NSW DEC Pilot Visit Report

<b>PILOT</b>	NSW DEC		
<b>Team Members</b>	John Pegg, Gavin Pinnington, Anne McIntyre, Leah Anderson, Lorraine Rowles, Siobhan O’Gorman, Kate Feeney, Jill ?	<b>Visit Date</b>	20 September, 2011
<b>Pilot Coordinator(s)</b>	John Pegg, Gavin Pinnington		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>Data collected will inform the identification of:</p> <ul style="list-style-type: none"> <li>• key enablers for teacher engagement with the further key stages</li> <li>• perceived challenges and opportunities to enable accreditation</li> <li>• key professional learning strategies to enable engagement with and the achievement of the Standards</li> <li>• The online survey instrument will collect demographic data and subject data from Likert scale, multiple-choice and text responses.</li> </ul>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <ul style="list-style-type: none"> <li>• How do we develop teacher quality?</li> <li>• How do we develop teacher leaders?</li> <li>• How do we best use the standards to describe, develop and evidence “best practice” in the context of NSW DEC schools?</li> <li>• What will it take to engage high-quality teachers with the further key stages of Highly Accomplished and Lead?</li> </ul> <p>Since Melbourne:</p> <ul style="list-style-type: none"> <li>• What does it take to motivate teachers to become Highly Accomplished or Lead?</li> <li>• What works / what doesn’t in the process of becoming a Highly Accomplished or Lead Teacher?</li> <li>• What is the professional learning required to engage teachers in becoming Highly Accomplished or Lead teachers?</li> </ul> <p>More refined questions due to time restraints. School Holidays 26<sup>th</sup> September – 7<sup>th</sup> October.</p>			
<p><b>Overview of Study Design</b></p> <ul style="list-style-type: none"> <li>• The pilot will use a collegial participatory multi-phased methodology in the gathering of both qualitative and quantitative data</li> <li>• The methodology will: <ul style="list-style-type: none"> <li>○ Draw on current NSW DEC research in professional learning design and impact</li> </ul> </li> </ul>			

- Utilise NSW DEC collegial teacher and leadership partnerships
- Engage stakeholders and test methodology through an integrated stakeholder focus group process
- Engage school teams in an online blended professional learning survey to explore the implementation of the standards in NSW DEC context
- Analyse data and develop the report.

#### Progress to date

- Have consulted with NSWIT, SPC and PPA. No crossover with NSWIT Pilot
- Developed a survey for focus group.

#### Where to next

- Focus group with HAT's, Mentor teachers, stakeholders PPA/ SPC/ PLEAC and other identified high-performing teachers
- Discuss survey with participants
- Participants are to engage with teachers in their own schools
- Email sent out for any other schools / interested teachers to participate Teleconference with this group to inform process of the survey
- Surveys to be returned to DEC NSW
- Use Smart Pack to analyse results.

#### Discussion with participants

- Did not have the opportunity to meet with any participants

#### Discussion with Stakeholders (senior personnel and reference group)

- NSW DEC is in a unique position in that they already assess and accredit against a set of standards. They will be consulting with HAT's (High Achieving Teachers), Mentor Teachers, PPA, SPC and other identified high-performing teachers
- Survey to focus on High Achieving / Lead Teachers to discover the motivation as to why teachers want to become High Achieving / Lead. What are the barriers? What works with the current system and what does not?
- Currently 25 HAT's in the system due to finish 2011/2012. 70 are due to complete the program in 2012/2013
- Mentor teachers – currently 50 full time equivalent in 92 schools. Working with beginning teachers. Program runs for two years. It is not a supervisory role but a supporting role. It is a merit selection basis. Professional Learning is provided for the mentors
- Questions are: What is similar and different between the NSWIT standards and the NPST? What issues will there be when implementing the NPST?
- NSW DEC is a registered provider of professional learning. Teachers expected to do 100hrs of PL over 5 years. 50 hrs needs to be with a registered provider
- School holidays had been an issue in the timing of when to distribute the survey and the format of the survey.

#### The Interim Report (Due to SiMERR 30th September)

- Confirmed interim report due to SIMMER by September 30<sup>th</sup>, along with Stakeholder Engagement sheet.

#### General Research Issues to be Covered

- Format of survey – limit the scope for discussion
- Survey to be structured for limited comment, due to short time frame of report
- Demographic important to differentiate results
- Questions to be asked of the HAT's and mentors:

What are the challenges when working with the Standards?

What is most useful when working with the standards?

What is most problematic/difficult when working with standards?

#### Other Business

- AITSL Symposium to be held in February

## 14 NSWIT Pilot Visit Report

<b>PILOT</b>	Investigating the use of National Professional Teaching Standards to inform the development and selection of professional learning that will assist teachers with maintaining their practice at Proficient/Competence standards.		
<b>Team Members</b>	Greg McPhan; Gavin Pinnington	<b>Visit Date</b>	11 <sup>th</sup> October 2011
<b>Pilot Coordinator(s)</b>	Robyn Mamouney; Susan Gazis		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>Investigating the use of National Professional Teaching Standards to inform the development and selection of professional learning that will assist teachers with maintaining their practice at Proficient/Competence standards.</p>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <ul style="list-style-type: none"> <li>• What process will be used to endorse professional development against the teaching standards?</li> <li>• What existing NSW registered PD already exists to address NPST?</li> <li>• What IT system is needed to assist teachers to electronically record, evaluate and reflect on their PD?</li> <li>• What teacher-identified PD are teachers currently undertaking that will address NPST?</li> <li>• What supporting advice will support school personnel and PD providers with implementation of the national teaching standards in NSW?</li> </ul>			
<p><b>Overview of Study Design</b></p> <p>Ongoing work will identify opportunities for discussion with stakeholders about using the National Standards and useful sources of data. New data sources will also be identified and planned. Data sources will be described for each research question and a timeline of planned events developed.</p> <p>The sources of data have two main forms – text records from processes that include meeting minutes, observation notes and reports and online database records from teachers and PD providers about completed PD. Analysis methods are to be devised to reflect the nature of the data undertaken. Some additional analysis will be devised where preliminary findings indicate.</p>			
<b>Progress to date</b>			
<ul style="list-style-type: none"> <li>• An activity to map NPTS to NSW PTS has been completed. By providing a focus for more urgent actions, this assists essential implementation for the NSW Institute, including those from this project which range from changing current accreditation processes to the development of advice to stakeholders.</li> <li>• Information sessions have been conducted at meetings with some stakeholders, to develop understandings about the national standards and their implementation. To date this includes Secondary Principals Council, Catholic Education officers from eleven dioceses and the Quality Teaching Council (the NSW Institute's policy advice group representing key NSW stakeholders).</li> <li>• Some examples of PD which are Institute Registered have been aligned to standard</li> </ul>			



<p>descriptors from NPST.</p> <ul style="list-style-type: none"> <li>• Information sessions/discussions have been held with current/prospective PD providers and a sample of PD providers have developed examples of new PD mapped to NPST.</li> <li>• A sample of PD providers have been selected to pilot the application process for endorsement against the NPTS through the PLEAC process (a school (three courses), ACU ('My Science'); Sydney Opera House ('Composition, Choreography and Presentation') and CEO Wollongong ('Digital Storytelling')).</li> <li>• Draft advice and PD approval documentation has been developed for PD providers applying for registration of PD against NPTS .</li> <li>• School participants have been selected to trial advice to schools.</li> </ul>
<p>Where to Next</p>
<ul style="list-style-type: none"> <li>• Report on Teacher Identified PD supported by analysis of PD stored in Institute records and forum with teachers and supervisors.</li> <li>• Conduct trial of advice to schools.</li> <li>• Development of method to translate standards mapped to current IR PD from NSW standards to national standards.</li> <li>• Scoping of IT specifications for an application to record PD against national standards, replacing current application.</li> </ul>
<p>Discussion with participants</p>
<p>None undertaken</p>
<p>Discussion with Stakeholders (senior personnel and reference group)</p>
<p>The Site Visit coincided with a meeting of the Professional Learning Endorsement and Advisory Committee (PLEAC), which is a sub-committee of the Quality Teaching Council (that advises the Minister). PLEAC meets every 6-8 weeks and its processes can result in the endorsement, limited endorsement and request for revision of professional learning courses reviewed. The evaluation of professional learning courses is being undertaken within the context of the NSW Professional Teaching Standards as well as their 'fit' with the National Professional Teaching Standards.</p> <p>The first part of the meeting was taken up with an overview of the mapping that has been undertaken as part of the Pilot of the NSW Standards against the National Standards. The remainder of the meeting dealt with a number of applications that had been submitted for endorsement.</p>
<p>The Interim Report (Due to SiMERR 30th September)</p>
<p>The Site Visit was undertaken after the due date for submission of the interim Report and a revised date for submission was negotiated.</p>
<p>General Research Issues to be Covered</p>
<p>None discussed</p>
<p>Other Business</p>
<p>Some issues and challenges were discussed after the meeting:</p> <ul style="list-style-type: none"> <li>• From the mapping undertaken, some national standards have only a loose connection to NSW standards. The anticipated process for easing the burden on PD providers through an electronic alignment to national standards for existing PD will need to address this issue.</li> <li>• The mapping identifies that some specific NSW standards do not have a substantial national</li> </ul>

equivalent. This could suggest to some PD providers that valuable parts of current content of PD no longer needs to be delivered. How is this to be addressed?

- The short timeframe for this project presents significant challenges. The activities that have been selected are necessary for successful implementation of the new standards over the next 12 months. Attempting some in a shorter time is difficult while maintaining existing processes to support teachers and schools with NSW legislative requirements . Further work beyond the project will need to identify potential gaps in PD where particular national standards are not addressed.

## **15 QUT Site Visit Report**

The QUT site visit did not take place during the scheduled time frame so no report provided.

## 16 REFA Pilot Visit Report

<b>PILOT</b>	Collegiate Learning Through Networking Across Rural and Remote Learning Communities.		
<b>Team Members</b>	Greg McPhan; Martin James	<b>Visit Date</b>	28 <sup>th</sup> – 30 November 2011
<b>Pilot Coordinator(s)</b>	Garry Allen; Barbara Glenister		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>To what extent does an online platform promote collegiate learning consistent with the Standards?</p> <ul style="list-style-type: none"> <li>• Does the platform have the potential to support collegiate learning within rural and remote locations?</li> <li>• In what ways does networking within and across schools in a remote network enhance professional learning and dialogue?</li> <li>• Does a blended approach enhance collegiate mentoring in supporting individual professional learning as described in the Standards?</li> </ul>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p>			
<p><b>Overview of Study Design</b></p>			
<b>Progress to date</b>			
<p>The Site Visit was undertaken after the submission of the Draft Final Reports. The main issues for arranging a visit related to the area covered by the Murchison network of schools and coordinating a sufficient period of time for both SiMERR/AITSL and the Mentor Principal to be available to meet with stakeholders.</p> <p>It was felt that meeting with stakeholders who form the network of schools would provide the essential contextual information.</p> <p>A series of informal interviews were conducted with Principals and staff at four of the schools:</p> <ul style="list-style-type: none"> <li>• Mt Magnet High School</li> <li>• Cue Primary</li> <li>• Pia Wadjarri (Aboriginal community)</li> <li>• Yalgoo</li> </ul>			
<b>Where to Next</b>			

Discussion with participants

Discussion with Stakeholders (senior personnel and reference group)

The Interim Report (Due to SIMERR 30th September)

General Research Issues to be Covered

Other Business

## 17 SSI Pilot Visit Report

<b>PILOT</b>	Stronger Smarter Institute: Engaging Aboriginal and Torres Strait Islander parents and communities in education		
<b>Team Members</b>	Bruce Mowbray	<b>Visit Date</b>	14/11/2011
<b>Pilot Coordinator(s)</b>	Sue Thomas – Project Manager		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>The Pilot is to investigate:</p> <ol style="list-style-type: none"> <li>4. What are the attributes of teachers and school leaders, who effectively facilitate and support engagement of Aboriginal and Torres Strait Islander parents and communities in education?</li> <li>5. What strategies and processes are required for successful engagement with Aboriginal and Torres Strait Islander parents and communities?</li> </ol>			
<p><b>Changes to the research questions</b> (When were the changes made/What has changed/What prompted the changes)</p> <p>The research questions remain as developed at the initial meeting</p>			
<p><b>Overview of Study Design</b></p> <p>The research design involves both qualitative and quantitative elements. The qualitative elements involve recording stakeholder engagement obtained during workshops in indigenous communities in NSW, WA. The workshops follow a format described as the ‘Stronger Smarter’ process. The workshops are specifically designed to draw on community, student and teacher voices and perspectives and are focused on building upon community and individual strengths.</p> <p>These data are to be augmented by quantitative data obtained through a survey. The survey examines the range of views across the different stakeholder groups.</p>			
<b>Progress to date</b>			
<p>A workshop involving three schools has been held in Casino. Others have been held at Derby District High School and Fitzroy District High School in the Kimberley Region of WA.</p> <p>Data collected includes a range of artefacts – video footage (What does Community engagement mean to you?), surveys, artworks representing qualities of teachers required to develop authentic relationships and successfully engage communities, and meeting notes</p> <p>Other workshops are being considered for the Torres Strait, subject to the appropriate permissions, and the Brisbane area.</p>			
<b>Discussion with participants</b>			
<p>The discussions were held with Sue and two of her colleagues. Issues considered concerned the nature of the pilots, much of which was already detailed within the Interim Report.</p> <p>A point of discussion was the differing nature of the groups involved in the workshops and the response of the participants to the workshops. For example at Derby where the Aboriginal Camps are located at a distance from the school, the schools relationship with the community are heavily</p>			

dependent upon the capacity of the Aboriginal Officers working within the community. Whereas at Fitzroy Crossing the Aboriginal camps are closer to the school facilitating good relationships between the school and Aboriginal elders and community members..

At the time of the Pilot visit, the researchers were not prepared to generalise about findings until they had analysed the data in depth, however, some observations were evident from the discussions and in the Interim Report. These include:

- Some young teachers are over-confident of their understanding of community engagement.
- There is a need to develop a working definition of ‘community engagement’.
- A word picture of the characteristics of a ‘deadly teacher’ presented in the visit meeting was more relevant to ‘engagement’ than to the quality of learning outcomes.
- The importance of effective relationships with Aboriginal students to their learning outcomes.
- Authentic relationships are vital to engaging with parents and carers.
- Respectful relationships lead to greater understanding and empathy around the challenges many indigenous families face when entering the institution of schools
- Aboriginal parents value learning and support what is happening in schools.
- Students want teachers to demand better of them.
- Schools have the potential to change parents’ lives as well as the lives of children.
- There is an apparent need for both schools and parents groups to come out of their comfort zones and meet on middle ground.
- A strength base is an important place to start with.
- While the efforts of teachers to engage with parents may be confronting at times, it is important to acknowledge that the challenges don’t become excuses to dismiss these focus areas as either, ‘this is how it is’, ‘it is too hard’ or ‘I am not equipped’ to justify avoiding this aspect of engagement with Indigenous communities and their families.

It was noted that there were similarities between the work of the Institute in developing leadership capacity and this project, although this project has a narrower focus around Focus Areas 3.7 and 7.3.

The pilot team perceived an emerging view that teachers were increasingly accepting the standards as being relevant to their work. Previously, teachers would have looked at the standards and said that they do not apply to them.

#### Discussion with Stakeholders (senior personnel and reference group)

Broad positive discussions were held concerning the potential of the standards to change teaching practices, specifically in regard to engagement with Aboriginal Communities. Concerns were raised about the notion that teachers working in environments that did not include Aboriginal student did not need an appreciation of teaching in these contexts.

#### The Interim Report (Due to SiMERR 30th September)

The Interim Report had been presented at the time of the Pilot Visit.

#### General Research Issues to be Covered

Apart with needing several days’ extension to complete the final report, no specific concerns about research issues were raised during the visit.

#### Other Business

The project is on schedule to deliver the final report in the week following the due date.

## 18 VIT Pilot Visit Report

<b>PILOT</b>	Title: Referencing the Victorian Institute of Teaching process for full registration to the National Standards for Proficient Teachers Organisation: Victorian Institute of Teaching		
<b>Team Members</b>	Fran Cosgrove, Keith Woodward, and 4 VIT Managers	<b>Visit Date</b>	<b>21/09/2011</b>
<b>Pilot Coordinator(s)</b>	Fran Cosgrove & Keith Woodward		
<b>Setting the Scene</b>			
<p><b>Proposed outcomes of the pilot</b></p> <p>Case studies that document:</p> <ol style="list-style-type: none"> <li>1. how the current process for full teacher registration in Victoria can accommodate the National Professional Standards for Teachers;</li> <li>2. how the National Professional Standards for Teachers are understood and used by provisionally registered teachers in order to gain full registration;</li> <li>3. how the National Professional Standards for Teachers may support the development of provisionally registered teachers' practice; and</li> <li>4. the professional learning benefits that the National Professional Standards for Teachers may avail to the mentors of provisionally registered teachers.</li> </ol>			
<p><b>Changes to the research questions</b>          (When were the changes made/What has changed/What prompted the changes)</p> <p>Research Questions have not changed.</p>			
<p><b>Overview of Study Design</b></p> <p>The Case Study approach involves:</p> <ol style="list-style-type: none"> <li>1. Introductory workshops conducted by VIT personnel, 1 workshop in Ballarat &amp; 1 workshop in Melbourne</li> <li>2. Quantitative and qualitative research instruments to collect data at 14 schools, 6 regional (Ballarat) and 8 metropolitan (Melbourne).</li> <li>3. Data collection instruments include:             <ol style="list-style-type: none"> <li>a. Pre- and post-surveys of provisionally registered teachers and their mentors</li> <li>b. Records of conversations between provisionally registered teachers and their mentors</li> <li>c. Reflective journals</li> <li>d. Classroom videos</li> </ol> </li> </ol>			
<b>Progress to date</b>			
<ol style="list-style-type: none"> <li>1. Secured the participation of 16 provisionally registered teachers and 16 mentors in 14 Schools (6 Melbourne, 8 Ballarat)</li> <li>2. Introductory workshops conducted (Melbourne, Ballarat)</li> <li>3. All participants visited</li> <li>4. Data entry from 1<sup>st</sup> survey complete</li> </ol>			



## Where to Next

1. Investigation of data mining software, e.g. Leximancer
2. Conduct, data entry and analysis of post-survey
3. Additional targeted interviews to elicit further information pertaining to research questions as required

## Discussion with participants

### Discussion with VIT personnel visiting participating schools

1. VIT personnel visiting schools have been received positively and have collected rich data in engaging visits to participating schools.
2. Visits have included interviews with provisionally registered teachers and their mentors, observations in the classrooms of the provisionally registered teachers and the collection of artefacts.
3. Provisionally registered teachers and mentors have made unsolicited comments regarding their enjoyment of working with the standards.

## Discussion with Stakeholders (senior personnel and reference group)

### Discussion with Fran Cosgrove and Keith Woodward

1. The opportunity for the VIT and participating schools to work together in different ways as a result of undertaking this project has been a positive additional outcome.
2. Participation in the project results in the conferral of full registration for the provisional registered teachers.
3. The range of provisionally registered teachers involved will enhance the findings of the study: the provisionally registered teachers are not all 'high-flyers'; the sample approximates a gender balance (6 male, 10 female) and primary and secondary teachers are involved. However, there is not much cultural diversity in the sample.
4. Targeted follow-up interviews will be conducted as required in order to elicit further information pertaining to research questions.
5. The action research aspect of the project will result in tangible benefits for the participants.
6. The findings will be disseminated through a report to Council and through the VIT online magazine to teachers.
7. The National Professional Standards for Teachers will be implemented for beginning teachers in Victoria in September 2012. The current study provides invaluable insights into how the National requirements can be dovetailed with existing processes and practices.

## The Interim Report (Due to SiMERR 30th September)

The pilot team is well on task to submit the Interim Report.

## General Research Issues to be Covered

The Pilot Study is generating a wealth of data. The use of data mining software, e.g. Leximancer, will be investigated. Also, Joy Hardy will forward a sample paper that used similar methodology; the paper may inform the pilot team's presentation and discussion of the data.

## Other Business

None at present.