AITSL Pilot Projects

Final Report Appendices

The SiMERR National Research Centre

The University of New England

ARMIDALE NSW

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1.2 Appendix 1: Pre-program survey instrument: Pre-service teachers

ACT TQI/AITSL National Teaching Standards Pilot

PRE-PROGRAM SURVEY INSTRUMENT: PRE-SERVICE TEACHERS

Instructions

This is an open Word document. Please fill in as much information as you want in the open response spaces. Where there is a forced response eg Yes/No either delete the unwanted response or highlight the required response.

Background Information

University and course currently enrolled:

1. Please list your previous professional experience placements (school and year level)

School	Year level

2. In your course of study what learning have you been involved in about receiving mentoring and feedback?
3. In your course of study what experience have you had in receiving mentoring and feedback? (include information about who provided the mentoring and feedback and in what context)
4. Describe your previous experience in receiving feedback related to assessment during your professional experience placement(s). (Include information about processes, templates for discussion, report forms as well as the experience itself)
5. What were the most valuable aspects of receiving feedback and assessment?
6. What improvement would you like to see in the process?
7. What would you like to see done differently?
8. What would you like to know more about in terms of feedback and assessment of your performance as a teacher?
9. In general how comfortable/confident do you feel:

Please circle/highlight your response   Not confident/comfortable   Very confident

- Asking for professional feedback?   1   2   3   4   5
- Receiving professional feedback?   1   2   3   4   5
- Giving professional feedback?   1   2   3   4   5

Comments:

10. Have you assessed yourself against any of the National Teaching Standards?   Yes/No
    If so, which ones?
11. If so, how effective was assessing yourself against the Standards in :
    - Leading you to seek professional feedback?

Please circle/highlight your response: Not effective   Very effective   Don't know

     1   2   3   4   5   6

Comments

- Leading you to seek professional learning?

Please circle/highlight your response: Not effective   Very effective   Don't know

     1   2   3   4   5   6

Comments

- Improving your classroom practice?

Please circle/highlight your response: Not effective   Very effective   Don't know

     1   2   3   4   5   6

Comments

- Improving outcomes for students?

Please circle/highlight your response: Not effective   Very effective   Don't know

     1   2   3   4   5   6

Comments

12. How effective do you think that the Standards will be in:
    - Assessing pre-service teachers?

Please circle/highlight your response: Not effective   Very effective   Don't know

     1   2   3   4   5   6

Comment

- Providing feedback to pre-service teachers?

Please circle/highlight your response: Not effective   Very effective   Don't know

     1   2   3   4   5   6

Comment

- Improving classroom practice?

Please circle/highlight your response: Not effective   Very effective   Don't know

                                           1   2   3   4   5   6

Comment

- Improving outcomes for students?

Please circle/highlight your response: Not effective   Very effective   Don't know

                                           1   2   3   4   5   6

Comment

13. How would you demonstrate the following Standards/Descriptors for assessment during your pre-service placement? (think about the activities you might undertake and the evidence you might provide)

Standard 1. - Know students and how they learn	Evidence/activities
1.1 Physical, social and intellectual development and characteristics of students	
1.2 Understand how students learn	
1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	
Standard 6. - Engage in professional learning	Evidence /Activities
6.1 Identify and plan professional learning needs	
6.2 Engage in professional learning and improve practice	
6.3 Engage with colleagues and improve practice	

1.3 Appendix 2: Pre-program survey instrument: Mentoring Teachers

ACT TQI/AITSL National Teaching Standards Pilot

PRE-PROGRAM SURVEY INSTRUMENT: MENTORING TEACHERS

Background Information

1. How many years have you been teaching?
2. What professional learning in mentoring and providing feedback have you been involved in over the last 3 years?

3. What professional experience in mentoring and providing feedback have you been involved in over the last 3 years?
4. What experience have you had of receiving mentoring and feedback from professional associates?
5. How many pre-service teachers have you mentored in the past 3/5(?) years?
   - What institutions were they attending at the time?
   - At what stage of their program were they?

Student	Institution	Stage of study e.g first placement in B.Ed (Primary) final placement in B.Ed (E/C Grad entry)
1		
2		
3		

6. Describe your current practice in providing feedback to and assessing pre-service teachers on professional experience placement e.g. Processes, templates, structure of professional conversations. (Please attach additional documents/ templates at the end of this survey)
7. What do you believe are your areas of strength in terms of mentoring and assessing pre-service teachers?
8. What would you like to know more about in terms of mentoring and assessing pre-service teachers?
9. Describe your own experiences of involvement in professional discussions regarding your performance as a teacher:
   - What was the context, parameters, purpose?
   - What worked?

- What didn't work?
- How would you improve the experience?

10. In general how comfortable/confident do you feel:

Please circle/highlight your response   Not confident/comfortable   Very confident

		1	2	3	4	5
•	Asking for professional feedback?	1	2	3	4	5
•	Receiving professional feedback?	1	2	3	4	5
•	Giving professional feedback?	1	2	3	4	5

Comments:

11. How comfortable are you in providing clear, constructive feedback for pre-service teachers not fulfilling expectations?

Please circle/highlight your response: Not confident/comfortable   Very confident

1   2   3   4   5

12. Have you assessed yourself against any of the National Teaching Standards?   Yes/No
If so, which ones?

13. If so, how effective was assessing yourself against the Standards in:
    - Leading you to seek professional feedback?

Please circle/highlight your response: Not effective   Very effective   Don't know

1   2   3   4   5   6

Comments

- Leading you to seek professional learning?

Please circle/highlight your response: Not effective   Very effective   Don't know

1   2   3   4   5   6

Comments

- Improving your classroom practice?

Please circle/highlight your response: Not effective   Very effective   Don't know

1   2   3   4   5   6

Comments

- Improving outcomes for students?

Please circle/highlight your response: Not effective   Very effective   Don't know

1   2   3   4   5   6

Comments

14. How effective do you think that the Standards will be in:
    - Assessing pre-service teachers?

Please circle/highlight your response: Not effective   Very effective   Don't know

<div align="center">1   2   3   4   5   6</div>

Comment

- Providing feedback to pre-service teachers?

Please circle/highlight your response: Not effective   Very effective   Don't know

1   2   3   4   5   6

Comment

- Improving classroom practice?

Please circle/highlight your response: Not effective   Very effective   Don't know

1   2   3   4   5   6

Comment

- Improving outcomes for students?

Please circle/highlight your response: Not effective   Very effective   Don't know

1   2   3   4   5   6

Comment

15. How would you like to see the Standards incorporated into:
    - Professional discussions with pre-service teachers?
    - Assessment of pre-service teachers?
16. How would you model the following Standards/Descriptors for pre-service teachers?
    (think about the activities you might undertake and the evidence you might provide)

Standard 1. - Know students and how they learn	Evidence/activities
1.1 Physical, social and intellectual development and characteristics of students	
1.2 Understand how students learn	
1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	
Standard 6. - Engage in professional learning	Evidence /Activities
6.1 Identify and plan professional learning needs	
6.2 Engage in professional learning and improve practice	

6.3 Engage with colleagues and improve practice	

17. If assessing pre-service teachers against these Standards and Descriptors what would you look for? (think about the activities you would like them to undertake and the evidence you would expect to see).
18.

Standard 1. - Know students and how they learn	Evidence/activities
1.1 Physical, social and intellectual development and characteristics of students	
1.2 Understand how students learn	
1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	
Standard 6. - Engage in professional learning	Evidence /Activities
6.1 Identify and plan professional learning needs	
6.2 Engage in professional learning and improve practice	
6.3 Engage with colleagues and improve practice	

1.4 Appendix 3: Workshop Program

ACT TQL/AITSL NATIONAL TEACHING STANDARDS PILOT PROJECT

Using the National Teaching Standards to inform and enhance work embedded assessment and feedback for pre-service teachers and their mentors across institutions in the ACT.

WORKSHOP PROGRAM

Thursday 25 AUGUST

MACQUARIE PRIMARY SCHOOL

(Bennelong St, Macquarie ACT)

8.45 – 9.00	Welcome and tea/coffee	
9.00 – 9.15	Introductions and overview of the project	Jocelyn Vasey
9.15 – 10.00	National Teaching Standards, the Big Picture	Anne Ellis, CEO ACT TQI
10.00 – 10.45	Mentoring and Feedback – their role in this project	Jocelyn Vasey
10.45 – 11.00	Morning tea	
11.00 – 12.30	Workshop: Developing a template for	

Professional Conversations   Jocelyn Vasey

12.30 – 1.30	Lunch	
1.30 – 3.00	Workshop: Developing a rubric for assessment of pre-service teachers against Standards 1 and 6	Jocelyn Vasey
3.00 – 3.15	Afternoon tea	
3.15 – 4.00	Bringing it all together	

Clarification of expectations, roles, responsibilities

and requirements for all participants   Jocelyn Vasey and

Addressing any issues   Anne Ellis

Participants

TQI – Anne Ellis and Jocelyn Vasey

Macquarie Primary School, Principal and pre-service teacher mentors

Holy Family Primary School, Principal and pre-service teacher mentors

St Clare of Assisi Primary School, pre-service teacher mentors

Australian Catholic University, Professional Experience staff and pre-service teachers

University of Canberra, Professional Experience staff and pre-service teachers

1.5 Appendix 4: Post-program survey instrument: Mentoring Teachers

ACT TQI/AITSL National Teaching Standards Pilot

POST-PROGRAM SURVEY INSTRUMENT: MENTORING TEACHERS

Instructions

This is an open Word document. Please fill in as much information as you want in the open response spaces. Where there is a forced response e.g. Yes/No or a rating please either delete the unwanted response or highlight the required response.

1. Describe your experience in providing feedback related to assessment during this professional experience placement. (Include information about processes, use of the template for professional conversations, report forms as well as the experience itself)
2. How did you and your pre-service teacher use the template for professional placement conversations?

(E.g. formally/informally, as the basis for daily/weekly reflection, for formative/summative assessment or any combination of the above)

3. How useful was the template for professional placement conversations?

Unhelpful   Very Useful   Don't know

               1   2   3   4   5   6

- What was useful?
- What didn't work?
- How would you improve it?

4. After your involvement in this pilot how comfortable/confident do you feel:

Please circle/highlight your response   Not confident/comfortable   Very confident

- Asking for professional feedback?   1   2   3   4   5
- Receiving professional feedback?   1   2   3   4   5
- Giving professional feedback?   1   2   3   4   5

Comments:

5. How easy was it to model the specific Standards Descriptors for your pre-service teacher?

Standard 1. - Know students and how they learn	Easy				Difficult
1.1 Physical, social and intellectual development and characteristics of students	1	2	3	4	5
1.2 Understand how students learn	1	2	3	4	5
1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	1	2	3	4	5

Comments

Standard 6. - Engage in professional learning	Easy				Difficult
6.1 Identify and plan professional learning needs	1	2	3	4	5
6.2 Engage in professional learning and improve practice	1	2	3	4	5
6.3 Engage with colleagues and improve practice	1	2	3	4	5

Comments

6.   What activities/evidence did you use?

Standard 1. - Know students and how they learn	Evidence/activities
1.3 Physical, social and intellectual development and characteristics of students	
1.4 Understand how students learn	
1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	

Comments

Standard 6. - Engage in professional learning	Evidence /Activities
6.1 Identify and plan professional learning needs	
6.2 Engage in professional learning and improve practice	
6.3 Engage with colleagues and improve practice	

Comments

7.   How easy was it for you to assess achievement of the specific Standard Descriptors by your pre-service teacher? (Circle/highlight one for each Standard Descriptor)

Standard 1. - Know students and how they learn	Easy				Difficult
1.1 Physical, social and intellectual development and characteristics of students	1	2	3	4	5
1.2 Understand how students learn	1	2	3	4	5
1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	1	2	3	4	5

Comments:

Standard 6. - Engage in professional learning	Easy				Difficult
6.1 Identify and plan professional learning needs	1	2	3	4	5
6.2 Engage in professional learning and improve practice	1	2	3	4	5
6.3 Engage with colleagues and improve practice	1	2	3	4	5

Comment

8. What activities/evidence did your pre-service teacher use to support their assessment against the Standards?

Standard 1. - Know students and how they learn	Evidence/activities
1.1 Physical, social and intellectual development and characteristics of students	
1.2 Understand how students learn	
1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	

Comments

Standard 6. - Engage in professional learning	Evidence /Activities
6.1 Identify and plan professional learning needs	
6.2 Engage in professional learning and improve practice	
6.3 Engage with colleagues and improve practice	

Comments

9. How useful was the Draft Evidence Guide as a tool for gathering evidence to demonstrate and support assessment against Standard 1:

Standard 1. - Know students and how they learn	Unhelpful				Very useful
1.1 Physical, social and intellectual development and characteristics of students	1	2	3	4	5
1.2 Understand how students learn	1	2	3	4	5
1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	1	2	3	4	5

Comments

- What was useful?
- What didn't work?

10. How useful was the Draft Evidence Guide as a tool for gathering evidence to demonstrate and support assessment against Standard 6

Standard 6. - Engage in professional learning	Unhelpful				Very useful
6.1 Identify and plan professional learning needs	1	2	3	4	5
6.2 Engage in professional learning and improve practice	1	2	3	4	5
6.3 Engage with colleagues and improve practice	1	2	3	4	5

- Comments

Comments

- What was useful?
- What didn't work?
- How would you improve the Evidence Guide to support assessment against the Standards?

11. How useful was the Draft Evidence Guide as a tool for supporting the Professional Placement Conversation template for Standard 1:

Standard 1. - Know students and how they learn	Unhelpful			Very useful	
1.1 Physical, social and intellectual development and characteristics of students	1	2	3	4	5
1.2 Understand how students learn	1	2	3	4	5
1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	1	2	3	4	5

Comments

- What was useful?
- What didn't work?
- How would you improve the Evidence Guide as a support tool for Professional Placement Conversations?

12. How useful was the Draft Evidence Guide as a tool for supporting the Professional Placement Conversation template for Standard 6:

Standard 6. - Engage in professional learning	Unhelpful			Very useful	
6.1 Identify and plan professional learning needs	1	2	3	4	5
6.2 Engage in professional learning and improve practice	1	2	3	4	5
6.3 Engage with colleagues and improve practice	1	2	3	4	5

Comments

- What was useful?
- What didn't work?
- How would you improve the Evidence Guide as a support tool for Professional Placement Conversations?

13. How effective do you think the National Teaching Standards will be in supporting:

Circle/highlight	Not effective			Very Effective		Don't Know
Assessment of pre-service teachers?	1	2	3	4	5	6

Comment

Provision of feedback to pre-service teachers?	1	2	3	4	5	6

Comment

Improvement in classroom practice?	1	2	3	4	5	6

Comment

Improvement in outcomes for students?	1	2	3	4	5	6

Comment

14. How has your understanding of Standards 1 and 6 changed during the course of this pilot?
15. What have you learned about the use of the National Teaching Standards in the course of this pilot?
16. What do you see as the key issues in implementing assessment of pre-service teachers against the National Teaching Standards?

17. What do you believe should be the three key recommendations for the ACT Teacher Quality Institute and universities in the implementation of National Teaching Standards for the assessment of pre-service teachers?

1.6 Appendix 5: Post-program survey instrument: Pre-service teachers

ACT TQI/AITSL National Teaching Standards Pilot

POST-PROGRAM SURVEY INSTRUMENT: PRE-SERVICE TEACHERS

Instructions

This is an open Word document. Please fill in as much information as you want in the open response spaces. Where there is a forced response e.g. Yes/No or a rating please either delete the unwanted response or highlight the required response.

1. Describe your experience in receiving feedback related to assessment during this professional experience placement. (Include information about processes, use of the template for professional conversations, report forms as well as the experience itself)
2. How did you and your mentor use the template for professional conversations?

(E.g. formally/informally, as the basis for daily/weekly reflection, for formative/summative assessment or any combination of the above)

3. How useful was the template for Professional Placement Conversations?

Unhelpful   Very Useful   Don't know

                1   2   3   4   5   6

- What was useful?
- What didn't work?
- How would you improve it?

4. After your involvement in this pilot how comfortable/confident do you feel:

Please circle/highlight your response   Not confident/comfortable   Very confident

- Asking for professional feedback?   1   2   3   4   5
- Receiving professional feedback?   1   2   3   4   5
- Giving professional feedback?   1   2   3   4   5

Comments:

5. How easy was it for you to demonstrate achievement of the specific Descriptors for assessment by your mentoring teacher? (Circle/highlight one for each Standard Descriptor)

Standard 1. - Know students and how they learn	Easy				Difficult
1.1 Physical, social and intellectual development and characteristics of students	1	2	3	4	5
1.2 Understand how students learn	1	2	3	4	5
1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	1	2	3	4	5

Comments:

Standard 6. - Engage in professional learning	Easy				Difficult
6.1 Identify and plan professional learning needs	1	2	3	4	5
6.2 Engage in professional learning and improve practice	1	2	3	4	5
6.3 Engage with colleagues and improve practice	1	2	3	4	5

Comments:

6.   What activities/evidence did you use to support your assessment against Standard 1?

Standard 1. - Know students and how they learn	Evidence/activities
1.1 Physical, social and intellectual development and characteristics of students	
1.2 Understand how students learn	
1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	

7.   What activities/evidence did you use to support your assessment against Standard 6?

Standard 6. - Engage in professional learning	Evidence /Activities
6.1 Identify and plan professional learning needs	
6.2 Engage in professional learning and improve practice	
6.3 Engage with colleagues and improve practice	

8.

9. How useful was the Draft Evidence Guide as a tool for gathering evidence to demonstrate and support assessment against Standard 1:

Standard 1. - Know students and how they learn	Unhelpful				Very useful
1.3 Physical, social and intellectual development and characteristics of students	1	2	3	4	5
1.4 Understand how students learn	1	2	3	4	5
1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	1	2	3	4	5

Comments

- What was useful?
- What didn't work?

10. How useful was the Draft Evidence Guide as a tool for gathering evidence to demonstrate and support assessment against Standard 6:

Standard 6. - Engage in professional learning	Unhelpful				Very useful
6.1 Identify and plan professional learning needs	1	2	3	4	5
6.2 Engage in professional learning and improve practice	1	2	3	4	5
6.3 Engage with colleagues and improve practice	1	2	3	4	5

Comments

- What was useful?
- What didn't work?
- How would you improve the Draft Evidence Guide as a tool for gathering evidence to support assessment against the Standards?

11. How useful was the Draft Evidence Guide as a tool for supporting the Professional Placement Conversation template in relation to Standard 1:

Standard 1. - Know students and how they learn	Unhelpful			Very useful	
1.5 Physical, social and intellectual development and characteristics of students	1	2	3	4	5
1.6 Understand how students learn	1	2	3	4	5
1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	1	2	3	4	5

Comments

- What was useful?
- What didn't work?

12. How useful was the Draft Evidence Guide as a tool for supporting the Professional Placement Conversation template in relation to Standard 6

Standard 6. - Engage in professional learning	Unhelpful			Very useful	
6.1 Identify and plan professional learning needs	1	2	3	4	5
6.2 Engage in professional learning and improve practice	1	2	3	4	5
6.3 Engage with colleagues and improve practice	1	2	3	4	5

Comments

- What was useful?
- What didn't work?
- How would you improve the Evidence Guide as a support tool for Professional Placement Conversations?

13. How effective do you think the National Teaching Standards will be in supporting:

Circle/highlight	Not effective			Very Effective		Don't Know
Assessment of pre-service teachers?	1	2	3	4	5	6

Comment

Provision of feedback to pre-service teachers?	1	2	3	4	5	6

Comment

Improvement in classroom practice?   1   2   3   4   5   6

Comment

Improvement of outcomes for students?   1   2   3   4   5   6

Comment

14. How has your understanding of Standards 1 and 6 changed during the course of this pilot?
15. What have you learned about the use of the National Teaching Standards in the course of this pilot?
16. What do you see as the key issues in implementing assessment of pre-service teachers against the National Teaching Standards?
17. What do you believe should be the three key recommendations for the ACT Teacher Quality Institute and universities in the implementation of National Teaching Standards for the assessment of pre-service teachers?

1.7 Appendix 6: Template for Professional Conversations Version 1

ACT TQI/AITSL NATIONAL TEACHING STANDARDS PILOT PROJECT

TEMPLATE FOR PROFESSIONAL CONVERSATIONS VERSION 1

PREAMBLE

This template has been developed in consultation with a cross-sectoral group of teachers, pre-service teachers and staff from the Australian Catholic University and the Canberra University, for use in professional placements as part of an AITSL funded, ACT TQI pilot project.

The template is a framework for professional conversations between pre-service teachers and their associates in the context of professional placement. It is a flexible, open document to be used in a variety of circumstances including initial discussion, regular or specific feedback meetings and formative and summative feedback sessions. Prompt questions are provided for guidance only and are not prescriptive.

Professional Partnerships

The mentoring relationship between the pre-service teacher and their associate teacher is a supportive workplace partnership, providing feedback on personal performance in the context of career and personal development. Regular meetings should provide opportunities for reflection on and exploration of a variety of experiences, issues and potential actions, based on presentation of evidence.

Principles of effective feedback

Effective feedback should:

- Be based on explicit prior agreement about the scope of the feedback and the relationship
- Provide opportunities for personal reflection and sharing ideas rather than giving advice
- Focus on behaviour rather than personal qualities
- Relate to specific times/situations rather than abstractions or generalisations
- Include a clear statement of the intended outcomes/behaviours/action plans.

Planning

It is important to set the scene or clarify the context of any specific professional conversation.

Consider and keep a record of:

- Date and time:
- Participants:
    - Pre-service teacher
    - Associate teacher
    - Other e.g. University liaison staff? Other teachers?
    - Focus of conversation:
    - Initial planning meeting
    - Lesson planning meeting
    - Feedback on a specific lesson or series of lessons
    - Mid-placement formative review
    - Summative review meeting

TEMPLATE FOR PROFESSIONAL PLACEMENT CONVERSATIONS

REFLECTION: HIGHLIGHTS, STRENGTHS, CHALLENGES	EVIDENCE
Possible prompts	Possible prompts
What were the highlights for you?	How did you know ...?
What worked well? Why?	What did you observe....?
Did you achieve what you set out to do?	Explain how this reflection has made you aware of areas of professional learning you would like to pursue?
What were the challenges? Why?	
What specific aspects would you like to discuss?	
What have you learned?	
Which tasks/activities have you valued?	
What skills/competencies have you observed?	
GOALS, ACTION PLAN	**OPPORTUNITIES FOR DEVELOPMENT/IMPROVEMENTS**
Possible prompts	Possible prompts
What can we work on together?	What needs to work better in the future?
What could you do to make things more successful next time?	What are some of the causal factors in your success that could be transferred into strategies for improvement?
What resources will you need...?	What would you do differently next time?
What evidence will you provide to demonstrate improvement?	What would you like to focus on for the next lesson/observation/review discussion?
What might be the consequences (of any suggested options or strategies)?	
What circumstances or issues might impact on this plan?	
When will we meet for our next discussion?	

1.8   Appendix 7: Template for Professional Conversations - Revised

ACT TQI/AITSL NATIONAL TEACHING STANDARDS PILOT PROJECT

TEMPLATE FOR PROFESSIONAL CONVERSATIONS - REVISED

PREAMBLE

This template has been developed in consultation with a cross-sectoral group of teachers, pre-service teachers and staff from the Australian Catholic University and the Canberra University, for use in professional placements as part of an AITSL funded, ACT TQI pilot project.

The template is a framework for professional conversations between pre-service teachers and their associates in the context of professional placement. It is a flexible, open document to be used in a variety of circumstances including initial discussion, regular or specific feedback meetings and formative and summative feedback sessions. Prompt questions are provided for guidance only and are not prescriptive.

The template is provided in several versions. The templates with prompt questions can be kept for reference. Blank templates can be copied for use with selected prompt questions.

Professional Partnerships

The mentoring relationship between the pre-service teacher and their associate teacher is a supportive workplace partnership, providing feedback on personal performance in the context of career and personal development. Regular meetings should provide opportunities for reflection on and exploration of a variety of experiences, issues and potential actions, based on presentation of evidence.

Principles of effective feedback

Effective feedback should:

- Be based on explicit prior agreement about the scope of the feedback and the relationship
- Provide opportunities for personal reflection and sharing ideas rather than giving advice
- Focus on behaviour rather than personal qualities
- Relate to specific times/situations rather than abstractions or generalisations
- Include a clear statement of the intended outcomes/behaviours/action plans.
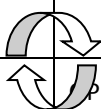
Planning

It is important to set the scene or clarify the context of any specific professional conversation.

Consider and keep a record of:

- Date and time:
  - Participants: Pre-service teacher, Associate teacher, Other e.g. University liaison staff? Other teachers?
  - Context/Focus of conversation:
  - Initial planning meeting
  - Lesson planning meeting
  - Feedback on a specific lesson or series of lessons
  - Mid-placement formative review
  - Summative review meeting
  - Focus on a specific skill
  - Career planning

TEMPLATE FOR PROFESSIONAL PLACEMENT CONVERSATIONS

Date and time: _____

Participants: _____

Context/Focus: _____

REFLECTION:

HIGHLIGHTS, STRENGTHS, CHALLENGES, EVIDENCE

Possible prompts

What were the highlights for you?

What worked well? Why?

Did you achieve what you set out to do?

What did you observe....?

What were the challenges? Why?

What specific aspects would you like to discuss?

What have you learned?

Which tasks/activities have you valued?

What skills/competencies have you observed?

Explain how this reflection has made you aware of areas of professional learning you would like to pursue?

ACTION PLAN:

OPPORTUNITIES FOR IMPROVEMENT/DEVELOPMENT, GOALS, STRATEGIES, RESOURCES

Possible prompts

What needs to work better in the future?

What are some of the causal factors in your success that could be transferred into strategies for improvement?

What would you do differently next time?

What would you like to focus on for the next lesson/observation/review discussion?

What can we work on together?

What could you do to make things more successful next time?

What resources will you need...?

What evidence will you provide to demonstrate improvement?

What might be the consequences (of any suggested options or strategies)?

What circumstances or issues might impact on this plan?

When will we meet for our next discussion?

TEMPLATE FOR PROFESSIONAL PLACEMENT CONVERSATIONS

Date and time: _____

Participants: _____

Context/Focus: _____

REFLECTION: HIGHLIGHTS, STRENGTHS, CHALLENGES	EVIDENCE
Possible prompts What were the highlights for you? What worked well? Why? Did you achieve what you set out to do? What were the challenges? Why? What specific aspects would you like to discuss? What have you learned? Which tasks/activities have you valued? What skills/competencies have you observed?	Possible prompts How did you know ...? What did you observe....? Explain how this reflection has made you aware of areas of professional learning you would like to pursue?
GOALS, ACTION PLAN	OPPORTUNITIES FOR DEVELOPMENT/IMPROVEMENTS
Possible prompts What can we work on together? What could you do to make things more successful next time? What resources will you need...? What evidence will you provide to demonstrate improvement? What might be the consequences (of any suggested options or strategies)? What circumstances or issues might impact on this plan? When will we meet for our next discussion?	Possible prompts What needs to work better in the future? What are some of the causal factors in your success that could be transferred into strategies for improvement? What would you do differently next time? What would you like to focus on for the next lesson/observation/review discussion?

TEMPLATE FOR PROFESSIONAL PLACEMENT CONVERSATIONS

Date and time: _____

Participants: _____

Context/Focus: _____

REFLECTION:
HIGHLIGHTS, STRENGTHS, CHALLENGES, EVIDENCE
Possible prompts
ACTION PLAN:
OPPORTUNITIES FOR IMPROVEMENT/DEVELOPMENT, GOALS, STRATEGIES, RESOURCES
Possible prompts

1.9 Appendix 8: Draft Evidence Guide

(See separate attached file – too hard to format into this document)

1.10 Appendix 9: Summary of Key Issues and Recommendations from Participants

1. Mentor Teachers

Key issues in implementing assessment of preservice teachers against the Standards

- **Lack of knowledge and experience of teachers** working with Standards/ Creating time for mentors to become familiar with Standards (7)
- **Lack of/need for consistency** across all teacher training institutions and placements/ Need for a consistent observation/coding form, and consistent measures for assessment/ (3)
- Different requirements for **practical experience days** across institutions/ Some teacher training institutes are cutting back on prac time in schools in final year/ Mentors need time to develop relationships with pre-service teachers to properly assess them (3)
- Assessment and reporting for university need to align and be Standards based (2)
- Reluctance of teachers to become mentors (lack of time and confidence)/ That mentor teachers should be chosen by principals rather than let anyone do the job (2)

Key recommendations to TQI and universities in implementation of Standards for the assessment of pre-service teachers.

- That the template for Professional Conversations is used in some form (2)
- **Examples of evidence** are provided/ what the Standards look like in the classroom (4)
- All pre-service teachers need to be aware of the Standards and how to implement in their teaching as **part of their training** course / Teacher training institutions should devise courses which relate to the Standards/ Make sure all pre-service teachers are aware of the process for gathering evidence (3)
- **Mentors will require PD** relating to Standards and mentoring/ More training for mentors, including how to do difficult conversations (4)
- Teachers and pre-service teachers need a **contact person** to discuss issues/queries
- Teachers need **time to familiarise** themselves with Standards and their implementation/ Have teachers assess themselves against the Standards (2)
- Consistent requirement for practical experience days across all teacher training institutions
- Pre-service teachers should be given **access to PD and links to professional associations**, other agencies and professional opportunities during the final year.

2. Pre-service teachers

Key issues in implementing assessment of preservice teachers against the Standards

- Linking the Standards to assessment (3)
- **Knowledge and understanding of the Standards/** Need to incorporate the Standards into all aspects of the university courses and professional experience placements (4)
- Positive, supportive relationship between mentor teacher and pre-service teacher/ Two-way communication between mentor and pre-service teacher (3)
- The importance of the Standards providing a framework and common language for assessment
- Lack of consistency of associate teachers

Key recommendations to TQI and universities in implementation of Standards for the assessment of pre-service teachers.

- Alignment of university assessment report to Standards/ Incorporate the Standards into university courses/professional experience workshops (5)
- Need for an **Evidence Guide** (with links to the Professional Conversation template) (3)

- **Professional Conversation template** should be used consistently and flexibly (2)
- Focus on specific Standards in specific prac placements (rather than all 7 Standards at once) (2)
- University should provide:
  - a separate feedback form for comments about the mentor and the school (2)
  - Clear guidelines and documentation for mentor teachers
  - access to a range of professional organisations, agencies and PD opportunities for students in their final year
  - mentors from the university to spend more time with pre service teachers
  - regular time for student to debrief and share ideas with other students
  - Ensure consistent practicum arrangements across all universities
  - Rather than blocks of three weeks, students would be better able to reflect on their teaching with fewer days at the school per week, spread out over a longer period of time, with more opportunity to discuss issues with university staff. This would help link theory to practice.

2 AEF

2.1 Appendix 8.1

Asia Education Foundation

The University of Melbourne

Australian Institute for Teaching and School Leadership (AITSL) Piloting of the National Standards for Teachers of Asia Literacy.

2.1.1 Self-assessment tool

For the team, the creation of a helpful self-assessment tool became a difficult exercise as we were balancing how this self-assessment tool may eventually be used against the needs of this pilot study.

We realised the self-assessment tool needed to be refined and contextualised for a range of audiences including: the interviewees, the AEF, Asia literacy educators generally, all teachers, principals, subject associations, AITSL and SiMMER.

In short, the self-assessment tool that was created cannot, without further refinement and testing, serve the needs of these disparate audiences and be confidently published in the public domain as a meaningful tool for educators to use. However, it did serve and may serve as a discussion starter about how the Standards can be used for Asia Literacy teachers and the Cross Curricular Asia Priority.

General questions which were designed to reveal the kind of attributes an Asia literacy teacher might have.

School-based questions which focused on how the implementation of Asia literacy in schools can be used to demonstrate what a teacher does in school and how this activity may be translated into the career path continuum in the National Standards.

Standards based questions which were intended to examine and interrogate the meaning for a particular context so that they could be used to identify where an individual stands and to determine any areas of further professional development that may be needed to assist in their achievement.

The questions asked at interview appear below:

General:

1. When did you first become interested in Asia?

2. What is it about Asia that piques your interest?

3. Do you have Asian studies or languages in your degree?

4. What is it about Asia that you are especially interested in teaching to students?

5. Why do you think it important for students and teachers to understand Asia?

6. What do you think it means to 'understand' Asia?

7. What does 'knowledge' of Asia mean to you?

8. On a scale of 1 – 10 how important is it for teachers to be Asia literate?

9. On a scale of 1 – 10 how important is it for students to be Asia literate?

10. Which professional or other networks do you belong to generally and those that support Asia literacy specifically?

11. What are your professional goals in the teaching profession?

School based questions:

1. How is Asia literacy practised in your school?

2. How is Asia literacy presented in policy documentation in your school?

3. What support is offered to teachers, at your school, who wish to become more Asia literate?

4. What support is offered to teachers, at a systemic level, who wish to become more Asia literate?

5. How have you accessed these supports?

6. How is Asia literacy reflected in the curriculum?

7. Is there a consistent approach to Asia literacy in the curriculum?

8. How does the Principal/school executive support Asia literacy?

9. IS there an action plan to implement the Asia priority in the Australian Curriculum?

10. Is there a team committed to Asia literacy in the school?

11. Are there opportunities to interact with counterparts from Asia and how are they supported by the school?

12. Are there opportunities for external sharing of practice?

Standards based question:

1. Where do you see yourself on the Standards continuum?

2. How have you developed:

- Knowledge
- Comprehensive knowledge
- Content
- Lead initiatives
- Etc…based on the language in the Standard.

3. Compare yourself to five or so years ago, what has changed in terms of your understanding or approach to Asia literacy?

4. What opportunities have you undertaken to develop your knowledge, skills or understandings of Asia literacy?

5. Have you been mentored?

6. In what ways will the Asia priority in the Australian Curriculum impact on your professional development as teacher?

7. Do the National Standards impact on what you do in the classroom?

8. Do the National Standards impact on what you do within your faculty or any other group you belong to in the school?

2.2 Appendix 8.2

Asia Education Foundation

The University of Melbourne

Australian Institute for Teaching and School Leadership (AITSL)

Piloting of the National Standards for Teachers of Asia Literacy.

2.2.1 Bella story

Context

The description of a Proficient teacher moving towards Highly Accomplished and Lead covers all aspects of teaching: attributes, attitudes, skills and habits, within a school and beyond into the wider professional community.

One such teacher works in a primary school in an affluent area close to the heart of Melbourne.

The teacher is in her fourth year of teaching and she is the only Mandarin language teacher in a staff of 42–28 of whom are classroom teachers. As the only Mandarin teacher at the school Bella teaches Mandarin language to all 560 Prep to Grade 6 students in 23-50-minute sessions per week.

She has variously identified herself at the Standards of Proficient, Highly Accomplished and moving towards Lead teacher and the principal in her school, overall, has independently verified these Standards. The principal says that "because there are no spectrums within the descriptors that Bella is moving towards and between the Standards."

As part of her role she has promoted Asia literacy, through Mandarin LOTE in her school and has offered to work with a team of generalist teachers to create studies of Asia units of work because of her extensive knowledge of Chinese history and culture. The generalist teachers at her school have no background, experience or knowledge of studies of Asia and Bella is more than willing to guide them in developing units of work and providing resources.

In her language classes Bella draws on her knowledge of China to enthuse students by teaching about: history, geography, economics, religion, calligraphy, Chinese Opera, food, lantern making, dance, costume, festivals and daily life to mention some of the broad areas she teaches. She does not believe you can teach any language without teaching culture. She is an energetic and enthusiastic teacher who varies classroom activities to maintain student engagement.

Bella studied Mandarin in Years 7-12 because she wanted to increase her university entrance score. She says, "it wasn't easy, but l persevered."

She majored in Mandarin language at University and continued her language studies at a University of Technology in China, where she became more interested in all aspects of China. She says she "fell in love with the: language, people, food, history and art." Bella later completed her LOTE method at university to enable her to specialise in Mandarin language teaching.

Bella has been to China on a number of occasions to attend conferences and travel and has brought realia and text based resources to use in units of work to engage students.

The interview

Bella was interviewed at length at her school to obtain detailed information to build a description of a teacher moving between Standards.

The interview consisted of three types of questions: general questions, school-based questions and Standard based questions.

The general questions were designed to reveal the range of attributes a teacher involved in Asia literacy may have.

The school-based questions focused on how the implementation of Asia literacy in schools can be used to demonstrate what a teacher does in a school and how this activity may be translated in to the career path continuum in the National Standards. They indicate how a teacher can create the structures and conditions for quality teaching in a school and support staff in raising student-learning standards.

The Standard based questions intended to examine the meaning for a particular context so that they could be used to identify where an individual stands and to determine any areas of further professional development that may be needed to assist in their achievement.

The responses to these questions were mapped against the National Professional Standards for Teachers – concentrating only on the National Professional Standards for Teachers –Standards 2.1, 2.2, 2.3 and 6.1, 6.2, 6.3, 6.4. These were integrated into the illustrations of how the Standards may be met through the implementation of Asia literacy.

Question 1 – the focus question for this case story is: What does Asia literacy mean for a: Proficient, Highly Accomplished and Lead teacher?

Professional Knowledge Standard 2: Know the content and how to teach it

2.1 Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.

Bella felt more comfortable talking about her teaching in this Standard because this was more specific to her teaching area and content knowledge. She felt that Professional Engagement Standard 6 – Engage in professional learning – was more relevant to generalist teachers.

2.1 Content and teaching strategies of the teaching area

Highly Accomplished: Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.

Bella says that she is Highly Accomplished for this Standard. Her principal agrees with her and says that in terms her approach to content selection, teaching strategies and the rigour with which she plans her classes and carries out tasks she is Highly Accomplished.

She feels she does and knows the following "really well": content, substance, structure and knowledge and understanding of her teaching area and she is constantly planning, revising and evaluating units of work.

Her knowledge of the content is very good to excellent and she says "l don't think that l would do a very good job if l didn't know the content myself." Bella actively ensures that she "knows" her subject area and what she is teaching by taking regular short courses and longer courses. She believes that it is most important for teachers to have confidence in their subject matter and that this means actively upgrading one's skill and knowledge.

Bella believes that she is "very good" at engaging student interest. She also tries to link what students are doing in generalist classes to the content of her languages classes so that students can see the relationships between them. Bella does not want students to see language learning as a dry, academic pursuit, but

rather as a dynamic and living entity.

Bella says she was taught language by rote and says that it was "absolutely boring" and consequently she is constantly looking for ways to engage students in an interesting way.

She plans activities that are varied lesson by lesson and include: art, physical activity, dancing, building, acting, singing, viewing, listening, speaking, reading, writing, copying, working in pairs, small groups and as individuals. And, she tries to make all lessons relevant to student interest.

Bella questioned how "comprehensive knowledge" (in Standard 2.1 Highly Accomplished) could be measured and said that it was a "big, big word" in relation to teaching Mandarin, and that "I can imagine that a lot of people would be daunted by what this actually means."

She also asked if there was a checklist of what may constitute "comprehensive knowledge" in Mandarin. In doing this she was analysing how a third party (organisation, association or Department of Education) would define "comprehensive knowledge" and whether such a definition, indeed, existed.

This example highlights a number of anomalies of the concept of a 'standard'. That is:

1) If a Standard is reduced to a series of definitional lists (for example, comprehensive knowledge is a, b, c, d, etc) how is agreement reached on the definition and who is the 'definition authority'?

2) Who would be qualified in a school such as Bella's to evaluate her attainment, given that she is the only LOTE and studies of Asia teacher in the school?

The same may be argued on how to define "engaging teaching and learning programs" and how 'engagement' might be measured objectively.

She says that she constantly needs to work on improving her language skills. While travelling in China she is more than able to communicate, is able to read and write the language and has more than enough to teach the language with confidence – and questions "is that comprehensive enough?"

Bella is supportive of her colleagues within the school and has supported a number outside of the school. She says: "I have sought to provide my colleagues with constructive feedback in their professional practice by becoming a mentor for graduates within my school. I very much enjoy my role of supporting new teachers in the profession and even though I am a LOTE teacher, I like to remove myself from this to support my colleagues." Bella's use of the expression "even though I am a LOTE teacher" indicates that she is aware that she is isolated in the school but is cognizant of the need to engage with all staff.

She also supports Mandarin colleagues outside of the school through mentoring. Bella has supported native speakers trained in China who are now working in Australia. Because of the different pedagogical approaches in both countries Bella has worked with them on: units of work, class activities and classroom management techniques. When a studies of Asia specialist is required in her school, Bella teaches lessons in generalist classes to demonstrate her skills, knowledge and understanding of China.

Bella believes that she is 'locked out' of the Lead Standard at the moment. And, for her to start moving towards Lead she says the school needs to embed Asia literacy in the Grade 5-6 Asia Inquiry Unit so that she is able to work with generalist teachers. This will happen with the introduction of the Asia priority in the Australian Curriculum. To this end she actively encouraged her principal to have his first in-country visit to China for a conference and exchange. In a discussion with him after his visit he said he was more focussed on studies of Asian now and stated that he "is going to put much more effort into this area of the curriculum in the future."

Bella says that she demonstrates exemplary teaching of her subject (as used in the Lead level descriptor) and grappled with the 'who' in "*research based learning."* She questioned whether this was directed at teachers or students and stated that her students do this already, but if it were aimed at teachers she questioned what this meant in practice.

As the only Mandarin teacher at the school she says she leads initiatives within her own subject but that

she can't "lead initiatives within the school because there is no one to lead". When asked whether she lead initiatives outside of her teaching area she stated that she had worked with the Art teacher on a whole school Chinese ceramics project, but had not been given other opportunities as yet.

2.2 Content selection and organisation

Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.

Bella believes that she is a Lead in this Standard. For all of the reasons mentioned previously, Bella is confident in her knowledge of and pedagogical approach to the teaching of Mandarin. She believes that she does have comprehensive knowledge and that she sequences content into coherently organised learning and teaching programs. Bella also thinks that she is able to lead some initiatives in the school.

While not able to lead initiatives at the school that utilise the full range of her comprehensive content knowledge, Bella says she is able to do this outside of the school. Bella belongs to a Chinese teachers blog http://hanyulaoshi.ning.com where Mandarin teachers from across Australia swap lessons, share practice and ideas and she will write a professional learning unit on 'Using Ipads in the Mandarin classroom' for the website when she is able.

Bella wrote an application for and received a $20,000 Federal Government Becoming Asia Literate: Grant to Schools in 2010 to: implement the use of IPads in her classroom, develop a sister-school relationship with a school in China and begin the process of establishing a Confucius Classroom.

The use of IPads in her classroom has been so successful that she is becoming a model of LOTE ICT practice for teachers across Australia also participating in this project. Her principal says that Bella is an innovative teacher who is willing to trial new approaches and that the implementation of the IPads has been successful in engaging student interest.

Bella is also participating in a trial being run by the Chinese Museum to evaluate a new school-based program that they have created called the Travelling Museum Project. The trial includes her evaluating presentations on Chinese: Performance, Objects of History and Culture and a hands-on workshop for primary students.

Bella says that she has organised whole school activities and worked with colleagues on some studies of Asia components in their work:

"I have worked closely with the year 5/6 team to support their inquiry and assist the students. In support of the 5/6 inquiry I developed a body of work on Chinese calligraphy to work on with the students in my Mandarin lessons. Over the last two years I have taken three calligraphy classes whilst in China and applied this knowledge to my lessons. The students have really enjoyed the unit and it has now extended into Term 4. We celebrated Chinese culture throughout the whole school with a Chinese Acrobat and Magic incursion in Term 4 and hope to receive further incursions from the Melbourne Chinese Museum on Chinese cooking, kite and lantern making and dancing."

Another example of leading an initiative with in the school is the creation of a Chinese mural at the school: "after attending a PD on making murals out of mosaics and ceramics with the Art teacher we decided we wanted to create a mural for the school based on a Chinese theme to further embrace, embed and promote the Chinese culture within our school. The mural is based on one of the students' favorite books called "Good Morning China" This book is based on the activities that Chinese people like to do of a morning. We will create thee mural panels depicting the images of Chinese people engaging in cultural activities. The project will involve ALL of the students who will make ceramic pieces that will contribute to the artwork. The murals will be an ever-lasting reminder of the commitment we have to shaping the culture of our school and embedding Chinese culture throughout the school.
We have purchased all of the materials and conducted trials on making large scale pieces and will be ready to begin making them at the beginning of 2012."

While Bella believes she is at the Lead level in Standard 2.2 her principal believes that she is at the level of Highly Accomplished because she has not manifested initiatives that go beyond her teaching area. He

agrees that her projects have been innovative and highly successful, but would like to see her working more in cross-curricular areas. He also acknowledged that this was difficult as she is the only LOTE teacher at the school.

2.3 Curriculum assessment and reporting

Proficient: Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

Bella's response to this Standard was that she uses what is prescribed by the Victorian Essential Learning Standards (VELS) LOTE Domain and sees herself at the Proficient level in that all of her lesson planning, curriculum development, assessment and reporting follow VELS.

She sees curriculum, assessment and reporting requirements as beyond her sphere of influence and as set by the Department of Education for teachers to follow.

Bella says that while she has a "contemporary" and up-to-date knowledge of VELS she has not yet been in the position to support colleagues to achieve the level of Highly Accomplished at the school at which she is teaching.

Her principal says she is between Proficient and Highly Accomplished and that any shortcomings "are not her fault as curriculum, assessment and reporting is prescribed by the VELS."

Professional Engagement Standard 6 – Engage in professional learning

Bella found this Standard particularly difficult because she said it applied more to generalist teachers and not specialist teachers like herself. When asked, in a subsequent interview, to reflect on her initial responses to this Standard she said that part of the difficulty was that she had no knowledge of the National Professional Standards for Teachers. When asked about the Victorian Standards she replied as follows:

1. "Have you ever had a teacher/principal/other sit down with you and go through the Victorian Standards for teachers?
   - No
2. Have you had participated in Teacher Development Plans – Performance Reviews at either your first school or your current school?

   - Yes

   - One as a graduate teacher and one as an accomplished teacher

   - I think this process at my school is very poor in terms of where I stand. The principal class know exactly what they want the generalist (classroom) teachers to be achieving in terms of their practice and professional development however I am left to my own devices with my performance review. I can more or less point out what my goals are and the school will accept this."

When asked where she saw herself on the continuum, Bella went through each of the Focus areas and articulated her response to the various areas. She was most keen to interrogate each of the Focus areas rather than concentrate on any one or two in particular. Part of her interrogation was to distinguish between them by questioning key words and phrases and determine how they could apply to her now or in the future.

6.1 Identify and plan professional learning needs

Proficient: Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs

Highly Accomplished: Analyse the National Professional Standards for Teachers to plan personal professional development goals, support colleagues to achieve personal development goals and pre-service teachers to improve classroom practice.

Bella sees herself as moving between Proficient and Highly Accomplished. Part of the difficulty in responding to this Standard was that she was not familiar with the National Professional Standards for Teachers.

The stem in descriptor 6.1 for all levels repeats, "… National Professional Standards for Teachers" and while Bella was not aware of the National Standards, she believes that she is constantly identifying and acting on her professional learning needs and is beyond Graduate level. She says this because she has been giving more advice than receiving it.

By this she means that as an accomplished Mandarin teacher she is often the "leader" in professional learning situations. For example, Bella found her involvement in Regional LOTE network meetings increasingly unsatisfying, as there were few Mandarin teachers who were willing to trial new approaches. To her these meetings became an extra load because she didn't think she was learning anything new, rather she was giving out, but receiving little in return. In these meetings she was asked to lead discussions and group work, share units of work, approaches and strategies and present workshops especially on the use of ICTs . She said that the learning at this network "was going one way – to them – and I was not receiving enough in return."

Bella says that this level needs to say more about what teachers should be *doing* rather than what they are *receiving*. That is, how what teachers are receiving in terms of professional learning is applied in the classroom.

Bella thinks that she is partially doing the Highly Accomplished in that she supports colleagues to identify and achieve their goals in their various roles in the school.

She has supported her colleagues in her school and has acted as a mentor to a native Chinese-speaking teacher at another school who approached her with a number of challenges in her teaching especially in classroom management and student behaviour. This teacher was applying a teaching methodology that was appropriate in China but was not working with Australian students. Because Bella traverses both Chinese and Australian cultures she mentored this teacher, over a period of time, by offering her units of work with a variety of approaches and strategies for classroom management more suited for Australian students.

Bella participates in regular professional development at the school, along with all teachers at the school. She says that if any more professional learning was introduced into the weekly schedule "teachers would almost implode" because of their heavy workload.

Bella's principal rates her at the Proficient level for this Standard because she has not had the school based opportunities to support her colleagues. On the other hand, Bella says, "there are no teachers that I know of who want to improve their Asia literacy… even though I have offered assistance in the 5-6 Inquiry Units (in studies of Asia) it hasn't been taken up to the extent that I would like." She also says that the generalist teachers have little knowledge or understanding of the area and few resources. She believes she should be utilised more by the school, but that teachers despite her offers, "had left it too late to use me" in the planning stages of their work.

Bella says that she is "on the verge of doing PD for teachers." Specifically in Mandarin and studies of Asia and says, "it is a goal of mine to implement this over the next year." She goes on to say that this will be a priority for her with the introduction of the Australian Curriculum's Asia Priority, because she is the most experienced Asia literate teacher in the school.

Bella is interested in developing an Asia literacy policy at the school as she believes that the school thinks that having Mandarin language is enough and haven't "thought about it in other areas" of the curriculum. She says, "they haven't thought about it further to support the language, the history, the culture."

She says "at this school there is a strong emphasis on literacy and numeracy and their (generalist teachers) work loads are so huge there's no time to even think about introducing anything new in terms of studies of Asia."

There is no Asia literacy policy at the school nor does the school have a definition of Asia literacy. There is no action plan at the school level to introduce the Asia priority in the Australian Curriculum as yet.

6.2 Engage in professional learning and improve practice

Proficient: Participate in learning to update knowledge and practice, targeted to professional needs and school an/or system priorities.

Highly Accomplished: Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.

Bella sees herself between Proficient and Highly Accomplished. Bella targets her needs by searching for learning opportunities in a variety of contexts to improve her own skills and knowledge and that of her students. As a fourth year out teacher she is concerned about taking on pre-service teachers, "because it's a lot of work to take on at the moment" but acknowledges that this is an area that she needs to consider in terms of her own knowledge, skill development and career path.

Her principal places her at the Proficient level of the continuum because she has not taken on pre-service teachers.

Bella says that she "Understands the relevant and appropriate sources of professional learning for teachers and that "I do this in leaps and bounds." And that she "is always improving and updating knowledge particularly in the content that l teach. Because l develop my own resources l read books for information and I have done many outside courses."

She also says, she is "always seeking more in-depth learning – that's why l did LOTE methodology last year, and more in depth language study and practise, and travelled to China, and took classes in calligraphy, kite making and traditional lantern making at the Chinese Museum."

From July 2010 to July 2011 Bella has participated in 14 school based professional learning activities appropriate to all teachers and ranging from Restorative Justice to The Big Ideas in Maths. She has also attended a range of professional learning sessions within her subject area including: the Chinese Teacher Training Centre at the University of Melbourne, two Han Ban professional programs including conferences in and travel to China and is an active contributor and participant in the Chinese teacher blog group.

She has not accessed support from DEECD because she doesn't believe that what is available is targeted at her needs. She has, however, been to the following offered by DEECD: applying for the Becoming Asia Literate Grants to Schools, assessment in Mandarin, using technology in the classroom.

Bella did belong to a regional LOTE teachers network, however, she has discontinued going to these meetings because they did not meet her needs.

Bella was unsure how "critiquing relevant research" could be manifested and whether it meant: reading research papers as an individual, presenting a critique to staff or subject associations or publishing a critique?

6.3 Engage with colleagues and improve practice

Bella see herself as between Graduate and Proficient for this Standard. Her principal sees her as moving between Proficient and Highly Accomplished.

Bella says in response to where she sees herself on the continuum for this Standard:

"I have never really experienced receiving feedback on my practice in my work place from any of my

colleagues. The only experience I have had of receiving feedback on my teaching practice was when I was completing my certificate in LOTE Methodology at university in 2010. During this time, a lecturer (who is an expert in teaching Mandarin at a Primary level) from university observed my lessons and gave me feedback both positive and constructive on what I did well and what I could do to improve my practice. This experience was very helpful and had most definitely shaped the way I teach.

I don't think I would have received this kind feedback on my practice from my colleagues at my school. I also don't think my school caters for the LOTE teachers' needs in receiving professional feedback as opposed to the support a generalist teacher gets. The generalist teachers at my school are offered 'coaching' in areas that they feel they need help in however this is not offered to the LOTE teacher.

I have sought to provide my colleagues with constructive feedback in their professional practice by becoming a mentor for graduates within my school. I very much enjoy my role of supporting new teachers in the profession and even though I am a LOTE teacher, I like to remove myself from this to support my colleagues."

Bella's main response to the specific criteria for the Graduate level is: "I find this standard hard to relate to as I am unable to seek feedback from colleagues at my school. I have sought feedback from an outside source, being a professional LOTE teacher/lecturer at university. And, I also have many informal discussions with another former lecturer of mine at university about my practice."

She says of the Proficient attribute, "I did this with my university lecturer as part of the process with the LOTE methodology" but that it is not part of what is available to her at her current school.

6.4 Apply professional learning and improve student learning

Graduate: Demonstrate an understanding of the rationale for continued professional learning and the implications for student learning.

Proficient: Undertake professional learning programs designed to address identified student learning needs.

Bella sees herself as between Graduate and Proficient in this area. However her principal sees her as Highly Accomplished because she is actually applying what she is learning.

All of Bella's professional learning is to improve her own skills and knowledge to improve student outcomes.

Bella teaches mixed ability classes and plans her units of work for 'multiple intelligences.' She constantly reviews what she teaches and how she teaches and has attended a number of professional learning activities with that intent.

Bella is willing to lead professional learning activities when the Asia Priority in the Australian Curriculum is introduced at the school.

Question 2: How can teachers be supported in identifying their place on the continuum of the career stages in the National Standards in relation to Asia literacy?

The school leadership team needs to be more actively engaged with the National Standards, with Asia literacy and the Asia Priority in the Australian Curriculum to support teachers.

While LOTE Mandarin is a discrete subject within the curriculum, studies of Asia is not a separate, distinct or individual subject. Rather studies of Asia traverses all learning areas and as such all teachers are studies of Asia teachers.

On a scale of 1-10, Bella thinks it is extremely important for teachers and students to be Asia literate, more so now because of the Asia priority in the Australian Curriculum and she believes that as China's economic growth is taking momentum it is incumbent on Australians to at least understand and have an awareness

of Chinese culture, if not language.

Bella thinks there is little support for studies of Asia in her school at the moment, but that this will change with the implementation of the Asia Priority in the Australian Curriculum and that she will be able to plan and work with colleagues across learning areas.

Disturbingly, Bella has been told (not by a person at her school) "there is no leadership ladder for LOTE teachers" and says emphatically "I don't aspire to be a principal or a leading teacher." In discussions with her it was pointed out that she could be a Lead teacher and be in the classroom.

Bella wants to pursue other interests in education. She is keen to mentor teachers, teach teachers, develop networks for Mandarin teachers and is slowly exploring the range of ways this can be achieved. Some of these areas are, of course, outside of the daily school life and need to be recognised by school leadership as valid contributors to teaching career pathways. Non school-based professional learning needs to be supported through school leaders, education departments or subject associations if it is to be recognised by the school and accredited and validated.

Bella feels that teachers don't do enough self-reflection and should be provided with opportunities to stop, think, interrogate what they have achieved and decide what they want to focus on. This is often not possible within the day-to-day busyness of schools.

Having an objective third party unfamiliar with the school's processes and not associated with the school was a valuable exercise for Bella as she could pull together the seemingly disparate threads of day-to-day teaching and contextualise them into holistic career framework. While the Standards appear linear in progression Bella, on reflection, recognized that teachers can move within and between them.

The reflection process, an integral part of this particular Pilot Study, was more than a mere audit of progress to date, rather it was a professional learning exercise in itself on what Bella has already achieved and what might be achieved in the future. Strengths and weaknesses were discussed openly and without prejudice and Bella could see that the Standards were a useful tool in planning a career path, but would require mentor or collegial support from people who were at least Asia literate if the learning is to be meaningful to her.

Bella's immediate career goal is a five-year plan to take one whole group of students from Prep to Year 6 as she wants to "personally see what I am able to achieve." After that she will reconsider teaching as her profession. Bella is also considering professional opportunities outside of education both in Australia and internationally and is "keeping all options open."

2.3 Appendix 8.3

![Asia Education Foundation logo]

Asia Education Foundation

The University of Melbourne

Australian Institute for Teaching and School Leadership (AITSL)

Piloting of the National Standards for Teachers of Asia Literacy.

2.3.1 Fiona story

Context

The description of a Lead Teacher covers all aspects of teaching: attributes, attitudes, skills and habits, within a school and beyond into the wider professional community.

One such teacher works in a semi-rural school. The school buildings and grounds are very appealing and are in attractive suburban settings. The students are drawn from a broad socio-economic range in the primary schools but in the high school, one third of the populations is low SES. The school tends to attract a high number of Early Career Teachers and for this reason tends to have a high staff turnover.

The teacher's role is to work with principals in several schools (primary and secondary) in a cluster and mentor teachers with a focus on pedagogy. She has identified herself at the standard of Lead Teacher and this standard has been independently confirmed by one of the principals in her cluster of schools. As part of her role she has promoted Asia literacy in these schools and while she does not have any particular qualifications to pursue Asia literacy, she does recognise and seize opportunities to make learning more vital for her students and to connect their learning with other aspects of the curriculum and with their lives.

Fiona's initial interest in Asia education was sparked when she shared a class with a teacher of Indonesian who organised a school excursion to Indonesia which Fiona attended. Fiona found many ways of incorporating elements of Indonesian culture in her own English and Performing Arts classes through folk tales and readers' theatre and this became a two-way street as aspects of English pedagogy were taken up in Indonesian lessons. So successful was the effect on student engagement and learning that both teachers began attending each other's classes to explore further opportunities for cross cultural experiences.

An opportunity to apply for an Asia Education Foundation Scholarship came up and the application was successful allowing several teachers from the school to go to China. These teachers organised their own program, created contacts and visited schools. They brought back costumes and other items and developed units of work to engross school resources and ensure that the school would have a critical mass of material to continue and extend work on Asia.

The interview

The teacher was interviewed at length to obtain detailed information to build a rich description of a lead teacher to exemplify the standards in a case study that may be used by other teachers to assess their own progress, set professional learning goals and processes for attainment of lead teacher. The interview consisted of three types of questions: general questions, school based questions and standard based questions. The general questions were designed to reveal the kind of attributes of a teacher who is suitable for a leadership position and for the purposes of this study, the teacher's interest and involvement in Asia

studies. The school based questions focussed on how the implementation of Asia literacy in schools can be used to demonstrate aspects of leadership. They indicate how a lead teacher can create the structures and conditions for quality teaching in a school and support staff in raising student learning standards. The standard based questions were intended to examine the meaning for a particular context of the lead teacher standards so that they may be used to identify where an individual stands and to determine any areas of further professional development that may be needed to assist in their achievement.

The responses to these questions were mapped against the standards 2.1, 2.2, 2.3 and 6.1, 6.2, 6.3, 6.4. These were integrated into the illustrations of how the standard of lead teacher may be met through the implementation of Asia literacy.

The key question: What does Asia literacy mean for a lead teacher?

Standard 2: Know the content and how to teach it

2.1 Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 2.1

Fiona is committed to the development of Asia literacy, a natural extension to her interest and masters' degrees focussing on catering for student diversity. She observes the effects of a programme of learning on students and tests those observations systematically. She has discerned that students' knowledge about and understanding of Asia have given them more informed attitudes and a stance of openness to difference and has strengthened the validity of her observations through action research.

Supporting teachers professionally

Fiona organises for and manages the development of programs with an Asia focus. Pedagogy is the driver of studies of Asia in her schools and, in turn, Asia enriches content. These programs are developed through a *Learning by Design Framework* and align with other aspects of the curriculum, particularly literacy and values education. Fiona's work with teachers in the cluster is designed to lead them in understanding the curriculum, its content and particularly pedagogies that will be effective in encouraging student learning.

What has surprised teachers who have included Studies of Asia is that it raises the intellectual quality of what they teach. This applies equally to skills based subjects like Textile and Design and more intellectually challenging subjects like English. For example in the area of textile and design, which can be very skills based, a year 9/10 class looked at Japanese fashions, the elegance of the Kimono and contemporary cute styles. They were introduced to fabric dyeing techniques and the traditional art of the women, many of whom are dying and their art is dying with them. The students developed a respect for the traditional and found a designer who blended both the traditional and the contemporary. The students' summative task for the unit was to design, dye and make cushion covers in such a way as to combine the traditional and contemporary. The covers themselves were creative and visually exciting, demonstrating both aspects of design. Moreover, students were able to articulate their ideas about fashion and design, the influences of tradition on the contemporary, because of the strong intellectual quality in this unit of work.

The question then arises: how can Asia literacy extend students in curriculum areas which can already be intellectually challenging? The example Fiona gives is through English. In Year 10, students study *Balzac and the Little Chinese Seamstress*. This novel leads students to find out about how the Cultural Revolution impacted on people's lives through a story of adolescence. While all novels give insight into the lives of others and are good for exploring significant issues, adolescent novels, in giving such prominence to adolescent experiences can sometimes lead to 'navel gazing'. In novels set in students' own culture, the differences in the experiences of characters can be naturalised as students identify with the protagonist and too easily project themselves into their situation. A novel from a culture that is very different from our own highlights the similarities between people as the differences are made so manifest and cannot be overlooked or made to seem natural. This is one way to lift students out of adolescent reading into great literature. Another example in the English curriculum is the picture book *Wabi Sabi,* a story about a cat trying to find out what its name means. This may seem simple enough until one realises that Wabi Sabi is a

philosophical notion referring to the aspect of the [aesthetic](#) in Japanese culture arising from the acceptance of [transience](#). Much of this book is written in haiku and so working with meaning invites inferential rather than literal reading. Asian texts give students another dimension in their reading and learning; they are highly engaging and through their representation of difference provide opportunities for innovation and creativity.

What the standard means for a lead teacher approaching it through Asia literacy

Fiona was easily able to place herself on the standards continuum as a Lead teacher, a standard that was readily, enthusiastically and independently confirmed by the cluster principal interviewed. Evidence of her achievement of this standard is clearly and easily available through the structures that she has set up for the school to implement Asia literacy programs. She has also involved the school actively in the Learning by Design project http://newlearningonline.com/learning-by-design/ which requires detailed documentation of the work done in teaching units and support teachers in providing this. Their work is subsequently published on the cglearner website http://cglearner.com/, giving the teachers strong affirmation of their professionalism.

2.2 Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 2.2

Fiona has a good sense of the overview of the schools' curricula and how the primary schools prepare for work in the secondary school. She helps teachers find opportunities to include studies of Asia in their own subject area and is a strong supporter of and participant in team planning. She is realistic about what can be achieved, believing that a program in a school needs to have more than one goal to have traction as otherwise there is too much for teachers to do.

Supporting teachers professionally

The Asia literacy program was introduced initially to connect the work students do in Japanese lessons with that of the regular classroom. The study of a foreign language is compulsory in the ACT up to Year 8 and the three schools in the Lanyon cluster all study Japanese. There were issues with disengagement in the primary schools as they have only one lesson a week and there was a sense that the learning was too fragmented. In the high school the foreign language did not hold the same status for the students as the core subjects The Asia literacy program has been successful in connecting the work students do in Japanese lessons with that of the broader curriculum.

The Asia literacy program is developed through team planning, doing action research and sharing. A policy was introduced that each year at some time and in some area of the curriculum, students do a unit of work that has studies of Asia embedded in it. Asia literacy fits where it is most appropriate where people are keen, and can see a productive connection with their work in their own content area. For example students were trained in co-operative reading, a research-based reading strategy ([http://www.myread.org/guide_cooperative.htm)](http://www.myread.org/guide_cooperative.htm) through texts relating to Asian studies. In this way the schools were training teachers in delivering one of the Australian Curriculum General Capabilities at the same time as improving student outcomes. Similarly, in Japanese, students were developing their literacy skills through the study of information texts, so tying Asian studies directly with the schools' literacy programs.

What the standard means for a lead teacher approaching it through Asia literacy

So the issue of meeting the descriptor of "coherently organised learning and teaching programs" becomes and interesting one for teachers wanting to meet the standard through studies of Asia. As a cross curriculum priority, one needs to be opportunistic. Teachers in this school cluster find places in the curriculum where Asia is relevant and exploit an open-endedness that allows a teacher to fit the study anywhere. While this may seem a bit scattergun, studies of Asia presents a series of rich learning events which are coherent in themselves but not sequenced as a teaching program. However, studies of Asia are evident in subject scope and sequences and they reflect the increasingly demanding conceptualisation by

students as they move up the school.

While there is the AEF scope and sequence for various subjects, Fiona sees that its implementation can be difficult. In her schools Asia literacy is used in areas of values education and to improve student literacy generally and to raise the intellectual quality of student learning.

She argues that given the nature of cross curriculum priorities, "the selection and sequencing of content into coherently organised learning and teaching programs" is not a feature of the priority itself but that Asia literacy makes an important contribution to the coherence of learning within all subjects, which is essentially its intention having been positioned as a cross curriculum priority in the Australian Curriculum.

2.3 Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 2.3

Fiona has an understanding of curriculum and substantial knowledge of recent developments in teaching and learning. She makes it her business to develop symbiotic relationships with academics whose work is congruent with the needs of the school, they mentoring her and the school providing real world feedback to them. This extends her collaborative approach beyond the school to the wider professional community.

Supporting teachers professionally

Fiona has used her expert knowledge to lead the staff of these three schools in developing units of work through Learning by Design approaches and frameworks. Together, they have developed the unit development framework http://newlearningonline.com/learning-by-design/the-placemat/ as a way of summarising a unit to understand its teaching and learning "at a glance". This has proven to be an effective tool for planning. Its 'analysing critically' section requires students to view the knowledge from different perspectives, making an Asia focus an easy fit as it invites students to challenge racial attitudes and stereotypes and to appreciate the diversity of cultures in the world.

What the standard means for a lead teacher approaching it through Asia literacy

Fiona, as a key member of the Executive, has worked with principals to develop a whole school and whole cluster approach to assessment for learning and giving feedback to students. Assessment is separated from grades to force students to look at teacher feedback and learn from it.

While there is considerable assessment of studies of Asia, meeting the reporting aspect of the standard can be more difficult as the schools do not report on this aspect of student work. However, they do inform parents of what students are doing through newsletters and through various celebrations of student work and through student portfolios. Fiona admits that the schools could encourage students to include some of the work they had done on Asia into the portfolio but as the choice of items for the portfolios are student choice, it would be difficult to do more than that. Formal reporting in the traditional sense could not be achieved at this stage.

Standard 6

6.1 Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.

Attribute

A critical attribute for any teacher is to be receptive to different approaches to curriculum and learning. Involvement in her professional associations exposes Fiona to multiple ways of addressing educational issues in contexts different to her own schools and indeed beyond her own state. It also keeps her informed about current ideas about teaching. It is this involvement that alerted Fiona to teaching standards in the 90s and she became immersed in the work of writing her own teacher narrative for the STELLA projects.

To this point, national standards have not impacted on the schools as there has been no obligation to do so and there has been no system of teacher accreditation in her state. But Fiona observes that the AITSL standards align closely with STELLA.

Supporting teachers professionally

Fiona has been planning and leading the development of professional learning policies and programs in her schools using the Quality Teacher framework as reflective tool and Learning by Design for planning and implementing curriculum. She can see how useful these standards would be for planning professional learning and how standards can become a rationale and support for the kind of professional learning they have in the cluster schools.

What the standard means for a lead teacher approaching it through Asia literacy

Fiona has found that education grants have been critical in breaking through so many competing agendas to allow her schools to give Asia a prominence and so she applies for grants whenever she finds ones that are appropriate. She recognises that future applications are likely to be linked to national standards and that these will take on more significance in guiding future professional development programs.

6.2 Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

Attributes

A willingness for and skills in working collaboratively is a mark of a teaching professional. Fiona sees herself as "working shoulder to shoulder as well as leading". From this statement, it is clear that Fiona recognises the importance of and encourages collaboration, networks within faculties, within schools and beyond. Her focus on cross-curriculum areas such as values education and Asia literacy has allowed her to move to positions where she can appreciate how a range of subject areas contribute to the education of a student and to the standards of learning in the whole school. Fiona has also been the president of her subject state association and represented her state at the national association. This demonstrates a proactive approach and an ongoing commitment to professional learning, important attributes in a leader.

Supporting teachers professionally

Fiona's initiatives in securing grants for the development of school projects have brought with them opportunities for collaboration, professional dialogue, content enrichment and high levels of mentoring. Strong networks are built through these projects within each school and across the schools in the cluster.

One of the most productive relationships she has had is the collaborative relationship with the Asia Education Foundation, mainly through their system of grants. The grant funding is a key element of engaging teachers as they become excited by new and interesting work, of valuing them and, in the more practical way, of giving them sustained planning time.

What the standard means for a lead teacher approaching it through Asia literacy

The cross curriculum nature of Asia literacy allows for a creative approach in developing opportunities for expanding collaborative and professional learning opportunities for teachers. The newness of this material for many teachers who are experts in their own subject area opens possibilities for initiating new kinds of work practices, partnerships and pedagogies. This can assist an aspiring lead teacher to innovate in areas that cut across established structures and attitudes in a school.

6.3 Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.

Attributes

A lead teacher approaches her work through an understanding of educational practice and a desire to be a

learner as much as to be a teacher and a leader. Fiona's advocacy and support of action research projects within the school and within the cluster develops these attitudes in the teachers she leads. By encouraging teachers to present their findings to each other and to teachers outside the cluster she promotes teachers' professionalism and their professional dignity.

Supporting teachers professionally

Combined professional learning for the cluster occurs through one full day per year and 3 after school meetings. Teachers are getting together four times a year. Professional dialogue and professional learning also happens when two or more teachers come together to design a unit of work. When there is only one teacher in a department, Fiona mentors the teacher to ensure dialogue and feedback. This kind of professional learning can be more powerful than courses.

What the standard means for a lead teacher approaching it through Asia literacy

A key element of professional dialogue in Fiona's schools is action research, a policy she initiated and continually nurtures. She is a keen advocate for action research seeing it as deliberate in building reflective capacity about practice. It directs teachers to becoming designers of learning that is going to achieve particular outcomes rather than simply creating activities for students in to tick off parts of a content area. As Fiona says, "if you are not impacting on student learning as your research indicates, then you need to rethink the design of your learning." Action research develops an inquiring stance, contains rich assessment and invites teachers to provide evidence through intensive documentation. Teachers' professionalism is enhanced through collaboration, sharing their work and documenting it at a high level.

Fiona says that her schools are becoming increasingly data focussed. "The data is diagnostic not something that just creates numbers or assigns reading ages; [it is] qualitative data" For example teachers conduct surveys about confidence and attitude; literacy is mapped against the *First Steps* reading map, a continuum of reading and writing which is a powerful tool for secondary as well as primary teachers. Through this program, students are engaged in writing and demonstrate at the end of its six weeks more indicators of outcomes than previously.

In 2010, there was a focus in the school on Asia literacy. About a hundred teachers presented their action research and each teacher would hear three or four presentations from others – about ten of these presenting on studies of Asia. For example teachers in the Food technology area collected data to see students start and end points in a unit about Asian food. Students were given a check-list of foods and were asked if they had/had not tasted and whether they liked/ did not like the item. In many instances, the teachers were surprised to learn how limited was student exposure to different foods. With this simple device, by the end of the unit it was clear how far the students had travelled in opening up to new experiences.

In the cluster schools there is also a 5-8 conference group. Year 7 teachers after listening to the primary teachers said that they needed to lift the difficulty of the work they are giving to the students as the work in the primary school was more sophisticated in some areas. This kind of dialogue stimulates discussion and drives standards up by raising expectations of students.

6.4 Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Attributes

Another important quality in a leader is to have a deep understanding of teachers' circumstances, their constraints and opportunities, and the enterprise to overcome the former and enable the latter.

Supporting teachers professionally

In Fiona's case, this has been evidenced through her successful planning and development of grant applications to support teachers in undertaking curriculum initiatives and the professional learning associated with them.

While Fiona does some coaching in classrooms and some modelling, she needs to be very selective in these practices. For example one teacher in the first three months of his placement could not let go of teacher centred pedagogy. An executive teacher, after failing to change teacher centred practice, asked her to model cooperative learning. What was powerful here was that as Fiona modelled co-operative learning, the executive teacher would be quietly explaining to the young teacher the techniques she was using. So convinced was the young man that this was worth exploring further that he did his action research on co-operative learning and proved it to be very effective for student learning. Fiona also models for the new Japanese teachers who are from Japan and who need support in smoothing out some of the cultural differences between their traditional teaching styles and those expected and preferred by the students who are used to more agency in the classroom.

Mostly however, Fiona needs to focus on a bigger picture. She does a lot of collaborative planning with teachers to articulate what is quality teaching and works with them to design activities that elaborate or exemplify that. She works in helping them realise whole-school goals.

What the standard means for a lead teacher approaching it through Asia literacy

Once again, the cross curriculum nature of Asia literacy offers prospects to aspiring lead teachers to develop professional learning programs for colleagues in their school or through other kinds of networks and associations.

2.4 Appendix 8.4

Asia Education Foundation

Asia Education Foundation

The University of Melbourne

Australian Institute for Teaching and School Leadership (AITSL)

Piloting of the National Standards for Teachers of Asia Literacy.

2.4.1 Ian story

The interview

Teachers were interviewed at length to obtain detailed information to build a rich description of a lead teacher to exemplify the standards in a case study that may be used by other teachers to assess their own progress, set professional learning goals and processes for attainment of lead teacher. The interview consisted of three types of questions: general questions, school based questions and standard based questions.

The general questions were designed to reveal the kind of attributes of a teacher who is suitable for a leadership position and for the purposes of this study, the teacher's interest and involvement in Asia studies. The school-based questions focused on how the implementation of Asia literacy in schools can be used to demonstrate aspects of leadership. They indicate how a lead teacher can create the structures and conditions for quality teaching in a school and support staff in raising student-learning standards. The Standard based questions were intended to examine the meaning for a particular context of the Lead teacher Standards so that they may be used to identify where an individual stands and to determine any areas of further professional development that may be needed to assist in their achievement.

The responses to these questions were mapped against the National Professional Standards for Teachers – Standards 2.1, 2.2, 2.3 and 6.1, 6.2, 6.3, 6.4. These were integrated into the illustrations of how the standard of lead teacher may be met through the implementation of Asia literacy.

Lead Teacher

The description of a Lead Teacher covers all aspects of teaching: attributes, attitudes, skills and habits, within a school and beyond into the wider professional community.

Context

Ian is a Lead Teacher in a co-educational government school in the suburbs of one of Australia's capital cities.

As soon as you walk into the foyer of the school, you can sense a celebration of diversity and an awareness of the importance of an internationalised curriculum. The walls are adorned with art works presented to the school by its sister schools in Japan, China, Cambodia and Italy. In pride of place, is a map of the world festooned with more than 60 flags representing the home countries of the school's 850 students, of these, 30% come from the countries of Asia.

The school offers a comprehensive educational program including Japanese, Mandarin and Italian languages. It has three specialist programs: Aviation, Multi Media and Football Academy (Soccer). The

school has sister-school relationships with a Japanese, a Chinese and a Cambodian school. It also hosts over 70 overseas students with the majority coming from China and Vietnam.

When you have a conversation about Asia literacy with Ian it is immediately apparent that he is a passionate advocate for teaching about Asia and Australia's engagement with Asia. He feels that it is very important for all students to understand and celebrate that Australia is a multicultural society; that Australia is firmly placed in the Asia region and that all students need to have skills that will make them competitive in the global work scene.

His Asia Literacy story is a rich example of how a teacher of society and environment with a love for teaching about other cultures can become a leader, not only within his own school, but across a state and nationally. Ian has been the Head Teacher of Society and Environment at his current school for more eighteen years. As a first generation Australian, Ian has always been interested in other cultures and Australia's migration stories. He began his engagement with the region when studying to be a teacher at university. As part of his economics degree he focused on Japanese Studies and learnt about economic development in the 70's and the rise of the Asian economies.

In 1993 Ian moved from the far north of the state to teach at his current school. His positive experience teaching Aboriginal and Malay students prompted him to approach his principal seeking permission to introduce Aboriginal Studies and aspects of Asia into the Society and Environment curriculum. The administration was very supportive and asked Ian to speak to parent groups explaining the need for the inclusion of the new curriculum focus. The response was positive and so the journey began.

The following year, the Asia focus became more firmly embedded when Ian and a work colleague, successfully applied for the school to become one of the 10 Asia Education Foundation (AEF) Magnet Schools. Teachers in Society & Environment (S&E) began embedding content about Asia into their programs and the process slowly spread to other learning areas. It was then a natural progression for the school to become part of the Access Asia Program and to take part in the current Asia literacy program. When the school first began to look at a whole-school focus embedding content about Asia, the leadership team (including Ian) decided to start with a focus on Japan as Japanese language had been taught for 23 years at the school. Other countries were included as interest increased.

The school's Asia Literacy program became more of an imperative when Ian and his principal, took part in the AEF's Leading 21st Century Schools Program. Ian's job became a lot easier as his principal used every opportunity to increase Asia literacy in the school and to link it to all key programs.

Asia literacy has been written into the school policy and some curriculum and resource auditing has already occurred At this stage a number of learning areas have engaged with the Asia literacy focus, for example the Arts, Society & Environment, Technology and Enterprise, English to a certain degree and the Soccer program. Ian and the Principal feel that the Australian Curriculum will really drive the Asia literacy agenda and both are currently planning a whole school audit focusing on the cross curriculum priorities.

The principal recently encouraged Ian to apply for the NALSSP Language Hubs funding to support the teaching of Chinese. Both could see the importance of developing connections with feeder primary schools using Asia literacy and the language pathways. The school administration has kept language pathways open by supporting small language classes in years 11 and 12. This has proved to be a successful strategy as class sizes are improving, especially with the introduction of overseas fee paying students.

The curriculum relationship between the principal and Ian has strengthened the Asia literacy program in the school as Ian feels that administration support is crucial for deep curriculum change.

The key question: What does Asia literacy mean for a lead teacher?

Standard 2: Know the content and how to teach it

2.1 Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 2.1

Lead teachers seek to improve student outcomes through evaluating the relevance of curriculum being taught. Ian is a key driver of the school's Access Asia program and provides leadership to facilitate the embedding of content about Asia across the school curriculum. Ian never feels hindered by a lack of knowledge and constantly researches using Google, accesses AEF materials and discussion groups. He has always felt that it was important to lead by example and started his own Asia journey by introducing a year 8 S&E program focusing on Indonesia. When the school introduced Chinese as a LOTE, he introduced a unit looking at ancient China. In politics, he has looked at the elections in Thailand as an example of democracy at work, in Economics he introduces a focus on developed and underdeveloped economies using Asia examples and in Career and Enterprise he has looked at Australia's economic relationship with China. Once the school starts trialing the Australian Curriculum, Ian will build on the school's involvement with the Angkor Project and teach about the Khmer Empire in year 8. He has recently attended Union sponsored Australian Curriculum professional learning workshops and will share what he has learnt with other members of his faculty.

Both the Principal and Ian keep reminding students about the Asia century and the importance of developing Asia skills. Staff have been alerted to the fact that with the implementation of the Australian Curriculum, all learning areas will teach some content with an Asia focus. A consultant has been identified to run whole-school professional learning workshops have been organized and all learning areas will conduct an Asia content audit.

Supporting teachers within the school

Ian describes his leadership style as a more casual one, mainly focusing on initiating projects then letting others run with them. With his own staff he provides ideas but allows staff to take on what they feel they can manage. He also provides a range of resources and shares teaching programs that he has tested himself. He finds that staff will often take on Asia-related curriculum resources the following year once they see that the program has worked well with the students.

Ian and the Principal have used AEF's Leading 21st Century Schools Program strategies to increase Asia literacy in the school and to link it to all key programs.

Asia literacy has been written into the school policy and some curriculum as well as resource auditing has already occurred. School funding is committed to Asia literacy each year and all staff receive some form of Asia literacy professional learning, including the opportunity to take part in sister-school visits to China, Japan and Cambodia. The school has an international leaderships team to support sister school visits.

Ian has always allocated part of the S&E budget towards buying Asia resources. The school has received over the years, substantial Commonwealth support through a variety of grants, the support of the Asia Education Foundation and at state level through the Access Asia and Asia Literacy program.

Applying the standard using Asia Literacy as a lens

Ian feels that he knows his content well and has very effective teaching strategies.

However, when asked to look at the Standard 2.1 didn't feel comfortable with the term 'exemplary' and prefers the term 'good teaching practice'. Exemplary doesn't allow room for improvement. He felt very comfortable with the concept of leading by example as he feels he has strong research processes and deep knowledge about Asia literacy skills. He also felt comfortable with his teaching strategies.

He leads by example and provides Asia related materials and teaching programs to others in his faculty. He then feels it is up to individual staff members to decide whether they will engage with the materials.

Ian has been a key member of the Access Asia Curriculum team and leads initiatives to improve content knowledge across the curriculum. Strategies have included awareness-raising activities for all the staff such as fund raising for Angkor project, public arts pieces with Asia theme, guest speakers at staff meetings, morning teas with a country specific theme, resource displays.

He has taken part in a number of national Asia-focussed research based activities exploring issues such as the impact of the Access Asia Program on increased student knowledge about the countries and peoples of Asia and implementation stories

2.2 Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 2.2

Lead Teachers constantly engage in professional learning that will enhance their curriculum knowledge and understandings. Ian feels he has well developed research skills and is able to embed relevant Asia-related content into his teaching programs. He is always keen to access professional learning that will enhance his teaching practice such as national training to support using Access Asia materials in the classroom and developing intercultural understanding in the classroom. Again, he leads by example, teaching Asia-related curriculum and providing staff the opportunity to use his programs. He has received training through the Access Asia program focussing on the AEF developed scope and sequence documents and has used these with staff to assist with the development of learning and teaching sequential programs. He alerts staff to resources he has accessed and is willing to share these when asked. Ian has well developed interpersonal skills that have been utilised when leading the Asia Education Foundation Cambodia Study Tour. An important outcome of these tours is the development of sequenced and coherent learning and teaching programs that focus on Cambodia.

Supporting teachers within the school

Ian has initiated and run a number of professional learning workshops for staff in his own school as well as teachers across the school district as a former Access Asia cluster coordinator. He runs Asia awareness-raising sessions at staff meetings and accesses appropriate consultants to facilitate ongoing professional learning workshops. He has worked with heads of learning areas suggesting areas of the curriculum where content about Asia could be included. Conversely, when staff came to him with ideas, such as the Head of the Arts wishing to promote Asia literacy through moving art boards and cultural totem poles, he liaises with administration to find funding and provides appropriate Asia knowledge.

Applying the standard using Asia Literacy as a lens

Ian felt that his key skill was the ability to see the 'big picture' and to seize on opportunities to embed Asia into learning area curriculum as well as whole school programs. He is constantly updating his own knowledge and accessing professional learning about current curriculum initiatives. As he has a passion for 'Asia', he always looking for ways to promote and link Asia literacy with other curriculum initiatives. His Principal has recognized these skills and provides Ian with every opportunity to assist others and promote Asia literacy in the school and in their feeder primary schools.

2.3 Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 2.3

Lead teachers initiate professional learning that will promote relevant learning and teaching programs. As a Head of a Learning Area, Ian accesses all professional learning about curriculum, assessment and reporting and works with colleagues to improve their understanding and as a member of the Asia literacy team he makes the connections between the Asia literacy program and current curriculum, assessment and reporting initiatives and shares these with others

Supporting teachers within the school

As Head of a Learning Area, Ian has to work with his staff to make sure they are up to date with current curriculum, assessment and reporting requirements. Prior to the development of the Australian Curriculum, Ian worked with his staff and other learning areas to show where Asia could be included in the K-10 Syllabus. With the advent of the Australian Curriculum and the Asia cross curriculum priority, both Ian and his Principal have alerted staff to an upcoming audit and professional learning workshops where the

emphasis will be on the Region. An Asia literacy consultant has been identified to come in and work with staff.

Applying the standard using Asia Literacy as a lens

Ian had no difficulty finding evidence to support his ranking within Standard 2. His experiences, his photos, his teaching resources although intrinsic within his own teaching practice, provide tangible evidence. He could also quote the change in students' abilities and attitudes. His Principal supported his observations and indicated that she relied on Ian to provide the Asia context when talking about current curriculum, assessment and reporting initiatives.

Standard 6: Engage in professional learning

6.1 Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 6.1

Lead Teachers are receptive to curriculum challenges and have a range of strategies to assist others who are engaging with new initiatives. Ian to date, hadn't used the national standards as a tool to plan and lead development of Asia literacy professional learning policies and programs but could quote strategies where he worked with staff to identify their professional needs. He had also worked with Administration to embed Asia literacy into school policy. As a member of the school curriculum team, Ian has planned whole school Asia –related professional learning activities to support their Asia Literacy Program. Ian felt he moved between highly proficient and lead, whereas his Principal felt he leads in this area. He didn't feel he could provide evidence of working with pre-service teachers.

Supporting teachers within the school

The curriculum leadership team at Ian's school see the implementation of the Australian Curriculum as an opportunity to celebrate what is already a very internationalized school curriculum but to also identify areas of the curriculum that where change needs to occur. Ian and the Principal have recognized that they will need outside expertise to assist some staff who are reluctant to engage with Asia Literacy. The Standards and the self-reflection process may assist with this process

Applying the standard using Asia Literacy as a lens

Ian is keen to use the National Professional Standards for Teachers when planning the next whole school audit of current learning and teaching practice to make connections with the Australian Curriculum and the Asia cross curriculum priority. This initiative is currently being discussed with the Administration.

6.2 Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 6.2

A Lead Teacher recognizes the importance of identifying strategic relationships to assist with and to enhance professional learning opportunities. The school's Asia Literacy program has received, over the years, substantial Commonwealth support through a variety of grants, the support of the Asia Education Foundation and at state level through the Access Asia and Asia Literacy programs. Ian has received a wide range of professional learning opportunities and has been asked to take part in a number of Asia-related research projects. He feels very privileged to have received these opportunities and seeks collaborative partnerships whenever he can so that he can share his knowledge and skills.

Supporting teachers within the school

Ian has used his Asia literacy training to provide professional learning opportunities within the school as well as providing appropriate resources. He has gathered a wide range of professional support groups such

as the One World Centre, who can also provide additional professional learning workshops for teachers not only in his school but throughout the District. Ian is a key member of the leadership team supporting sister school visits and works with staff to plan curriculum activities building on student and teacher visits from China and Japan. He is a member of the Angkor Project executive team and works with staff to fund raise and develop professional learning packages to be delivered to teachers in Cambodia.

Applying the standard using Asia Literacy as a lens

Ian takes every opportunity to expand his role as an Asia Literacy advocate and works with a number of networks to engage in professional dialogues and to share knowledge, understandings and skills.

6.3 Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 6.3

A Lead Teacher engages in ongoing professional dialogue constantly building their knowledge and understanding of curriculum content and practices. Ian's skills as a curriculum leader in the area of Asia literacy was recognized in the first years of the Magnet schools program. When the program expanded into a number of Access Asia clusters, Ian was asked to become a cluster coordinator. Ian's own Asia professional learning also accelerated. He won a travel a fellowship to Indonesia, participated in state, national and international studies of Asia conferences both as a presenter and as a participant in China and Vietnam, he led school trips to China, Japan, and Cambodia and spent a month of his long service leave teaching English at his school's sister School in China. His increased knowledge base and Asia literacy skills are strongly reflected in his current teaching practices and have been translated into workshops for others.

Supporting teachers within the school

As an Access Asia cluster coordinator, Ian facilitated within his local education district, a number of professional learning workshops across learning areas. He would advertise these at school staff meetings and encourage staff to attend. School funding is committed to Asia literacy each year and all staff receive some form of Asia literacy professional learning, including the opportunity to take part in sister school visits to China, Japan and Cambodia. The school has an international leaderships team to support sister school visits. Ian and the Principal are both heavily involved in these trips both as leaders and organizers. They are also very strategic with their selection of additional staff members and have targeted learning areas such as Maths, Business Education, science and all Deputies Principals.

Applying the standard using Asia Literacy as a lens

Ian has used his position as a member of the school's leadership team and as a head of learning area to initiate and facilitate ongoing professional dialogue around Asia literacy and its positive impact on student outcomes. Ian has observed that since the school has been involved with the Access Asia and Asia Literacy Program, there has been a change in student attitudes towards learning about Asia. He describes how his students in his Career and Enterprise class represent 21 cultures. They work well together and are respectful of each other's religions and culture. For example, Ramadan has just finished and all students were respectful and supportive of those in the class fasting. He observes: "In this school it's all encompassing; students have to take on intercultural understanding as a means of connecting with each other." He also feels that the school has responded positively to his suggestions that attitudes will change if there are observable features around the school that acknowledge and respect cultures such as art panels, culturally decorated totem poles and the construction of a Japanese garden.

6.4 Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 6.4

A Lead Teacher plays a vital role as an advocate for curriculum change and successful implementation strategies. Once the Access Asia Program finished, Ian continued to share ideas and practice through the

District and S&E Head of learning Area's networks as well as the language hubs. He has been asked to share nationally through AEF networks and via the Politics and Law, and Civics and citizenship networks. He is also asked to speak at local Lions and Rotary community meetings about current Asia literacy programs at his school. He remains a key member of the Angkor project team, fund raising and developing professional resources to support teachers engaging with the project.

Supporting teachers within the school

Ian continues to work with staff at his school and with teachers and administrators in the District to promote Asia literacy across curriculum. He is an active member of a number of curriculum initiatives supporting Asia literacy, including the Chinese Language Hub, the Angkor network of schools, the sister school programs with China and Japan and the implementation of the Australian Curriculum.

Applying the standard using Asia Literacy as a lens

Ian feels that his Asia literacy journey is ongoing and that he will always be life long learner. He sees his advocacy role as an important one both within his school and throughout his professional and school networks.

Question 2: How can teachers be supported in identifying their place on the continuum of the career stages in the National Standards in relation to Asia literacy?

The school Leadership team is only beginning to engage with the National teaching Standards. Decisions have not been made about how they will be used in the school. When Ian first saw the standards he felt the process of placing himself against the descriptions would be difficult. He feels that teachers don't do enough self-reflection and should do more. Interestingly, once he engaged in the process of placing himself on the standard continuum, he found it easier than expected. Having collegial support during the reflection process was very useful. He felt that the reflection process could be used as a form of celebration as well as part of an audit process. It could empower teachers reflecting on the standards and assist with a professional learning pathway.

How will national standards impact on Ian's teaching? He is happy to continue to teach and assist others as he has been doing in the past. For him, the standards affirm and acknowledge what he is doing. Would Ian use the standards to evaluate teachers? He felt that he would have to overcome teachers' fears that standards would be used to link pay to performance. Younger teachers would cope better than those close to retirement. It would be better received if it is seen as part of an auditing process to assist with professional learning. He felt very comfortable providing anecdotal evidence to support his position against the standards.

Standard 2: Know the content and how to teach it

Ian could see that the standards would be a useful tool to monitor the level of knowledge and understandings about the countries and peoples of the Region and whether teachers could identify the most appropriate content to support their learning area. They could also be used to reflect on specific teaching and learning strategies such as intercultural learning. The standards could be used as a whole school reflection or one on one. Given the general lack of knowledge about Asia literacy and its components, the reflection phase may need mentors who are more Asia literate.

Standard 6: Engage in professional learning

It would be important for a school's Asia Literacy team to collect the results of the above self reflections and identify professional learning pathways, both whole school and individual. They could also indicate the need to upgrade the level of Asia-related resourcing in the school.

2.5 Appendix 8.5

Asia Education Foundation

Asia Education Foundation

The University of Melbourne

Australian Institute for Teaching and School Leadership (AITSL)

Piloting of the National Standards for Teachers of Asia Literacy.

2.5.1 John story

The interview

Teachers were interviewed at length to obtain detailed information to build a rich description of a lead teacher to exemplify the standards in a case study that may be used by other teachers to assess their own progress, set professional learning goals and processes for attainment of lead teacher. The interview consisted of three types of questions: general questions, school based questions and Standard based questions.

The general questions were designed to reveal the kind of attributes of a teacher who is suitable for a leadership position and for the purposes of this study, the teacher's interest and involvement in Asia studies. The school-based questions focused on how the implementation of Asia literacy in schools can be used to demonstrate aspects of leadership. They indicate how a lead teacher can create the structures and conditions for quality teaching in a school and support staff in raising student learning standards. The Standard based questions were intended to examine the meaning for a particular context of the lead teacher standards so that they may be used to identify where an individual stands and to determine any areas of further professional development that may be needed to assist in their achievement.

The responses to these questions were mapped against the National Professional Standards for Teachers – Standards 2.1, 2.2, 2.3 and 6.1, 6.2, 6.3, 6.4. These were integrated into the illustrations of how the Standard of Lead teacher may be met through the implementation of Asia literacy.

Lead Teacher

The description of a Lead Teacher covers all aspects of teaching: attributes, attitudes, skills and habits, within a school and beyond into the wider professional community.

Context

John is a Lead Teacher working in a primary school situated in an inner urban setting. He has identified himself at the standard of Lead Teacher and this has been verified by a member of the school's curriculum leadership team.

The school has recently been rebuilt and offers a very attractive learning and teaching environment. It currently has an enrolment of 230 students, with 22 full or part time staff. Its student population comes from more than 30 countries, including the countries of Asia such as India, Vietnam, Burma and Japan and draws from a range of socio-economic backgrounds.

The school strives to develop the whole person within a family atmosphere of love, peace and justice. It is a faith-driven school enhanced by future technologies and promoting cultural diversity. The school is actively involved in a number of curriculum programs such as the RAISe program, Reading Recovery program, After School Active Communities Sport program and Blue Earth activities program. It currently offers Italian as its LOTE but is negotiating to be part of the Confucius Classroom Program and offer Chinese.

John came to the school as Principal in 2008. Once he had settled into this role, it became apparent to him that the school's curriculum did not support its clientele. One only had to walk around the school and look at the demographics to see that the curriculum didn't acknowledge students' backgrounds.

As a Lead Teacher, John recognised the need for his students learning to be meaningful and felt that a cross-curriculum Asia Literacy program would provide the appropriate outcomes. John felt that he had a sound Asia knowledge base but was keen to seek expert advice about implementing an Asia literacy program that wasn't tokenistic. He contacted the Catholic Education Language consultant and had extensive discussions about his curriculum options. These focused on the national push for Asia literacy and the implementation of the Asia cross curriculum priority outlined in the Australian Curriculum.

An opportunity arose to access a Federal Government Becoming Asia Literate: Grant to Schools (BALGS) grant and a place on the Asia Education Foundation's Leading 21st Century Schools Program. John was keen apply as he could see that these initiatives would provide him and his staff, funding and strategies to implement an effective Asia literacy program.

His applications were successful and the staff have recently developed and trialed a series of teaching and learning programs focusing on Indonesia in Years K and PP; China in Years 1 and 2; Japan in Years 3 and 4 and Korea in Years 5 and 6.

Question 1: What does Asia literacy mean for a lead teacher?

Standard 2: Know the content and how to teach it

2.1 Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 2.1

Leading teachers seek to improve student outcomes through evaluating the relevance of curriculum being taught. John sees himself first and foremost as a teacher. He always looks at what is being taught and asks the 'Lane Clark' question; "So What?" This philosophy underpins his role as a Lead Teacher in his school. When implementing an Asia literacy focus in the school he felt that curriculum change should be anchored in what will be relevant to his students and the world they live in. It must be achievable for teachers implementing the change. It is important to provide teaching models that are easy to understand and adapt. There must be provision of relevant resource support and there should be an action research component where teaching and learning programs are reviewed, refined and shared.

Supporting teachers within the school

John does not have qualifications providing him with Asia literacy knowledge and skills but is committed to providing relevant and rich Asia literacy teaching and learning programs in his school.

Once funding for their Asia Literacy program was assured, John and his Deputy collected Asia-related materials and resources from websites and booksellers to support teachers' acquisition of appropriate knowledge. John then identified two of his teachers with strong curriculum and pedagogical knowledge. He knew they always finished new programs within the expected time frame and would produce a strong curriculum product. They are well respected by staff and are willing to share and assist others. One has a creative approach to teaching, the other is a good organizer, one has also assisted with the implementation of the school's literacy program. He didn't need to drive – they drove for him. It wasn't seen as top down curriculum change and therefore there wasn't any resistance. He was watering the seeds but the drivers were the teachers themselves.

The identified teachers were given three to four days to plan their programs. These were presented to others as a suggested model and the rest of the staff started planning. John and his deputy showcased the Asia Education Foundation material to assist with the planning process.

To simplify the initial process, each stage of schooling concentrated on a particular country of Asia and programs were devised to provide students with a taster. Now that programs have been implemented, there will be a whole school reviewing and refining process. Initial feedback has indicated that students have been very engaged and teachers have enjoyed teaching out of their comfort zone and building their knowledge about the Region.

John is keen to make sure that the school's Asia Literacy program is not tokenistic and has shown his staff how it links it to other curriculum initiatives such as the Sustainable Schools Program, the school's emphasis on empathy and their focus on the diversity of cultures. Part of the program will continue on focus on making connections to the community and providing rich cultural dialogues.

John sees the Australian Curriculum as an external driver and the next step will be to provide his staff with professional workshops looking at the cross curriculum priorities and the Intercultural Understanding capability. He has also strengthened the Asia Literacy program by connecting the school to a local Chinese language hub and applying for the school to be part of the Confucius Classroom Program.

Applying the standard using Asia Literacy as a lens

John was able to identify himself as a Lead Teacher on the Standard 2.1 continuum. This was verified by a member of his curriculum leadership team. Evidence to support his achievement of the standard was extensive, rich and ever evolving, even though the school's Asia Literacy Program was in its infancy.

2.2 Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 2.2

Lead Teachers constantly engage in professional learning that will enhance their curriculum knowledge and understandings. John has an excellent understanding of the curriculum and how to effectively implement it in a primary school. He works collaboratively with staff to gain support for new initiatives and seeks funding and professional support to provide teachers with appropriate scaffolding. John is realistic about the pace of curriculum change and encourages staff to start small. Action research is used to review and refine the selection and sequencing of content.

Supporting teachers within the school

John initiated the school's Asia Literacy program as he felt the curriculum needed to reflect their students' world. Initially it focused on including Asia content across most learning areas as this was seen as sustainable. With the positive response from staff, students and parent community, John has sought additional funding to expand the program to include the introduction of Chinese language. To ensure that the implementation of Asia literacy programs is not purely tokenistic and is imbedded in the curriculum he is investigating ways to include Asia literacy in school policy. He has made a commitment to provide teachers with ongoing Australian Curriculum professional learning with an emphasis the Asia cross curriculum priority as well as intercultural understanding capability. He has also committed a portion of the school budget to buying Asia-related resources and is seeking ongoing support from relevant agencies to improve and support the implementation of relevant learning and teaching programs.

Applying the standard using Asia Literacy as a lens

John has a realistic view when implementing an Asia Literacy program in his school. In a pure world, it is easy to implement a program that has scope and sequence but the reality is that teachers have competing curriculum needs and he felt that staff should begin with a focus on one country.

The strategies provided through the Asia Education Foundation's Leading 21st Century Schools Program were used by John and his deputy to provide a framework for the implementation phase.

As the BALGS funding tagged target countries, teachers couldn't move beyond these during their first curriculum trial. John saw the implementation of the Australian Curriculum as a positive external influence that would assist the development of coherently organized learning and teaching programs and provide teachers with the opportunity to explore a variety of Regional countries. The provision of intercultural understanding and Asia content professional learning, as well as ongoing connections with community groups would assist teachers to develop rich Asia focused learning and teaching programs that moved beyond the exploration of observable symbols and rituals.

2.3 Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 2.3

Lead teachers initiate professional learning that will promote relevant learning and teaching programs. John has a deep understanding of current curriculum, assessment and reporting requirements and constantly renews his knowledge and skills. To assist with the implementation of the school's Asia Literacy program he has sought support and relevant professional learning from appropriate personnel and organization such as the Asia Education Foundation. For example, John has used the Leading 21st Century Schools strategies to provide support for teachers implementing Asia literacy programs.

Supporting teachers within the school

In the initial implementation phase, John engaged members of his curriculum leadership team to provide negotiated Asia literacy learning and teaching programs. These models were used to assist staff members with their own planning. Focus countries were negotiated by all staff so that there wasn't any overlap.

John is using the Australian Curriculum to drive future development of learning and teacher programs and has asked relevant staff to show teachers how to make connections with other curriculum initiatives such as Sustainable Schools, Literacy and Values education.

Applying the standard using Asia Literacy as a lens

Although the Asia literacy program is seen as an important part of curriculum delivery in the school, it will not be specifically assessed. Rather, it is seen as a curriculum context. The success of the program will be celebrated in a variety of ways including articles and sharing strategies with other network schools. Student portfolios will have some examples of Asia related work and these may be used as part of the year's assessment and reporting requirements. As the Australian Curriculum is gradually implemented, he sees an increasing opportunity for teachers to audit the place of Asia in their learning and teaching programs and for assessment tasks to reflect student development of the intercultural understanding capability.

Standard 6

6.1 Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 6.1

Lead Teachers are receptive to curriculum challenges and have a range of strategies to assist others who are engaging with new initiatives. John has attended workshops looking at the National Professional Standards for Teachers but has only just begun his engagement with them as a tool for planning and leading the development of professional learning policies and programs.

He does feel that it is important for teachers to be accountable and sees the importance of using the Standards to monitor and assist with professional learning needs. John will continue to engage with the Standards and will attend relevant professional learning workshops.

Supporting teachers within the school

At the time of the interview John hadn't engaged with the Standards to plan and lead development of professional learning policies and programs in his school. He had just received the ICT standards and had measured himself against them. He had also sent them to members of his staff asking them to read the Standards and have a go at placing themselves on the continuum. Their feedback would then be discussed informally at a staff meeting. He sees the Standards as a useful planning tool that can be used when auditing the curriculum to assess and plan Asia-related content. They would also be useful tool for organizing relevant and appropriate Asia literacy professional learning for staff.

Applying the standard using Asia Literacy as a lens

John enjoyed the reflection process using the standards and found that it reinforced successful implementation strategies such as the Leading 21st Century Program. He could see it as a useful tool when conducting action research to review and refine Asia literacy learning programs and professional learning pathways. He felt that he couldn't commit to using the Standards to assist pre-service teachers in a school context.

6.2 Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 6.2

A Lead Teacher recognizes the importance of identifying strategic relationships to assist with and to enhance professional learning opportunities. John sees himself first and foremost as a teacher as well as a leader. This is reflected in his willingness to collaborate, to seek working relationships with appropriate professional organizations and networks. He sees the importance of making connections between curriculum initiatives and between the school and the community.

Throughout the implementation process of the school's Asia literacy program he has used collaborative processes and validated success with action research. He has approached the central education administration to describe the school's Asia Literacy program and offered his school as a lighthouse school to assist others with the implantation of process of similar programs,

Supporting teachers within the school

John was keen to have a sustainable Asia Literacy program implemented into the school's curriculum. He worked with key personnel and organizations such as the state language advisor and Asia Education Foundation officers to access funding and professional learning that would support teachers implementing the program in the school. By taking small steps, it was possible for teachers to ease into the program, celebrate success and to build the program to include the introduction of Chinese language. Staff felt supported with curriculum models provided by key teachers and an array of resources collected by John and his deputy prior to the implementation phase.

Applying the standard using Asia Literacy as a lens

With the implementation of the Australian Curriculum, there will be an ever-increasing number of teachers and administrators looking at developing curriculum with an Asia focus. Collaborative relationships will play an important part during this phase and John has already begun to share strategies and engage in collective research. Again, he is unable to commit o supporting pre-service teachers.

6.3 Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 6.3

A Lead Teacher engages in ongoing professional dialogue constantly building their knowledge and understanding of curriculum content and practices. John sees himself as a life-long learner. He is a member of a number of networks. These include local school networks, Principal networks as well as parent and community networks. He sees these as crucial to advance the Asia literacy agenda as the best way to learn

is to hear from others who have started their Asia literacy journey.

Supporting teachers within the school

John would like to create an Asia Literacy position within the school's curriculum leadership team. Their role would be to liaise with teachers as they review and refine their learning and teaching programs. He is currently establishing a local network to share their school's strategies with other primary schools in the area. Their language hub has discussed ways they could collaboratively fund and share a language teacher. They have conducted research to determine their focus language and concluded that Chinese would be relevant to their clientele and provide a number of work pathways later in life. John has also established their school as an Asia Literacy Lighthouse School. He has spoken at local and national forums providing details of the school's Asia Literacy journey.

Applying the standard using Asia Literacy as a lens

John is working with teachers to evaluate their Asia Literacy programs and to assess the educational effectiveness of each teaching and learning program. He sees action research as important curriculum tool as it reminds teachers that they must always question the relevance of their learning and teaching programs and whether student outcomes are improved. He is keen to make sure that Asia literacy is firmly embedded in the curriculum and not a 'one term wonder'. The information gathered from this process will be used to inform future professional learning workshops where teachers will engage with the Australian Curriculum and plan whole school engagement with the Asia cross-curriculum priority.

6.4 Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Attributes of a lead teacher using Asia Literacy to achieve Descriptor 6.4

A Lead Teacher plays a vital role as an advocate for curriculum change and successful implementation strategies. John continues to work with staff to identify Asia literacy professional learning pathways that support individual as well as whole-school needs. He plans to use the Standards to inform professional learning pathways with an Asia Literacy focus.

He has spoken at key parent and administrators meetings advocating the importance of curriculum focusing on Asia Literacy.

Supporting teachers within the school

Having implemented the first stage of their school's Asia Literacy Program John feels that it important to provide professional learning opportunities that will sustain the program. He is currently organizing a two-day learning session for his teachers and others in his hub to look at the Australian Curriculum and the cross curriculum priority, Asia and Australia's engagement with Asia.

He has spoken to key personnel at Central Office about the Asia literacy program in his school and has offered to become a light house school with an 'open door' policy to those who wish to learn from their experience.

Applying the standard using Asia Literacy as a lens

With the implementation of the Australian Curriculum, John sees the role as an Asia Literacy advocate and as an initiator of professional learning opportunities within the school and the local network of schools as an important one. Many teachers will have difficulty implementing the cross curriculum Asia and Australia's engagement with Asia cross-curriculum priority and schools that have already engaged with the Asia Literacy agenda have the potential to share strategies and even resources.

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?

John sees the National Standards as an additional tool to be used when auditing curriculum opportunities

to embed content about Asia. Once teachers have had time to engage with the Standards, he feels they could be used to identify professional development pathways. Teachers would need to work with one of the members of the curriculum leadership team during the reflection process. Once they have identified their place on the continuum, they could then identify the areas where they need pr

3 AIS NSW

3.1 Appendix A - Teacher Questionnaire

School:

1. How did discussing what actions teachers at your school can take to meet the standards at the first staff PD session assist you to understand how you can meet the school goals?				
Rating scale	Not at all	Limited	Moderate	High
*Reason for rating				
2. How did working together at the second staff PD session help you to develop an understanding of what kinds of evidence teachers in your school could provide to demonstrate they have met the school goals?				
Rating scale	Not at all	Limited	Moderate	High
*Reason for rating				
3. To what extent does your understanding of the school goals, developed at the two staff PD sessions, help you to identify how your current practice meets the school goals?				
Rating scale	Not at all	Limited	Moderate	High
*Reason for rating				
4. As a result of completing your self-evaluation, how confident are you in identifying areas for professional action and support that will help you meet the school goals?				
Rating scale	Not at all	Limited	Moderate	High
*Reason for rating				

*Reason for rating must be provided

3.2 Appendix B - Executive Questionnaire

School:

1. How did the process of mapping the professional teaching standards to the school goals assist your understanding of the scope and depth of the goals?				
Rating scale	Not at all	Limited	Moderate	High
*Reason for rating				

2. To what extent did the process of mapping the standards to the school's goals assist your understanding of which areas you wanted the teachers to focus on in the review cycle?				
Rating scale	Not at all	Limited	Moderate	High
*Reason for rating				

3. How did discussing what actions teachers at your school need to take to meet the standards at the first staff PD day assist you to understand how your teachers can meet the school goals?				
Rating scale	Not at all	Limited	Moderate	High
*Reason for rating				

4. How did working together on the second staff PD day help you to develop an understanding of what evidence teachers in your school could provide to demonstrate they have met the school goals?				
Rating scale	Not at all	Limited	Moderate	High
*Reason for rating				

*Reason for rating must be provided

4 APC ACSSO

4.1 Appendix A: Sample Invitation sent by APC and ACSSO networks to invite a participant to the focus groups

AITSL Teacher Professional Standards Pilot Project

Invitation to Participate in a Focus Group for Teachers

The Australian Council of State School Organisations (ACSSO) and Australian Parents Council (APC) are the national organisations that together represent the parents of students attending Australian schools. APC and ACSSO have been invited by the Australian Institute of Teaching and School Leadership (AITSL) to conduct a pilot of the recently released National Professional Standards for Teachers, focusing on Standards

3.7 Engage parents/ carers in the educative process; and

7.3 Engage with the parents/carers

Research demonstrates that approximately 60 per cent of a student's outcomes are determined by the intrinsic characteristics that they bring to school, which are largely determined by their parents as well as their family and social environments. The remaining 40 per cent of their schooling outcomes is attributable to the school they attend, and about 70 per cent of that 40 per cent is attributable to the quality of their teachers and their teaching practices.

These factors highlight the imperative for effective collaboration between parents and teachers. Connecting student learning at home and school contributes to the maximising of student outcomes, however many teachers feel ill-equipped to engage positively and meaningfully with parents. A 2008 study by Monash University found that 82 per cent of teachers felt the need for more professional learning in the area of parent and community involvement (*Doeke et al 2008*).

This pilot project therefore has the potential to provide valuable information to underpin the implementation of Teacher Professional Standards 3.7 and 7.3 and in so doing to strengthen teacher training and professional practice in this vital area.

The pilot project will see seven focus groups conducted with the aim of identifying the ways in which teachers engage parents in teaching and learning, with a particular focus on identifying the particular teaching knowledge, skills and practices that underpin teacher efficacy in respect of Standards 3.7 and 7.3. The focus groups will comprise parents and teachers and will be facilitated by Dr Janet Smith, Director of Luminocity Pty Ltd and Associate Professor at the University of Canberra.

Two focus groups will be held in South Australia – one for teachers and one for parents with participants recruited from Government, Catholic and Independent schools.

You are invited to participate in the focus group for teachers to be held on:

Wednesday, 9 November 2011
Catholic Education Conference Centre, 116 George Street Thebarton
4.30pm to 6.00pm

Please contact the undersigned to indicate your interest in participating on 8301 6685 or ann.bliss@cesa.catholic.edu.au by 2 November 2011.

Your insights and input will be greatly valued.

Kind regards

ABliss

Ann Bliss
Vice President, Australian Parents Council
Executive Director
Federation of Catholic School Parent Communities

4.2 Appendix B: Agenda given to participants in each focus group

Parental Engagement: Enriched Teaching for effective learning
AITSL Teacher Professional Standards Pilot Project
Focus Group

The Australian Council of State School Organisations (ACSSO) and Australian Parents Council (APC) are the national organisations that together represent the parents of students attending Australian schools. APC and ACSSO have been invited by the Australian Institute of Teaching and School Leadership (AITSL) to conduct a pilot of the recently released National Professional Standards for Teachers, focusing on Standards

3.7 *Engage parents/ carers in the educative process; and*

7.3 *Engage with the parents/ carers*

Purpose of Focus Group:
To establish common practices of teachers and school leaders at each Career Stage that lead to effective parental engagement to support student learning.

Program for Focus Group:
1. Introduction / Background
2. Discussion
    2a. What do you believe are the important attributes, behaviours and processes for teachers when they engage with parents?
    2b. How do these attributes, behaviours and processes show up differently across the four categories of teachers?
        Graduate
        Proficient
        Highly Accomplished
        Lead
    2c. What are some examples of what this looks like in practice?

Dr Janet Smith
Associate Professor, University of Canberra
Director, Luminocity Pty Ltd
janet.smith@netspeed.com.au

4.3 Appendix C: Sample thank you letter/email sent by APC and ACSSO networks to participants who had attended the focus groups

From: "Bliss, Ann"
Date: Wed, 16 Nov 2011 02:22:03 +0000
To:
Cc:
Subject: THANK YOU - AITSL pilot study - teacher focus group

Dear colleagues,

I would like to thank you most sincerely for participating in this focus group last Wednesday night.

You input will contribute to the work of AITSL as it supports educators in the implementation of National Professional Standards for Teachers.

More specifically, it will also assist in building a body of knowledge to support educators to work effectively with parents and families as partners in the education of their children.

Whilst a small group, your input was most insightful and useful.

Once again, thank you for your contribution to this important study.

Regards,

Ann Bliss
Executive Director
Federation of Catholic School Parent Communities (SA)
VOICE..EQUITY..QUALITY..CHOICE
PO Box 459 Torrensville Plaza SA 5031
Ph: 8301 6685 Fax: 8301 6656
Mobile: 0407 394 732
ann.bliss@cesa.catholic.edu.au
Please consider the environment before printing.

5 ASPA

5.1 Appendix A – Pre-Interview Survey incorporating raw data

Survey Results

ASPA/AITSL Pilot Study Pre-Interview Preparation - National Professional Standards for Teachers

Response Status: Completes

Filter: No filter applied

Nov 25, 2011 2:30 PM EDST

> This survey is designed as a tuning in exercise to prepare you for the upcoming interview with ASPA's President, Sheree Vertigan. The survey contains requests for some bibliographical data which will enable us to report to AITSL the extent to which we have consulted principals from a range of backgrounds and experience.   In any report to AITSL it will not be possible to determine your identity however, please be aware that we might use comments you make to illustrate the views of principals about the standard. Thank you for your cooperation and assistance with this study.

Bibliographical details

1. What is your gender?		
Female	11	65%
Male	6	35%
Total	17	100%

2. How many years have you been a principal?		
Less than or equal to 5 years	5	29%
Greater than 5 years	12	71%
Total	17	100%

School Details

3. What is the name of your school or your ID number as supplied in the email from the President of ASPA? This answer will be kept highly confidential and is only asked to enable us to connect the interview with this survey response.
17 Responses

4. What year levels do you cater for in your school?		
Primary and Secondary	1	6%
Secondary only	15	88%
Other, please specify	1	6%
Total	17	100%

5. In which state or territory is your school located?		
ACT	2	12%
NSW	3	19%
VIC	3	19%
TAS	2	12%
SA	2	12%
WA	2	12%
NT	1	6%
QLD	1	6%
Total	16	100%

6. In what kind of location is your school found?		
Urban: in or very near cities of over 100,000 people	14	82%
Larger Rural/Regional: in or very near centres of 5,000 to100,000 people	2	12%
Rural: less than 100 km from a centre of over 5000 people	1	6%
Remote: 100 km or more from a centre of over 5,000 people	0	0%
Total	17	100%

7. What do you currently do in your school: to support teacher development and facilitate reflection on teaching practice(s)?

17 Responses

8. Is there anything that you want to share about your schools context and how this might influence implementing the National Professional Standards for Teachers?

15 Responses

The following questions relate to your thoughts about the National Professional Standards for Teachers.

9. To what extent would you agree with the following statements?					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
I have a detailed knowledge and understanding of the National Professional Standards for Teachers?	3 18%	8 47%	4 24%	2 12%	0 0%
I have a detailed knowledge and understanding of the National Professional Standard for Principals?	2 12%	11 65%	1 6%	3 18%	0 0%
I have a clear idea in my mind of the processes I will use to implement the National Professional Standards for Teachers in my school?	4 24%	9 53%	2 12%	2 12%	0 0%
I am well prepared to implement the National Professional Standards for Teachers?	3 19%	6 38%	5 31%	2 12%	0 0%

10. What things do you think will help principals implement the National Professional Standards for Teachers?
17 Responses

11. What things do you think will be barriers to principals implementing the

National Professional Standards for Teachers?

17 Responses

12. Do you have any other points you would like to raise with the President about the implementation phase of the National Professional Standards for Teachers?

11 Responses

7. What do you currently do in your school: to support teacher development and facilitate reflection on teaching practice(s)?

Respondent #	Response
1	Establish structures that support collaborative planning, teaching and assessment. Visit classes and discuss lessons and planning with staff. Conduct 1:1 conversations with staff each year and coach for goal setting and career development.
2	classroom observations, negotiated professional learning plans, mentoring, professional learning teams, regular PL in staff and executive meetings, professional conferencing, working towards reciprocal observations and feedback.
3	Regular fortnightly professional learning sessions reflecting on teacher practice and promoting digital and personalised pedagogy. Using a significant evidence base to promote and support teacher development including a survey using the AITSL standards that enables staff to self assess their practice and provide key points for targeted professional development conversations and classroom observation.
4	WE have an established beginning teacher program that is overseen by a Head Teacher, each faculty has an appointed Head Teacher with responsibility for the development and support of staff, we have a whole school Teacher Professional Development team, we have an executive team that is regularly involved in professional development activities
5	Regular (fortnightly) whole school professional learning sessions. Facilitated reflective conversation model between HODs and teachers. Induction program for beginning teachers. Profiling in-class by micro skill specialist teacher to provide feedback. HOD classroom walkthroughs.
6	A range of Professional development in curriculum, behaviour management, ICT and wellbeing. Performance management and some whole staff activities for reflection.
7	Our school council has established two RMS 'Scholarships" which fund two teachers to attend an interstate conference relevant to their performance mgt goals. General Staff meetings are all focused on teaching and learning - moderation, behaviour management, assessment, ICT etc. Hub teams of teachers are all on release at the same time to enable collaborative planning and reflection on programs and outcomes.
8	Extensive professional practice program featuring programs for a wide range of teachers. specific innovations include Head Teacher Mentor, professional learning plans for each teacher and team, professional learning teams.

9	We organize collegiate groups of staff to carry out classroom observation and to ensure that professional standards are being met.
10	Build professional learning into our schedules; allocate resources for professional learning; provide professional learning communities; performance development and feedback meetings and processes; formal and informal feedback
11	Oversee a structured program where all staff establish professional learning priorities at the commencement of each year. Established a program of professional conversations between teachers and supervisors that have a 'coaching' focus. Teachers also use peer observation and student survey feedback.
12	The role is varied however; I provide a network, environment and forum for quality education. The role I do is to ensure that all data and noise is turned into informative clear bits that - raises student achievement, our level of excellence, sustainable learning environments, sound community support, local and systemic K -12 educational support. I have a highly capable executive team and senior leadership team that must be developed, supported and allowed the flexibility to practice and innovate.
13	Support teachers' professional learning both inschool and at system level - workshops, presentations, conferences etc Annual professional discussions with all teachers Professional Pathways planning, review and priorities/goal setting Regular PL feedback opportunities at staff meetings, in team meetings etc
14	Professional learning team meetings are the drivers for professional learning and reflection on practice exercises. The performance and development appraisal process also has a reflective tool attached.
15	Professional conversations are held regularly at Leadership meetings, staff meetings - Initiated a review of the Performance Management Policy. Negotiating with the Finance Committee to provide funds for PD, targeting staff for indentified PD, sharing PD feedback at staff meetings, initiating a review of Curriculum, introducing TfEL document to staff.
16	All staff involved in action research projects and seminars to learn of outcomes form across school All staff with professional learning plan Weekly 2 hour prof learning sessions
17	Teacher development; Focused PD offered to align with DEECD priorities. Induction 1 day/week for all teachers new to the school. Graduate and more experienced staff have mentors. Open classrooms and peer observations around a focus. Individual Professional development plans contain school priorities and personal goals.

8. Is there anything that you want to share about your schools context and how this might influence implementing the National Professional Standards for Teachers?

Respondent #	Response
1	The Standards are wonderful tool for encouraging teachers to reflect on their practice. They are also extremely useful for commencing 1:1 conversations with teachers as they provide a range entry points that are clear and unemotive.
2	High number of temporary teachers who are new teachers (in NSW they are New Scheme Teachers having to attain accreditation at Professional Competence - equivalent to Proficient) This means that there is often more support necessary to help them meet requirements as they are not as consistently employed. There are also many teachers who are maintaining accreditation so almost 50% of teachers are at some stage of the accreditation process.
3	The national professional standards will support the work we are currently doing and add another dimension.
4	We have teacher standards in this state for many years now and would not view national standards as much a change to what is already in place
5	Low SES means low literacy and numeracy, behaviour management and student engagement are high priorities as is teacher retention.
6	Middle schools in the NT cover 7, 8 and 9 year levels. This is a complex and challenging stage of development and learning for our cohort and all who work with them. The emphases we take may differ from those in senior secondary and primary contexts but I believe the standards allow for that diversity and flexibility.
7	not a national partnership schools - all programs funded from school funds including TPL funds of $40000. school spends close to $80000 a year on professional programs.
8	Our staff are generally highly professional and willing learners. Time management is the biggest challenge for them in their busy schedules.
9	The school has 70 teachers across the dimensions of the NPST. We will be using the NPST as a further guide to build expectation and reflect on teacher and school performance.
10	High SEI / ICSEA highly capable executive team and senior leadership team experienced educators 1300 students k-12 and a proudly public school parent body

11	We are a P-10 school, with divergent professional roles and responsibilities for teachers in the preschool (including Indigenous unit), primary school, middle school and senior subschool - i.e. P-10. We also have a Learning Support Unit and a Learning Support Centre, an Achievement Centre, and a sizeable Indigenous population.
12	Dear Sheree, The confidential school context follows. In terms of its influence on implementing the NPSfT, it is an ideal case for the clarified high expectations such a national body has the potential to bring to teacher practice, appraisal and management of unsatisfactory performance. This context statement comes from a report written for a research project. XXXXXXXX
13	The school has experienced significant change in leadership. Policies and procedures are in urgent need of review and updating. The national Standards for teachers will underpin much of our review work.
14	specialist school with curriculum focus. Means that principal's leadership across curriculum needs to be sound. In the specialism's, principal leadership needs to be exemplary and at leading edge
15	Large number of graduate class teachers

10. What things do you think will help principals implement the National Professional Standards for Teachers?

Respondent #	Response
1	A clearly understood framework for leading for improved practice. Coaching skills provide confidence for talking to teachers about their performance and stimulating thinking and planning for future action and growth. Use of the standards as a means for giving and receiving feedback by teaching teams.
2	Adequate resourcing in the form of support materials and time within staffing allocation to free both mentors and new teachers from face to face teaching. Value needs to be given to this process if it is to be successful. Adequate training in the process for key stakeholders will also be needed, especially to ensure consistency of judgement across sectors and states.
3	Principals will need to reflect on their current practices that target improved professional practice and then rejig the landscape to ensure the new standards complement existing practice and in some cases replace existing practice. It needs to be seen as integral to the work of Principals and not as an addition!!
4	There needs to be some consistent and quality support professional development activities across the country
5	Systemic alignment across states i.e. no local interference
6	Support from The system. (Most staff are used to Performance Management now)
7	as discussed, case studies so we can learn from those further down the track, interactive on line tools - matrices that can be downloaded. Any short cuts.
8	Identifying school based measures such as classroom observation and working with observers (all staff) to develop agreed benchmarks they would see in the school. Consistency is critical.
9	They need to be given a priority and to link them with other professional standards developed at the State level.
10	Appropriate allocation of time for teaching and preparation and professional learning within industrial agreements. Models of approaches to implementation. Workshops for teachers. Inclusion in pre-service training. Salaries matched to performance standards.

11	A well structured online learning module that unpacks the NPST. Will allow for easy access to this PL. Also need tools for teachers to self-assess etc.
12	More discussion around and empowerment of staff in the process Supporting templates to allow for self and collaborative reflection against the standards and domains Supporting examples of what "demonstrated or achieved looks like". More detail less "big picture"
13	Access to new documentation (hard copy) as well as online, currently available TIME to work through the booklet and its content Recognition of teachers' very diverse roles and responsibilities, the high expectations on achievement and results/outcomes now
14	Best practice models of utilising the standards to lift capacity rather than as a deficit tool.
15	An explicit systems performance management/accountability process that reflects the standards will be useful. The Step 9 process goes part way to facilitating this.
16	Improved clarity of purpose of the standards Removal of 'industrial' objections and limiting perspectives form AEU Absence of alignment with industrial awards Quality accreditation processes, owned by the education profession, not employers Change the culture around professional learning to move 'from workshop to workplace'
17	Clarity around new standards - how they fit with our current standards.

11. What things do you think will be barriers to principals implementing the National Professional Standards for Teachers?

Respondent #	Response
1	The absence of the items listed at 10 above.
2	Insufficient time or support materials.
3	There shouldn't be any. Those that exist will be constructs based on the inability of some principals to manage the environment around what will be seen by some as performance management and appraisal. There needs to be a balanced view of how the professional standards can enhance teacher practice and promote professional growth... there will be a performance aspect to this which is reasonable and if handled well will help underforming teachers understand what they need to do to improve their practise.
4	Teachers need to be very aware of what the standards are and what they mean for them.
5	Time, interest from teachers to buy in, alignment to performance and registration processes in states.
6	Possible Union activity.
7	the usual suspects - lack of knowledge, commitment or time.
8	lack of high quality professional learning for principals and supervisors.
9	Time
10	Time management within heavy workloads will be an issue. Interest levels of staff in the performance standards. Industrial issues.
11	Industrial attitudes. Teacher acceptance is yet to be fully tested. It will be important to review teacher feedback and provide ongoing support/advice materials for leaders and teachers.
12	In general discussions with staff Teachers concern over the intention Perception of how this is valued by the system, remuneration etc A climate of add on and accountability without authority
13	Lack of time, not enough PL and professional discussion because of competing topics/areas of professional development needing their attention, e.g. Australian Curriculum, understanding NAPLAN analytically, etc

14	As always the time demands of a wide range of leadership, instructional, community engagement, managerial, system etc responsibilities in the principal role. Local AEU perspectives - ensuring collaboration
15	The need to develop/invent our own accountability tool/process rather than a systems approach. The time is right.....
16	Industrial intervention Paucity of resourcing for professional learning across the education profession
17	Time - clarity and the notion of those who don't meet the standard must have enormous amounts of time invested in them.

12. Do you have any other points you would like to raise with the President about the implementation phase of the National Professional Standards for Teachers?

Respondent #	Response
1	It would be good to have some stories of use to share.
2	In NSW the main issue is the transition process and resourcing. I have a great concern about how consistency will be established, maintained and ensured across the country.
3	Principals need to take responsibility for the professional development of their staff and I believe that the professional standards will help empower Principals to do this.
4	No. I think it is a good thing.
5	no
6	The President (Sheree) is a great person. Her performance on the AITSL video promoting Principal Standards was exceptional. Cheers, Michael
7	National alignment is to be commended however we need to remind ourselves of the premise - teachers share a significant responsibility in preparing young people. How is this valued and displayed in our community, how is the significant responsibility rewarded and recognised, how many teachers remain and are attracted to the profession, what are graduate teachers current skill sets?

8	In the ACT we have only just been "inserviced" as principals regarding the standards, so there is still a need for more time to think about and plan for effective implementation.
9	I believe it is a useful document!
10	I suggest the inclusion of significant practicing school leaders in AITSL planning group(s) responsible for planning implementation. Let's get a great fit within schools
11	no

5.2   Appendix B State/School Instruments (One Sample Only)

Appendix B (i) Whole School Teaching and Learning Model
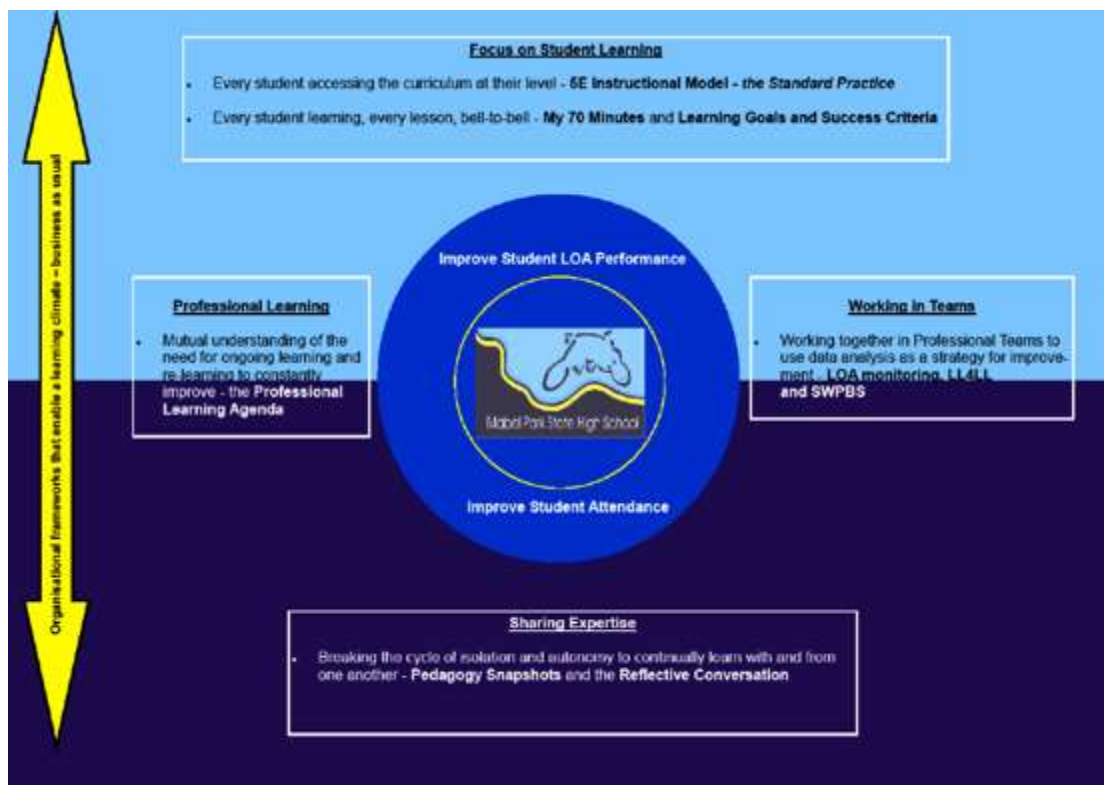
5.2.1 Appendix B (ii) Template for Professional Conversation between Department Heads and Teachers

STANDARDS	A STRENGTH	HHIGHLY EFFECTIVE	EFFECTIVE	COULD IMPROVE	NEED SOME HELP	MY COMMENTS	HOD COMMENTS
UTILISE THE 5E INSTRUCTIONAL MODEL INTO LESSONS – Learning Goals and Success Criteria incorporated							
STRUCTURE FLEXIBLE & INNOVATIVE LEARNING EXPERIENCES FOR INDIVIDUALS & GROUPS							
CONTRIBUTE TO LANGUAGE, LITERACY AND NUMERACY DEVELOPMENT							
CONSTRUCT INTELLECTUALLY CHALLENGING LEARNING EXPERIENCES							
CONSTRUCT RELEVANT LEARNING EXPERIENCES THAT CONNECT WITH THE WORLD BEYOND SCHOOL							

CONSTRUCT INCLUSIVE & PARTICIPATORY LEARNING EXPERIENCES							
INTEGRATE ICTs TO ENHANCE STUDENT LEARNING							
ASSESS & REPORT ON STUDENT LEARNING							
CREATE SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS							
BUILD RELATIONSHIPS WITH THE WIDER COMMUNITY							
CONTRIBUTE TO PROFESSIONAL TEAMS							
COMMIT TO PROFESSIONAL PRACTICE							

COMMUNICATE EFFECTIVELY WITH ALL LEVELS (ADMIN, STAFF, STUDENTS, PARENTS)							
FOLLOW THROUGH AFTER ASSESSMENT (have I addressed weaknesses identified?)							
BEHAVIOUR/CLASSROOM MGT SKILLS?							

CLASS	DATA ANALYSIS AREAS	MY IMPROVEMENT STRATEGIES	HOD COMMENTS
	NON-SUBMIT RATES PASS RATES 'A' RESULTS 'N' RATINGS GENDER INEQUITIES INDIGENOUS RATES	(e.g. Make sure that every student submits a draft)	
	Add more classes here……		

5.2.2 Appendix B (iii) Annual Professional Learning Calendar (Incomplete)

 XXXX High School Professional Learning Agenda 2012

Standard Practice - Working in Teams/Sharing Expertise to learn and re-learn

- *Breaking the cycle of isolation and autonomy – learning together*
- *Engaging in the Reflective Conversation*
- *Observing excellent practices – WOW and the Learning Tour*

Staff Meeting Date - Monday 3:00pm	Leadership Team Meeting Date - Monday 3:00pm	Induction Meeting Date - Thursday 8:00am	Professional Learning Opportunity – Wednesday 3-4PM	
PFD Thursday, Friday 19-20 January	Wednesday 18 January 12-3PM	Thursday 02 February	Wednesday 08 February	Wednesday 21 March
Monday 30 January	Monday 06 February	Thursday 16 February		
Monday 13 February	Monday 20 February	Thursday 01 March	Wednesday 22 February	
Monday 12 March	Monday 05 March	Thursday 15 March		
	Monday 19 March	Thursday 29 March	Wednesday 07 March	
PFD Tuesday 10 April	Tuesday 16 April	Thursday 19 April	Wednesday 18 April	Wednesday 30 May June
Monday 23 April	Monday 30 April	Thursday 03 May	Wednesday 02 May	Wednesday 13 June
Monday 21 May	Monday 14 May	Thursday 17 May	Wednesday 16 May	

Monday 18 June	Monday 28 May	Thursday 31 May		
	Tuesday 12 June	Thursday 14 June		
PFD Monday 09 July	Monday 16 July	Thursday 19 July	Wednesday 18 July	Wednesday 29 August
Monday 06 August	Monday 30 July	Thursday 02 August		
PFD Wednesday 15 August TBC	Tuesday 14 August	Thursday 16 August	Wednesday 02 August	Wednesday 12 September
Monday 03 September	Monday 27 August	Thursday 30 August	Wednesday 15 August	
	Monday 10 September	Thursday 13 September		
Monday 08 October	Monday 15 October	Thursday 18 October	Wednesday 17 October	Wednesday 28 November
PFD Monday 22 October – Middle Years PD only	Monday 29 October	Thursday 01 November		
Monday 05 November	Monday 12 November	Thursday 15 November	Wednesday 31 October	Wednesday 12 December Learning Celebration
Monday 03 December	Monday 26 November	Thursday 29 November		
	Monday 10 December	Thursday 13 December	Wednesday 14 November	
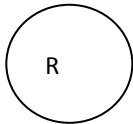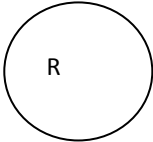
- Sharing Pedagogy Snapshots
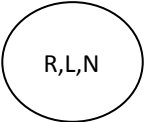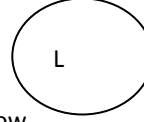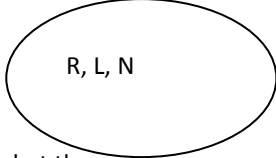
5.3   Appendix C – Challenges
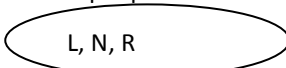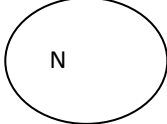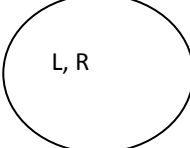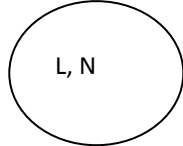
Summary Table:

Challenges	Frequency
Tools Self assessment Reflection Data gathering Classroom Observation	6
Culture	5
Professional growth	5
Supportive structure	4
Staffing profile	3
Engagement	2
Incentive/imperative	2
State Structures	1
Link to performance management	1
Language	

Elaboration of Challenges

Challenges

| 1. Tools are enablers and need to provide explicit, focussed and helpful information and feedback
   1.1. Self assessment instruments
   1.2. Reflection
   1.3. Data gathering (See 9 below)
      • observation of classroom practice templates,
      • questions to ask
   1.4. Coaching and mentoring guides
   1.5. Guides on how to have a challenging conversation
   1.6. Using data to start a conversation
   1.7. A getting started kit for staff at all levels Graduate to Lead
   1.8. Time needs to be set aside for preparation, interview and follow up
      • One estimate was for approximately 2 to 4 hours per person per "conversation".
      • "Lack" of time can be used as an excuse but people do like to talk about themselves
      • Potentially easier to do in a larger school with a large management team to share implementation of the process   (R) |

| 2. Culture
   2.1. How to build trust
   2.2. How to develop an appropriate culture
   2.3. How to have challenging conversations
   2.4. No private practice
   2.5. Need for the principal to be very clear   (R)
      • on the role of the standards
      • the process
      • framing the conversations even if not taking part in the conversations
   2.6. Clarity around the purpose of the standards is critical
      • Provision of this clarity is linked to the principals role
      • Need to be clear about what we want, what we expect and what is high quality
         ▪ Need to link the NPST to individual, school and system imperatives
      • Need the right people in the role of the graduate
         ▪ Principal must ensure that the "graduate" is supported, has access to good PL and conversations so they can maintain their level of performance.
   2.7. Increasing complexity of the role for the principal who requires
      • Sound knowledge of the NPST
      • The skills to manage multiple staff reactions to engaging in the standards process
      • Understanding of what is trying to be achieved and how this process is meant to achieve improvements in teaching
      • Skills in instructional leadership
      • A capacity to build relationships and being capable of knowing what people need to do to get to the next level or to perform better at their current level. |

3. Professional growth
   3.1. Professional learning
      - Availability
      - Access
      - Cost
      - Knowing what's available
      - Quality and knowing what is best for your context

(R,L,N)

4. Supportive structure
   4.1. Valuing the process
   4.2. Making time for the process
   4.3. Invest in people/the team
   4.4. Allocate 2 to 4 hours per person per interview – preparation, interview, follow
   4.5. Cost implications for establishing a team
   4.6. Cost implications if appoint too many staff as highly accomplished or lead teachers

(L)

5. Staffing profile
   5.1. Related to the "tools" challenge in that different tools are needed for each level
   5.2. Age and stage issue – early career teachers more adept with language and willing to get involved whereas "older career " teachers more sceptical and potentially more disengaged
      - This profile in a school can lead to a two tribes effect
      - There may be a need to challenge the notion that the more years of experience a teacher has the higher the quality of their teaching.
   5.3. Transition from the old culture to the new
   5.4. Entering a new school and building a new culture can be a matter of reframing what the standards are about and developing a professional growth model. The principal has a key role in doing this reframing and envisioning
   5.5. Also a question of how much do you invest in permanent staff as opposed to temporary staff

(L)

6. Engagement
   6.1. This is linked to culture
   6.2. Engaging the whole school with standards
      - Managing up and down
      - What does it mean to "me"?
      - Create deliberate intentional process, working with staff to unpack what they mean
      - Connection of the NPST to existing frameworks/standards operating in their jurisdictions and showing people how they inter-connect
      - Linking the NPST to school goals and priorities, improvement plans and system transformation agenda
      - Identification and involvement of key stakeholders (parents, students, peers at other schools)
         - Task of doing this potentially more difficult in some contexts eg: at lower SES schools and schools with a high population of ESL speakers.

(R, L, N)

7. Incentive/imperative – link to performance management
   7.1. Staff at both ends of spectrum – those with a financial incentive and those without
   7.2. Graduates and Proficient have an incentive to gain higher levels if extra pay is involved – this is not as pronounced for staff already at those levels
   7.3. If staff failed to continue to perform at higher levels would they be "demoted" and thus lose the extra pay? If this did happen they would seek assistance from the union and it could quickly become an industrial issue.
   - The implication of this is for a process to monitor performance at the level gained
   - It follows from the previous point that involvement of the standards in performance management is inescapable
   - The potential for a "punitive" aspect to the standards is similarly inescapable and detracts from their role as a "professional growth" enabler
   - There is a need for a "managing in and managing out" process and people will want to know so this must be articulated.

   L, N, R

8. State Structures
   8.1. Need to map the relationship of the NPST to state standards or frameworks
   8.2. Employment conditions
   8.3. EBA's
   8.4. Promotion positions
   8.5. Selection processes

   (NB federation implications; consistency; buy in from the bureaucracy, AITSL

   N

9. Link to performance management – see "incentive/imperative" above
   9.1. Quality feedback essential (see "Tools" above)
   - Written
   - Verbal
   - Consistent
   - Expectations
   9.2. Need good data gathering instruments
   - Will need to address the question of why collect all this information simply to put it into a "portfolio"
   - Data gathered can be a good "conversation" starter.

   L, R

10. Language – an enabler
   10.1. Being clear about definitions so a negative or punitive atmosphere is not created but instead it is intellectually challenging.
   10.2. Explicit
   10.3. Consistent
   10.4. Focussed on what makes a good teacher

   L, N

5.4 Appendix D Integrity of process

Integrity of process

AITSL

Community

Individual Teacher

Teams

School Level

Students

System

Support of system

Consistency of language

Clear expectations

Investment

Sustainable

Regular review and evaluation

National consistency while respecting individual contexts

5.5   Appendix E – Word Frequency Diagram – from interviews
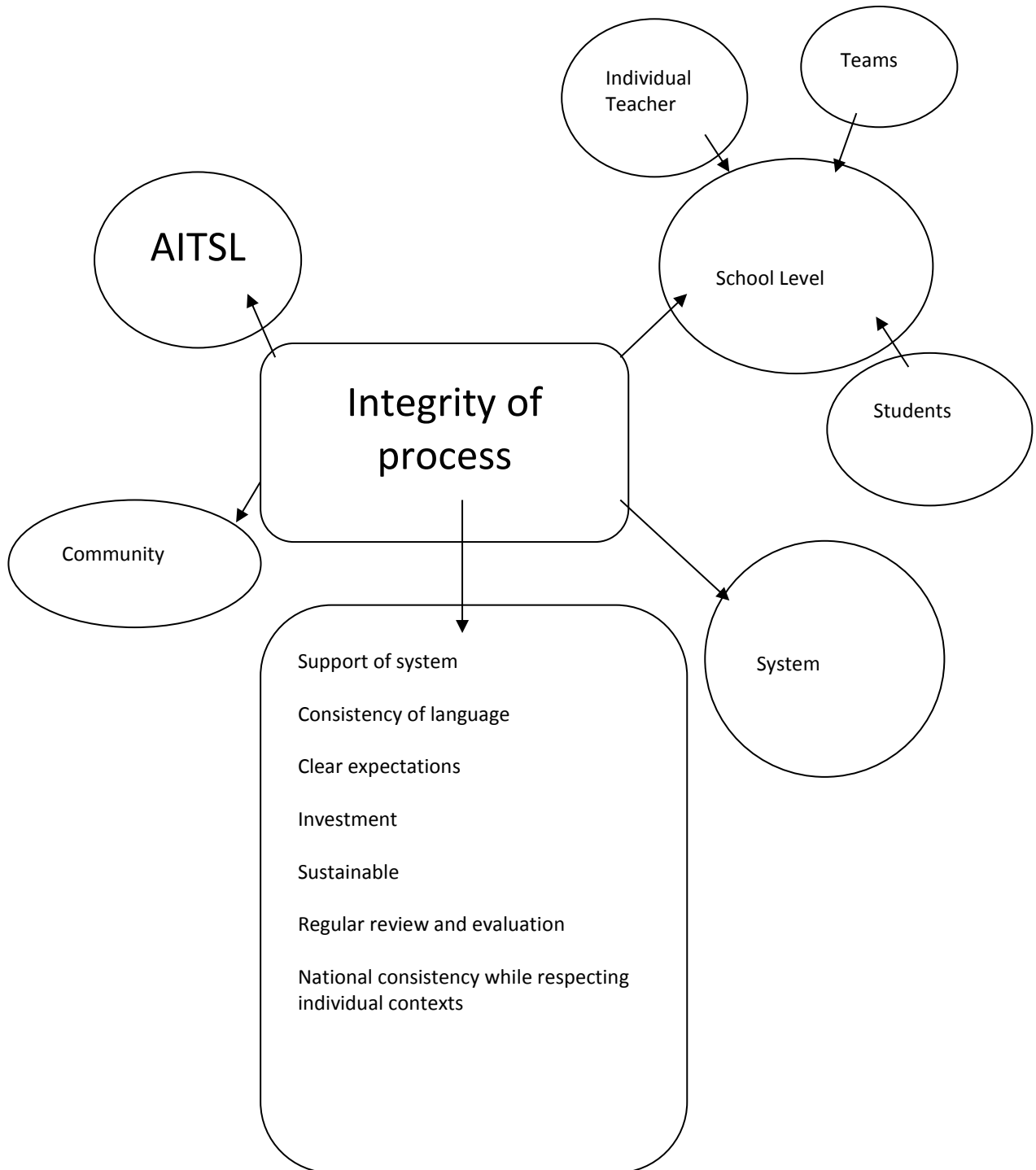
6 Australind

6.1 Appendix A – Student Survey

6.2   Appendix B – Classroom Improvement Plan

AITSL - Classroom Improvement Plan	Name: Course/subject: Date:

Focus area:

Lesson Design (e.g. strategies, diagrams, key content, lists, formulas)

Perceived Outcomes

Beginning

Middle

New Vocabulary:

My follow up actions:

My reflection:

-
-
-

6.3 Appendix C – Conditionally Formatted Spread Sheet

Less than 2.5 = Red (Concern)

Between 2.5 and 3.0 Yellow (Neutral)

Greater than 3.0 = Green (Good)

6.4 Appendix D – Spreadsheet of Tallied Survey Results for an Individual Focus Area - Including *Weighted Mean Score*

	A	B	C	D	E	F	G	L	M	N
1	*Foci 3.1*									
2			SD	D	A	SA			Weighted Mean Score	
3	Question 1 - My teacher expects me to work hard									
4	Teacher 1				11	13			3.54	
5	Teacher 2			4	11	4			3.00	
6	Teacher 3					9			4.00	
7	All				22	26			**3.54**	
8	Question 2 - My teacher expects me to perform at my best									
9	Teacher 1				7	17			3.71	
10	Teacher 2			3	12	4			3.05	
11	Teacher 3				2	7			3.78	
12	All				21	28			**3.57**	
13	Question 3 - I understand what I am expected to learn									
14	Teacher 1			3	14	7			3.17	
15	Teacher 2			6	13				2.68	
16	Teacher 3				5	4			3.44	
17	All			9	32	11			**3.04**	
18	Question 4 - I set goals for my learning									
19	Teacher 1		4	5	15				2.46	
20	Teacher 2		3	6	10				2.37	
21	Teacher 3				9				3.00	
22	All		7	11	34	0			**2.52**	
23	Question 5 - I believe that I am achieving my learning goals									
24	Teacher 1			11	11	2			2.63	
25	Teacher 2		1	6	11	1			2.63	
26	Teacher 3				8	1			3.11	
27	All			17	30	4			**2.75**	
28	Question 6 - My teacher clearly explains why we are doing set tasks									
29	Teacher 1		2	4	14	4			2.83	
30	Teacher 2		3	16					1.84	
31	Teacher 3			2	5	2			3.00	
32	All		5	22	19	6			**2.50**	
33	Question 7 - My teacher congratulates me on my learning successes									
34	Teacher 1			2	16	6			3.17	
35	Teacher 2		3	9	6	1			2.26	
36	Teacher 3			2	3	4			3.22	
37	All		3	13	25	11			**2.85**	
38	Question 8 - My teacher supports me to achieve a good grade									
39	Teacher 1			2	16	6			3.17	
40	Teacher 2		3	7	8	1			2.37	
41	Teacher 3				2	7			3.78	
42	All		3	9	26	14			**2.98**	
43										

7 CDU-NTTRB

7.1 Appendix A: Focus of evidence collection

Particip ants	Priorities of evidence collection	Comments
1.	Sequence of learning through classes, feedback to students, assessment and reporting etc. Annotated lesson plans, student work with feedback, parent teacher interviews with parents/students of those in the class, mid term reports etc.	This approach will be used against both the National and NT standards. There are descriptors in every domain that can link into this detailed evidence.
2.	Notes from my unit planning PD and annotated unit plan. Reflections on engagement and professional development in the form of questionnaire responses from students and colleagues. Range of practices and resources – journey from planning an excursion to research on it, to reflections on the work.	The evidence here can link heavily into a variety of descriptors, and encourage continuous professional reflection.
3.	Collect evidence of teaching days to make 180 days. Collate evidence of professional learning and how these meet the standards. Print an example of planning, learning, assessing and reporting. Provide examples of education plans, learning profiles and program reports.	

4.	To collect evidence against areas which I have identified need development, to actively improve my own teaching strategies and classroom practice.	I have identified these areas as: "Plan for and implement effective teaching and learning" (National standard 3.3, TRB 6.2) I need to translate effective teaching strategies better in the classroom practice and self reflection of teaching. "Know students and how they learn" (National Standard 1.1, TRB 3.1) I can always devote more time and energy to know the background of my students and use this t inform better teaching practice. "Engage professionally with colleagues, parents/caregivers" (National Standards 7.3, TRB 1.4) I believe my collegial collaboration is quite sound, but my engagement with parents can be continually improved, especially in providing positive feedback on student achievement.
5.	Begin to collect information for 2.1-2.5 from a Bluearth PD that relates to the reflective aspect of the standard. After looking at the standard it appears that the standard relates well to this development course. 4.1 -4.5 &8.1 – 8.5 – These standards are linked with my life skills program with the students that are on EAP's. These specific learning pathways need to be monitored and assessed with clear guidelines and child specific outcomes to ensure that the indicators are met.	

6.	AITSL 3.5/3.6	Student feedback before and after learning, to get learners invested in their own learning.
	Establish a system to collect student feedback and input: engage students in planning and setting learning goals.	
	AITSL 5.1	
	Formal and informal assessment and reporting: document learning as it happens, enable student self-assessment.	Formal assessment and reporting practices are in place.
	AITSL 5.5	
	Establish effective means of communication with parents and carers adapted to the context of teaching in a remote, indigenous community.	
	AITSL 4.2/4.3	
	Establishing a classroom routine, setting clear goals, and managing challenging behaviour.	
7.	Professional Engagement- Active members of their community. Gain evidence of the well-being committee within the school and the larger community, relationaships that are held with Indigenous teachers and assistants, Indigenous College/promoting learning within another close community, showing that we're responsible through a duty of care in health care checks and excursions. Reflection on, evaluate and improve professional knowledge- diary reflecting practice, staff meetings and learning together. Professional knowledge- Reports on a student with particular funding for disabilities, conferencing with home-school-liason officer.	

| 8. | Professional management-teachers are active members of their profession – participation in wellbeing workshops working at including all staff/students in a supportive environment, promoting education with other schools in nearby communities, volunteering.

Professional knowledge – evidence of factors that influence learning – ESL framework, culture/RE in class, already being implemented. | |
|---|---|---|
| 9. | Professional Knowledge: knowing how to engage students effectively in active learning. Evidence to support this standard could be detailed work plans with teaching strategies, lesson plans or footage of students being involved on the active construction of knowledge. | |

7.2   Appendix B: Interview questions

Interview 1

1.   Please tell us a little about you, e.g., how long have you been teaching? Is this you 'first' real job? How long have you been at your current school? What year levels do you teach? Are you male or female?

2.   Please tell us a little about your work location, e.g., is it in an urban, regional or remote location? Do you teach Indigenous and non-Indigenous students? How is the school resourced? i.e., types of facilities

3.   Please describe the approach to the collection of evidence you have undertaken so far (if at all) to enable you to move from provisional to full registration

Interviews 2 and 3

1.   How are you going with your plans?

2.   Has anything changed?

3.   What have been the things you have found easy?

4.   What are the things you have found difficult?

5.   Is there any support you would like?

6.   Anything else you would like to say?

8 DECS SA

8.1 Appendix A (i) – Observation as Professional Learning: Considerations

This lesson observation tool has been designed to support educators look for and observe the National Professional Standards for Teachers in practice.

Whose Practice?

1. Observe your own practice using a video recording for viewing either individually or with a colleague.

<div align="center">or</div>

2. Observe a colleague's practice for the purpose of reflection and learning through conversation. REMEMBER if you are observing someone else's practice they have a role in helping you make sense of what you observe. That means preparing for the observation and a professional conversation following it.

What are you observing?

There are three domains in the National Professional Standards for Teachers: Professional Knowledge;

Professional Practice;   and

Professional Engagement.

This tool has been designed to support you observe how Professional Practice is evident in teaching practice.

In preparing for the observation you will consider the Professional Knowledge that has underpinned the planning for this teaching and learning.

When you reflect on what you have seen and what it means for your own development of teaching and learning practice you will be using the standard of Professional Engagement.

Observing is just that – **what do you see? What do you hear?** Reflection on what this means for your understandings about practice and interpretation of this will come later.

Focus what you are observing so that you are not trying to see everything in the professional practice domain. Your preparation with the teacher you are observing will help focus your thinking.

How will you use the information from your observation?

At your preparation meeting take time to reach agreement on how you will use the information. Even though the purpose of observation is to watch practice in order to think about your own and how it demonstrates the standards of professional practice, in the first instance you are likely to be collecting observations about someone else's practice. Who will you discuss it with? Will anyone else have copies of your observation notes? How will the person who has been observed have an opportunity to clarify or comment on anything you have made note of?

One possible approach

Decide when preparing for your observation, who you will share the observation with and who you will have the professional discussion with?

After your observation provide a copy of your notes to the teacher you observed and ask them if you have missed anything they think you might have seen in relation to the Standard/s you have been observing?

Conduct a professional conversation with the teacher who was observed/ a colleague and/or your line manager. Ideally this might be a collaborative conversation, with questions and thinking focusing on how the indicators of the professional practice standards were observed and discussion about how this can inform the development of the observers' practice?

8.1.1 Appendix A (ii) – Lesson Observation Tool Template

Lesson observation tool

While you are there...

NPST Domain: Professional Practice

Standard 3	Plan for and implement effective teaching and learning	
Also refer to Teaching for Effective Learning Framework Domain 3: Develop expert learners	3.1 Establish challenging learning goals	• How did the teacher engage the class at the beginning of the lesson? • What techniques were used to ensure that all students were engaged throughout the lesson? • Observe non-verbal communication that the teacher uses. • How did the teacher model goal-setting with and for the students? • Look for examples of ways the teacher models questioning and looking at things from a number of angles. • What evidence is there of the teacher using a range of teaching strategies and resources? • How does the teacher encourage students to make sense of their learning by talking it through with others?
	3.2 Plan, structure and sequence learning programs	
	3.3 Use teaching strategies	
	3.4 Select and use resources	
	3.5 Use effective classroom communication	
	3.6 Evaluate and improve teaching programs	
	3.7 Engage parents/carers in the educative process	

Standard 4	Create and maintain supportive and safe learning environments	
Also refer to Teaching for Effective Learning Framework Domain 2: Create safe conditions for rigorous learning	4.1 Support students participation	• How does the teacher respond to inappropriate student behaviour? • How does the teacher negotiate the learning with the students? • Look for ways that the teacher differentiates the task so that all students can access the learning, are challenged and successful? • How does the teacher model and ensure respect among the students?
	4.2 Manage classroom activities	
	4.3 Manage challenging behaviour	
	4.4 Maintain student safety	
	4.5 Use ICT safely, responsibly and ethically	

Standard 5	Assess, provide feedback and report on student learning	
Also refer to Teaching for Effective Learning Framework Domain 4: Personalise and connect learning	5.1 Assess student learning	• Look for ways in which the teacher seeks out what students already know and can do. • Consider ways in which the lesson is connected and relevant to the learner's personal experience. • How are opportunities created for a range of ways of assessing or evaluating student learning. • Look for ways in which the teacher intervenes at various stages in the learning process. • How does the teacher provide feedback to individual students on their learning? • If applicable, how is ICT integrated into the lesson?
	5.2 Provide feedback to students on their learning	
	5.3 Make consistent and comparable judgements	
	5.4 Interpret student data	
	5.5 Report on student achievement	

Lesson observation tool

While you are there... What I saw and heard (I noticed that... I saw that... I heard that...)

NPST Domain: Professional Practice

Standard 3	Plan for and implement effective teaching and learning

Standard 4	Create and maintain supportive and safe learning environments

Standard 5	Assess, provide feedback and report on student learning

8.1.2 Appendix B (i) – Survey Questions

Observation of Teaching and Learning to Promote Learning about the NPST in Practice

Thank you for helping us improve our capacity to use observation for learning.

Within this survey the term mentor refers to the teacher who has provided advice and facilitated the reflective conversation following an observation.

Profile data

- Year Level
- Years of experience
- Length of time at this site
- Role in school
- Category of School eg Category 2
- Teach in a: closed classroom? open space? Team Teaching context? Other?
- Used the Observation for Learning Tool provided

    and /or an Observation tool developed at your site – | Description ……………

1. Value of observation and reflection using the National Professional Standards for Teachers as a process for demonstrating teaching and learning practice

Rate the extent to which the observation process supported you to talk about or hear how teaching and learning is being implemented

- Not at all
- General statements about curriculum and student learning
- Detailed statements about the three domains Professional Knowledge, Professional Practice and Professional Engagement

Comment Box

Rate the extent to which the observation and reflection process supported you to talk about and understand the National Professional Standards for Teachers

- Not at all
- Generally about the seven standards, three domains and the career stages
- In detail about one or more of the standards and how they are evident in teaching practice

Comment Box

2. Which of the following statements best describe the way you used and experienced the Observation and reflection?

- Observation of someone's teaching to give them feedback and support them to improve their practice
- Observation of someone's teaching, to learn from and it and reflect on how it could inform my own practice
- Observation of someone's teaching to help them reflect through questioning and conversation about perceptions of what was planned, seen and achieved
- Participation in a three way conversation about an observation of practice

3. Please comment on the following statements and how the NPST were linked with the observation process:

very little _____ somewhat _____ to a high degree

- The observation process helped teachers to identify their professional capability eg Graduate, Proficient, Highly Accomplished and Lead
- The observation process helped teachers to confidently recognise their professional capability eg Graduate, Proficient, Highly Accomplished and Lead
- The conversation following the observation helped teachers to set goals related to and embedded in the NPST career stages
- The observation and professional conversation process helped teachers to "checkout" their perception as a professional against feedback and perceptions of others
- The pre-and post reflection and conversation process was a useful learning exercise
- The conversation post reflection was helpful in building my commitment and ability to take action and turn my new goals into action

Comment Box

4. As a ==leader /mentor== please comment on the following statements:

very little _____somewhat _____to a high degree

- The process was supportive of and easily integrated into performance development
- The process supported me in making a professional judgement about teacher quality
- The NPST descriptors were a useful scaffold to conversation with the teacher
- Observation will be a tool I use in performance development in the future

4. As a ==teacher== please comment on the following statements:

very little _____somewhat _____to a high degree

- The process was supportive of performance development
- The process supported me in making a professional judgement about my teaching practice and self identify areas of professional strength and areas for learning
- The NPST descriptors were a useful scaffold to conversation with the teacher
- Observation will be a tool I use with mentors and my line managers in performance development in the future

8.1.3   Appendix B (ii) – Summary of Survey Results

Profile Data

- Year Level
- Years of experience
- Length of time at this site
- Role in school
- Category of School eg Category 2
- Teach in a: closed classroom? open space? Team Teaching context? Other?
- Used the Observation for Learning Tool provided and /or an Observation tool developed at your site

Roles in School

Teaching Environments

Observation Tools

Pilot Observation Tool: 20
Locally Designed Tool: 1
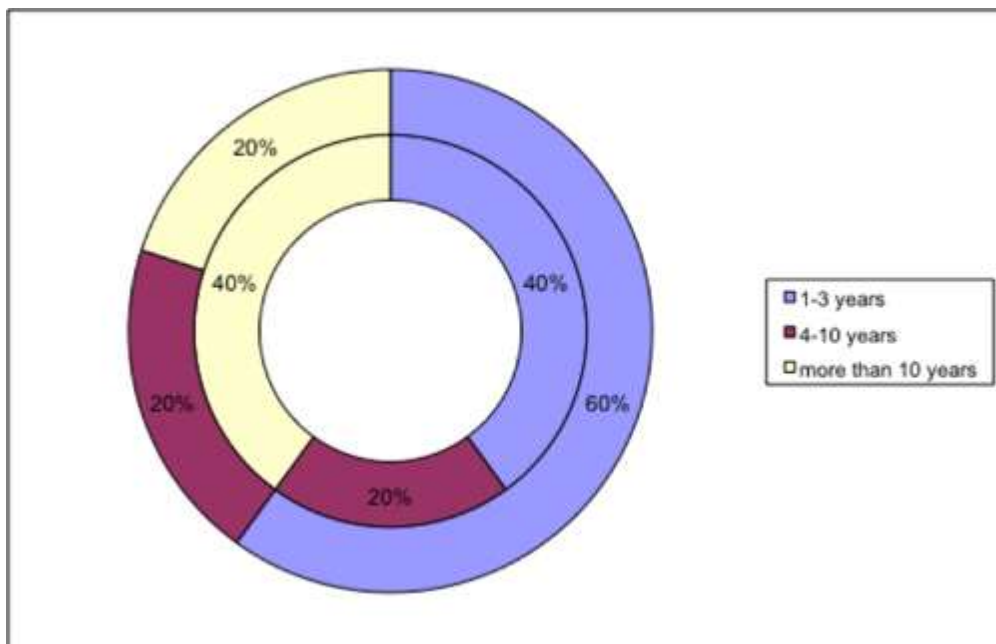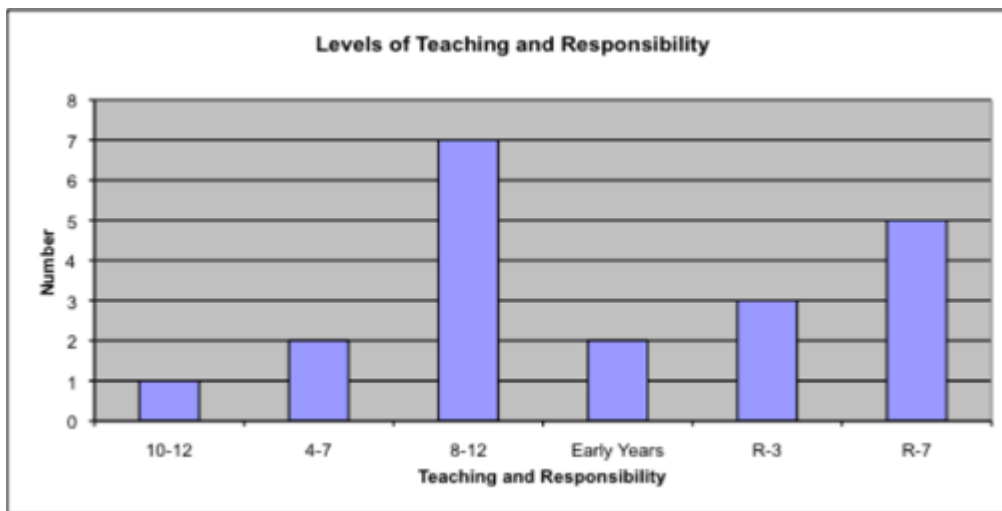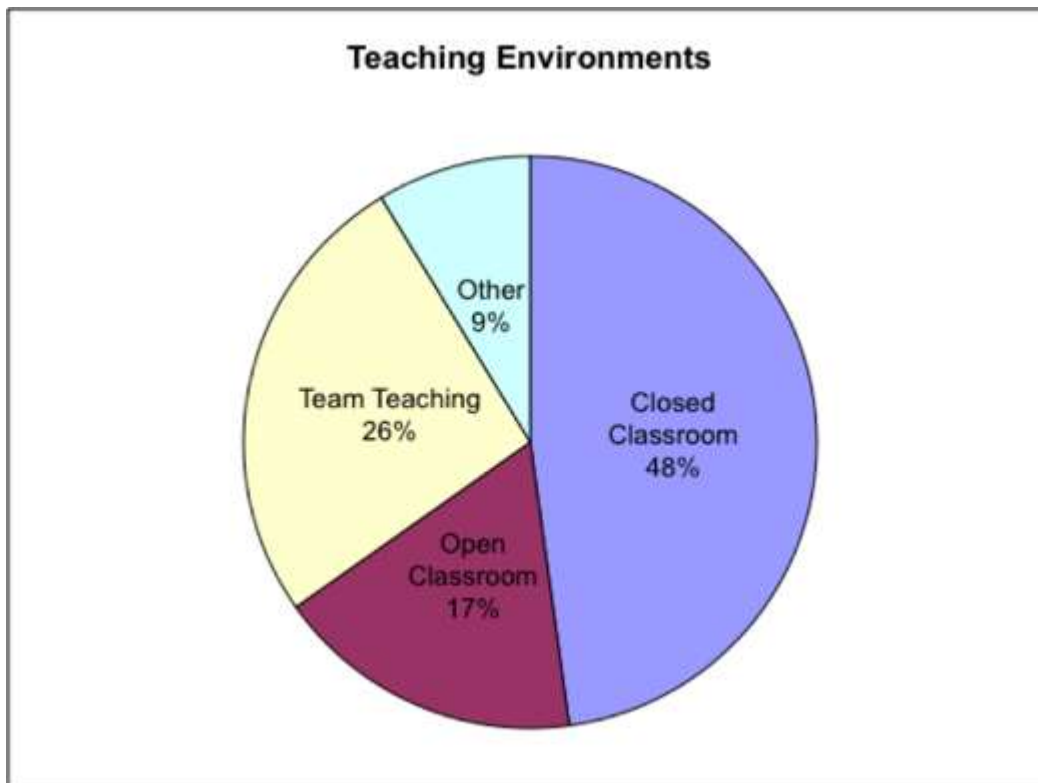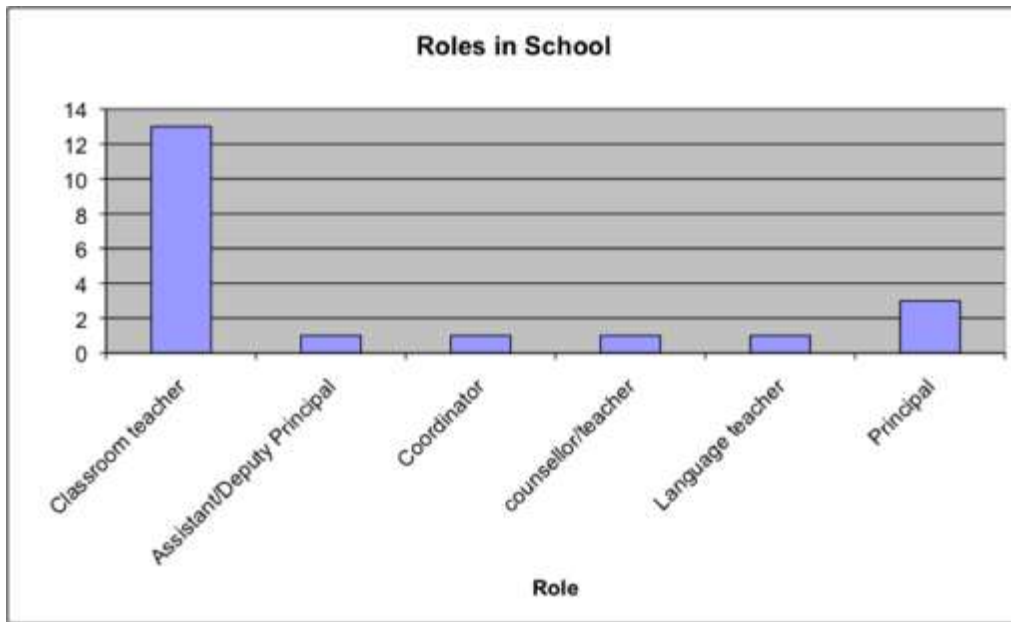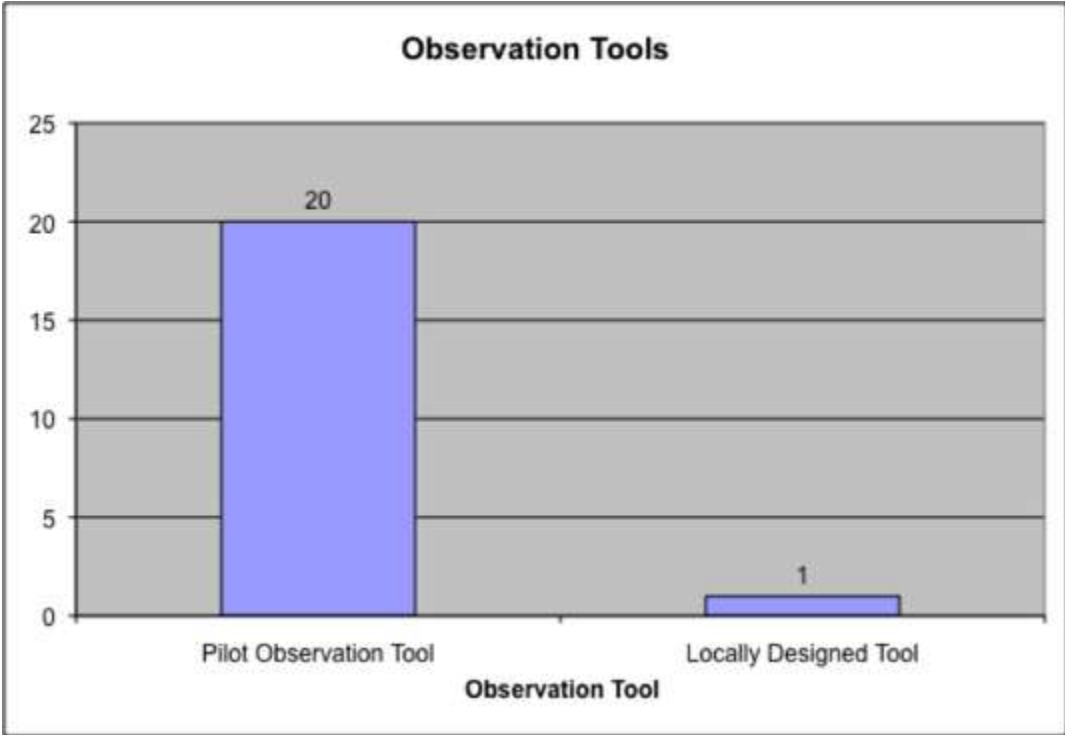
Observation Tool

Question 1 A

Value of observation and reflection using the National Professional Standards for Teachers as a process for demonstrating teaching and learning practice

Rate the extent to which the observation process supported you to talk about or hear how teaching and learning is being implemented

- *Not at all*
- *General statements about curriculum and student learning*
- *Detailed statements about the three domains Professional Knowledge, Professional Practice and Professional Engagement*

Rate the extent to which the observation process supported you to talk about or hear how teaching and learning is being implemented

- Not at all 0%
- Detailed statements about the three domains Professional Knowledge, Professional Practice and Professional Engagement 41%
- General statements about curriculum and student learning 59%
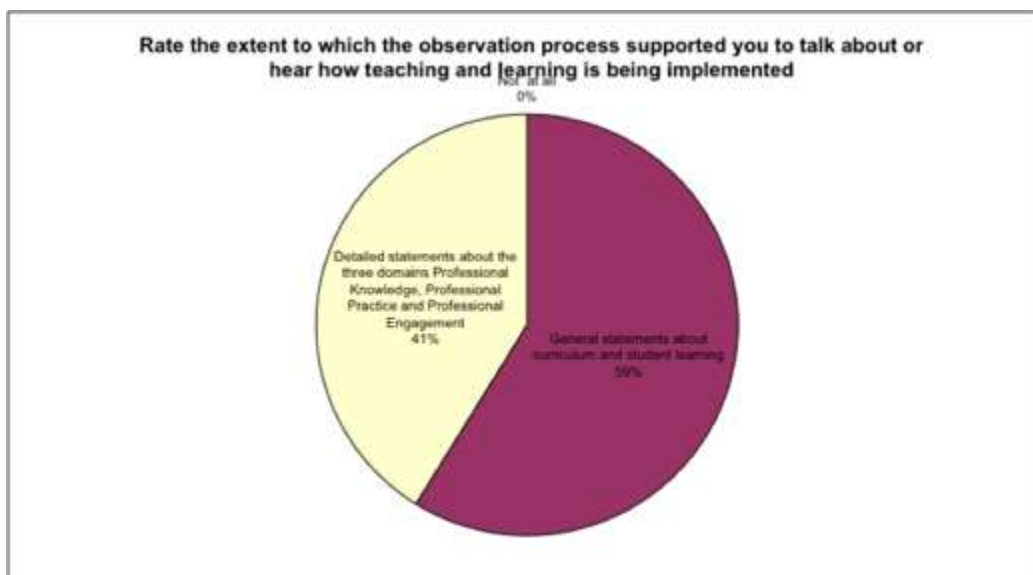
Comment:

The NTPS Observation Tool was a very useful organizer for documenting discussion and for developing familiarity with the content and structure of Standards.

Question 1 B

Rate the extent to which the observation and reflection process supported you to talk about and understand the National Professional Standards for Teachers

- *Not at all*
- *Generally about the seven standards, three domains and the career stages*
- *In detail about one or more of the standards and how they are evident in teaching practice*

Rate the extent to which the observation and reflection process supported you to talk about and understand the National Professional Standards for Teachers

In detail about one or more of the standards and how they are evident in teaching practice 40%

Generally about the seven standards, three domains and the career stages 60%
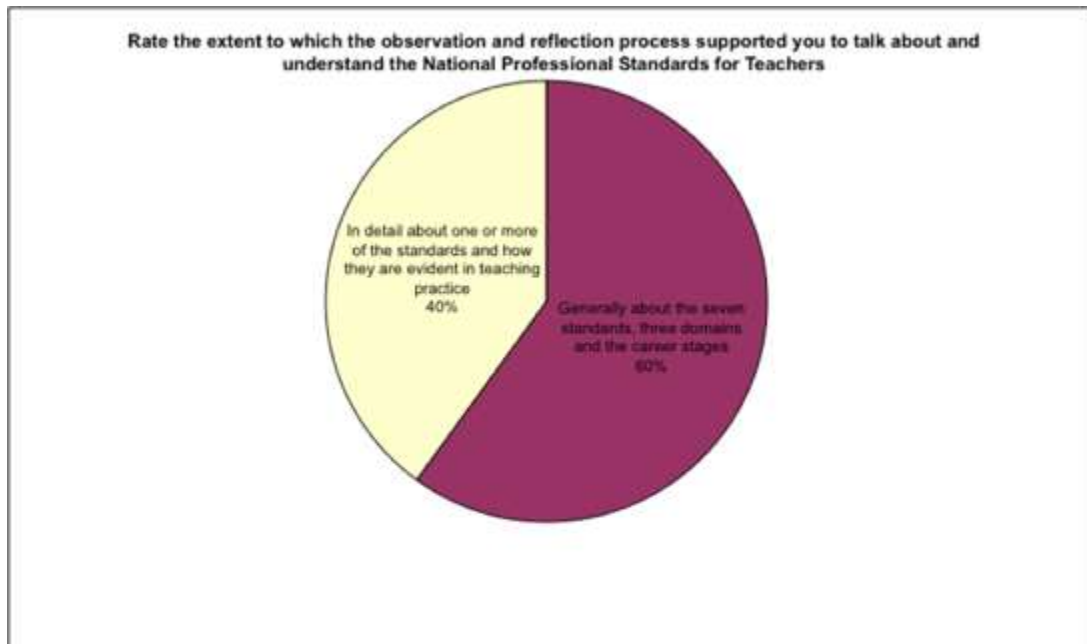
Comments:

The NTPS is not fine grained enough to support identification of key features in an individual lesson (e.g. activation of prior knowledge, clarity of learning intention and success criteria, explicit instruction etc); or the vital elements of an effective learning environment (e.g. quality of environmental print, currency of displays, room design etc). In order to drill down into e.g. quality literacy teaching practices including critical literacies, then other tools, checklists or references are needed i.e. those that reference the skills for explicit teaching or provide a framework like The Four Resources Model.

Question 2

Which of the following statements best describe the way you used and experienced the Observation and reflection?

- Observation of someone's teaching to give them feedback and support them to improve their practice
- Observation of someone's teaching, to learn from and it and reflect on how it could inform my own practice
- Observation of someone's teaching to help them reflect through questioning and conversation about perceptions of what was planned, seen and achieved
- Participation in a three-way conversation about an observation of practice

Which of the following statements best describe the way you used and experienced the Observation and reflection?

Participation in a three way conversation about an observation of practice
25%

Observation of someone teaching to help them reflect through questioning and conversation about perceptions of what was planned, seen and achieved
25%

Observation of someones teaching, to learn from it and reflect on how it could inform your own practice
50%
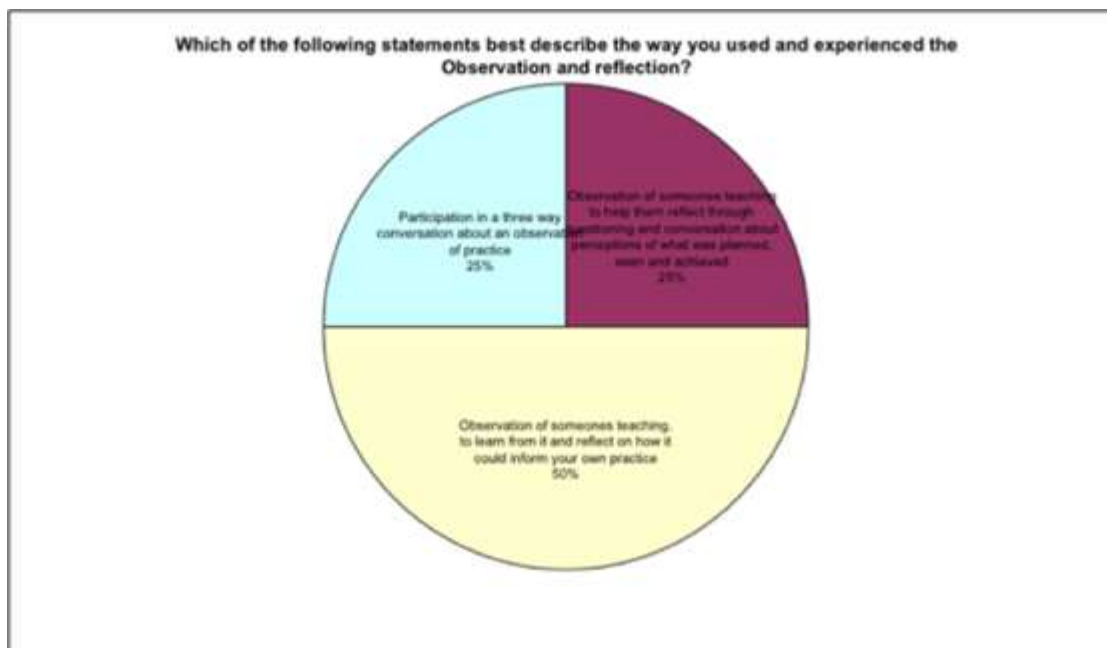
Comments:

The lesson observations were very useful as prompts for critical conversation and reflection. The observation notes, video footage and discussion effectively highlighted strengths and areas for improvement within the teachers practice. Putting evidence on the table was very powerful because it led the teacher to self- regulate and develop the improvement steps for themselves

Question 4 (i)

As a <mark>leader /mentor</mark> please comment on the following statements:

very little _____somewhat _____to a high degree

- The process was supportive of and easily integrated into performance development
- The process supported me in making a professional judgement about teacher quality
- The NPST descriptors were a useful scaffold to conversation with the teacher
- Observation will be a tool I use in performance development in the future
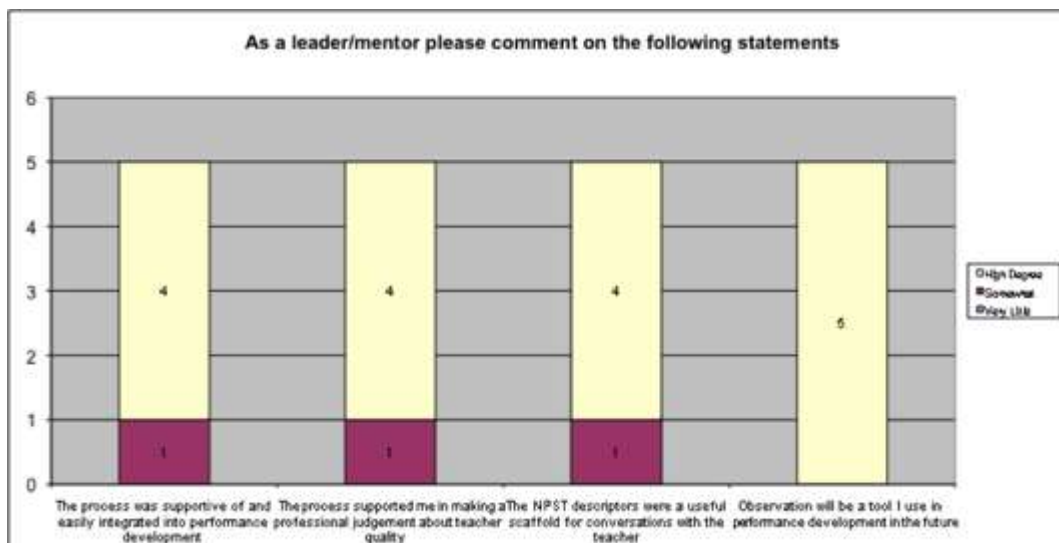
Question 4 (ii)

As a <mark>teacher</mark> please comment on the following statements:

very little _____somewhat _____to a high degree

- The process was supportive of performance development
- The process supported me in making a professional judgement about my teaching practice and self identify areas of professional strength and areas for learning
- The NPST descriptors were a useful scaffold to conversation with the teacher
- Observation will be a tool I use with mentors and my line managers in performance development in the future
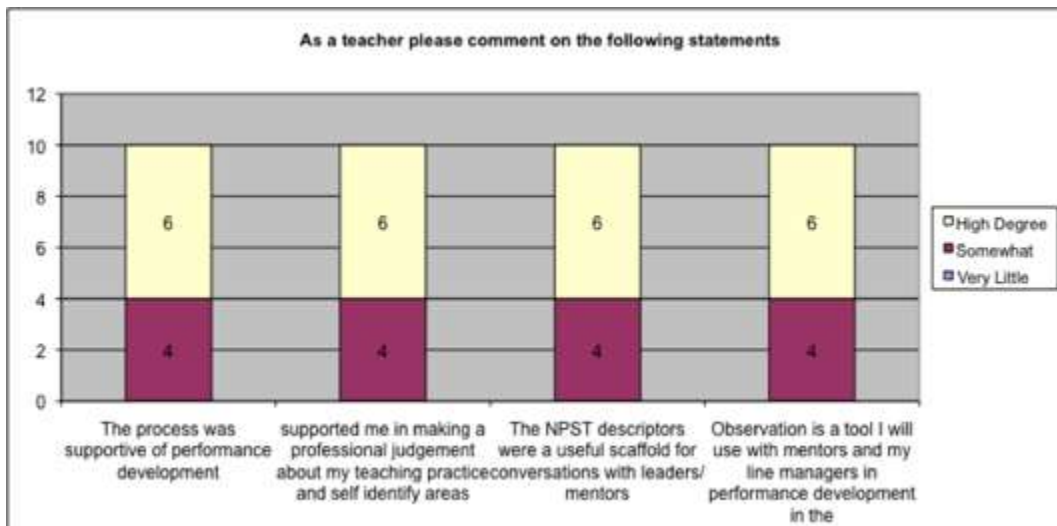
8.2 Appendix C – Perception Data Powerpoint Presentation

Which of the following statements best describe the way you used and experienced the Observation and reflection?

As a leader/mentor please comment on the following statements

As a teacher please comment on the following statements
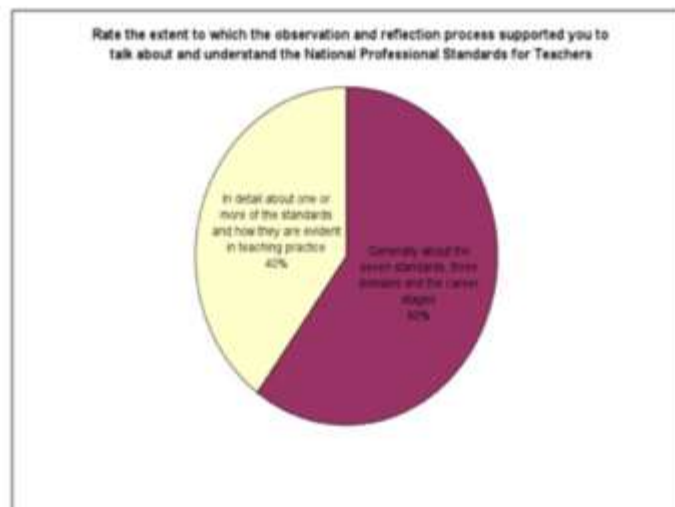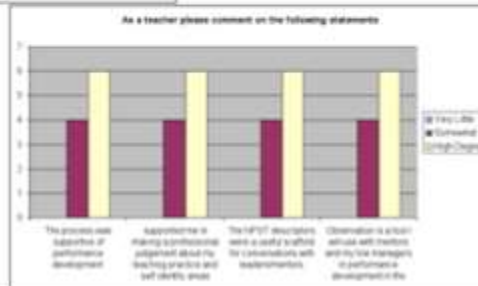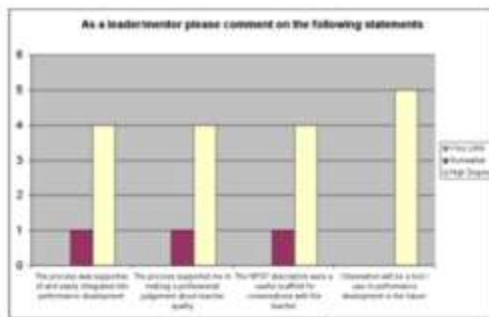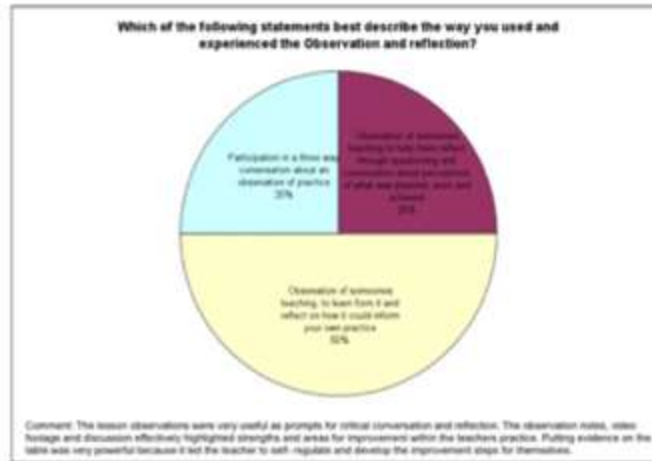
How are you likely to use Observation in the future?

1. Incorporate this as induction
2. Use observation regularly as performance management
3. Using in school to create open learning
4. Professional learning communities
5. A means of engaging with the NPST
6. A way of using the NPST for professional accreditation and learning
7. A good experience but not likely to use it again
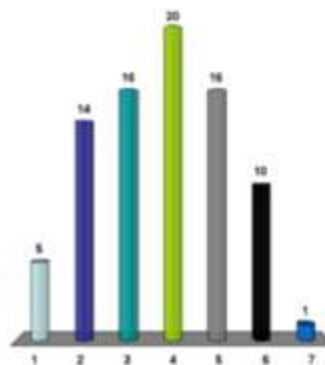
How will the NPST be used?

1. Observation and reflection of teacher's practice
2. Accreditation of pre-service teaching programs
3. Teachers' achievement of driver licences
4. Change of registration from provisional to full registration
5. Renewal of registration
6. As part of the SACE Research project
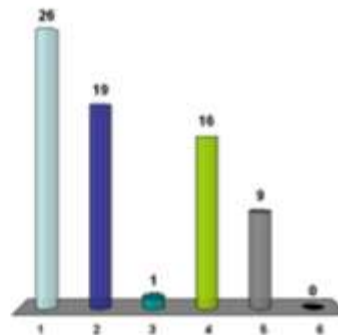
Before I started this Pilot my knowledge of the NPST was …

1. Nothing
2. I knew they existed
3. Familiarity with their structure and purpose
4. Detailed understanding of the NPST
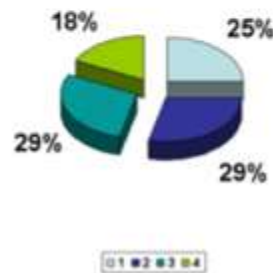
Now I have been part of the pilot my knowledge of the NPST is ….

1. Nothing
2. I know they exist
3. Familiarity with their structure and purpose
4. Detailed understanding of the NPST

How likely are you to use the NPST as a reflection tool for professional learning and progression?

1. Not very likely
2. Possibly
3. Very likely
4. Definitely
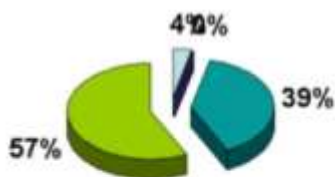
4%0%

39%

57%

☐1 ■2 ■3 ☐4

Observation as learning?

Real Science .... Table Talk

What questions would you ask:

• that would support you to consider how the NPST have been demonstrated?

• that would help you build on and connect your own practice with the practice demonstrated in the observation?

aitsl

8.3   Appendix D – Feedback collated from Table discussions and Narratives

What are three or four most significant learning's or directions that should be taken from this pilot?

- **Powerful experience of observing practice** Affirming the importance of observation as an effective tool for reflection growth and learning – reflection can't be done on your own a colleague is essential to facilitate professional reflection …… positive process …… tool is adaptable
- Observation of the more experienced teacher was an affirming process for renewing and reengaging them - Colleague observation is extremely powerful
- Observation tool is an effective process to introduce the NPST into the school as a whole school process
- **NPST provides common language** and a continuum for growth in the profession
- The NPST have potential to lift the profile and standards of our profession – linking observation to performance development needs to be explicit about how goals /standards can be implemented within their practice – needs to be part of the **culture or whole school practice** – available to all teachers embedded in school structures – whole school commitment so trust is not undermined
- Time needed for the type of cultural change this requires
- Process needs to include time for immediate follow up and conversation following the observation
- Process opens up isolated closed classroom spaces

What processes were effective to scaffold participation in reflective and professional conversation?

- **Time pre and post observation needs to be prioritised**
- Videoing /filming was used to expand and deepen reflection
- Observation for learning and as learning
- Focus on a limited number of standards / descriptors
- Invitational rather than mandated – clear understanding of the purpose and process non-judgemental, modelling, future oriented and affirming
- Whole school information sharing about the process and modelling how it is done
- Specific questioning that gave the conversation a disciplined focus
- Referencing the NPST important
- Ongoing and multiple observations
- Importance of tool as a resource

What are three or four most important elements of a successful observation?

- Strengths focused rather than weaknesses – keep feedback objective not subjective - constructive
- **Ensure participants are clear on roles and purpose**
- Ownership of the observation process and feedback is essential to empower the participant to engage with both observation in an ongoing way and the learning's that could result from an observation conversation
- **Trusting relationships are in place - multi level trust – language of trusting colleagues to give genuine and respectful feedback without judgement**
- Time for pre- and immediate post conversations - pre-conversation to know what will be observed and the learning intentions

9 DoE TAS

9.1 Appendix A: Inquiry Design Template

Name:

Personal and School context statement:

Inquiry Title:

Overview of Inquiry:

Research questions:

Inquiry Design:

Managing the data:

Timelines and milestones:

Results (Briefly describe or include the data you collected).

Discussion (explain what you think came out of your enquiry and what you learned)

Conclusions (What are some of the ways in which your work might be useful to other teachers, schools or systems?)

9.2 Appendix B: Poster for final presentation of Inquiry

What I set out to do	What happened	What did I learn
AITSL template parts • Enquiry title • Overview • Research questions • Enquiry design	AITSL template parts • Timelines and milestones • Results	AITSL template parts • Discussion • Conclusions

9.3 Appendix C: Student Survey based on the Standards. Grade 7 (Teacher 5)

STUDENT SURVEY

Please rate your teacher on the following attributes.

Male	Female
☐	☐

Grade 7 8 9 10

	Rarely	Sometimes	About half the time	Often	Nearly always
I am encouraged to take responsibility for my learning					
The learning tasks in this subject are meaningful					
I understand how I will be assessed for this subject (5.1)					
The learning tasks in this subject give me a number of ways to demonstrate my understanding (5.1)					
I believe rubrics are a helpful way of providing feedback (5.1)					
My teacher has high expectations of me (5.2)					
I understand what I need to do in order to improve in this subject (5.2)					
I understand what I need to do to be successful in this subject (5.2)					
I believe my teacher makes it clear what I need to do before I start a task (5.2)					
My teacher gives me detailed feedback (5.2)					
My teacher's assessment records are available for me to see and discuss (5.2)					
My work is assessed and returned promptly (5.2)					
I understand how important assessment is in helping me improve my understanding and how I learn (5.2)					
My teacher explains why I received a particular assessment (5.2)					
I have confidence in the assessment my teacher gives me (5.3)					
I believe the assessments I receive are comparable to those other students would receive for the same work. (5.3)					

Other comments about how your teacher provides feedback about your learning:

Example of graphed results based on the survey
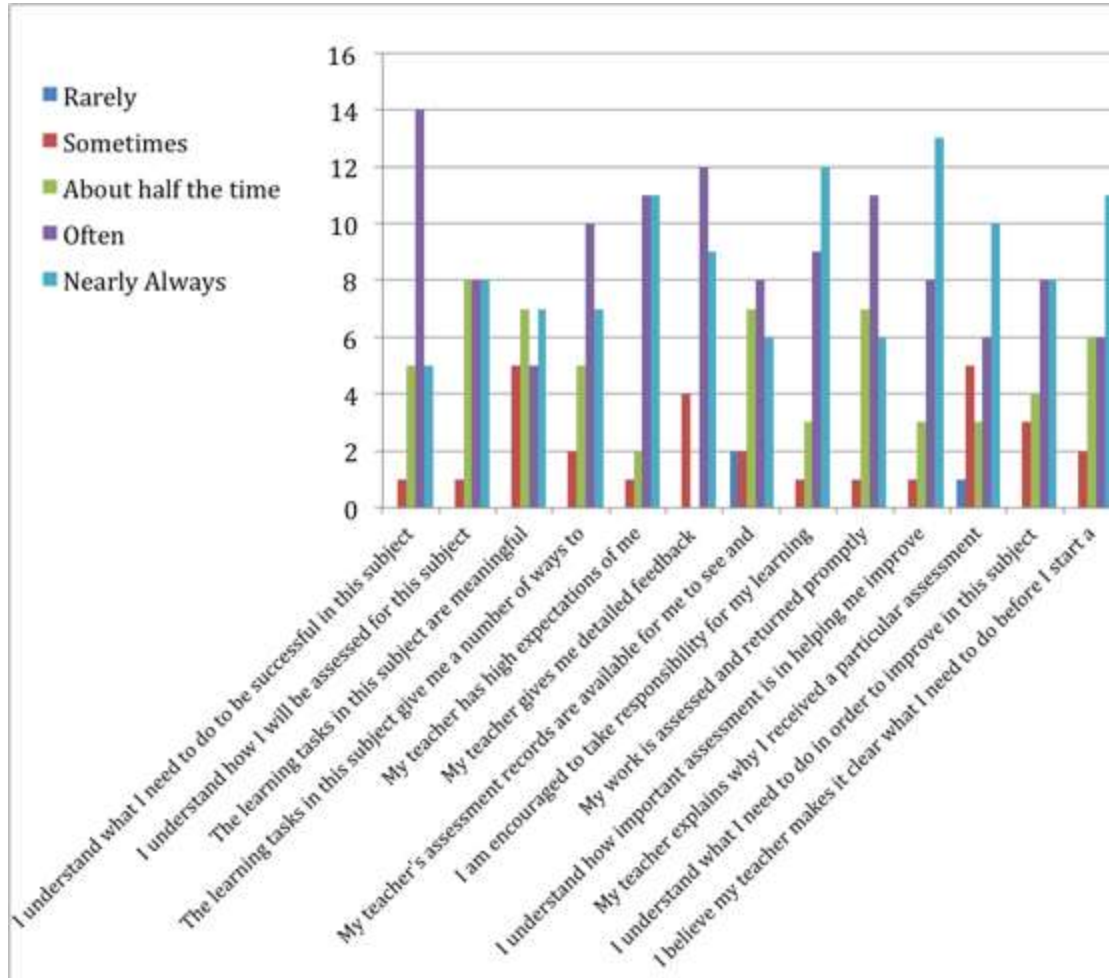
9.4 Appendix D: Student Survey based on the Standards. Grade 7 (Teacher 4)

TEACHER REPORT CARD

Please read the following statements and <u>rate your teacher</u> by putting a tick in the appropriate box for each statement.

1 = Strongly DISAGREE   3 = Not Sure   5 = Strongly AGREE

	1	2	3	4	5
My teacher believes that I can do well in this class					
Anybody who discriminates or puts down another person will be challenged and corrected by my teacher					
All students are treated as equals in this class and have the opportunity to express their ideas and opinions					
My teacher makes allowances for personal circumstances and difficulties that might interfere with my learning					
My teacher actively listens and responds to students' views					
I can trust my teacher					
My class is full of humour and friendliness					
My teacher gives me a chance to explain my behaviour					
My teacher builds respect and trust in this class					

I have a say in the way this class is run					
My teacher respects the rights of all students					
My teacher is respectful, sensitive and trustworthy					
My teacher models appropriate social behaviour					
My teacher resolves conflict and inappropriate behaviour in a fair and consistent way					
My teacher ensures the physical environment is comfortable and safe					
My teacher has high expectations for my behaviour					
My teacher takes a personal interest in my interests, needs and circumstances					
My teacher is always available to discuss my learning					

9.5 Appendix E (i): Student Survey based on the Standards. Grade 5 (Teacher 3)

Survey

Your responses are anonymous so there is no need to write your name on the sheet.

Fill in the circle that best matches your views on the scale beside each statement.

The rating scale from the left hand side reads; Almost never, Sometimes, Half the time, Often and Nearly always.

Item	Response				
	Almost never	Sometimes	Half the time	Often	Nearly always
If I work hard I can be successful at the tasks I am given.	O	O	O	O	O
The work my teacher gives me is challenging.	O	O	O	O	O
My teacher marks my work and tells me how I'm going.	O	O	O	O	O
Sometimes I mark my own work or a friend marks my work.	O	O	O	O	O
My teacher makes clear what she expects me to do.	O	O	O	O	O
My teacher uses a variety of ways to help me learn.	O	O	O	O	O
I can use what I learn in school out of school.	O	O	O	O	O
My teacher listens to me and others in my class.	O	O	O	O	O
My teacher thinks that what I have to say is important.	O	O	O	O	O
My teacher makes clear what the appropriate way to behave is.	O	O	O	O	O

Example of Graphed Outcomes of the Survey

STANDARD 1. Know students and how they learn :1.5   Differentiate teaching to meet the specific learning needs of students across the full range of abilities

My teacher does not allow put-downs.

My teacher uses a variety of ways to help me learn.

We work together to decide our classroom rules and consequences.
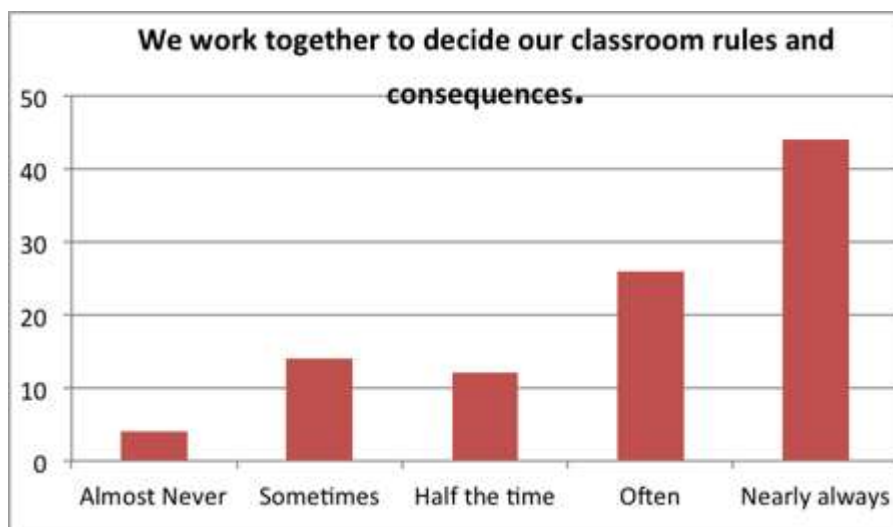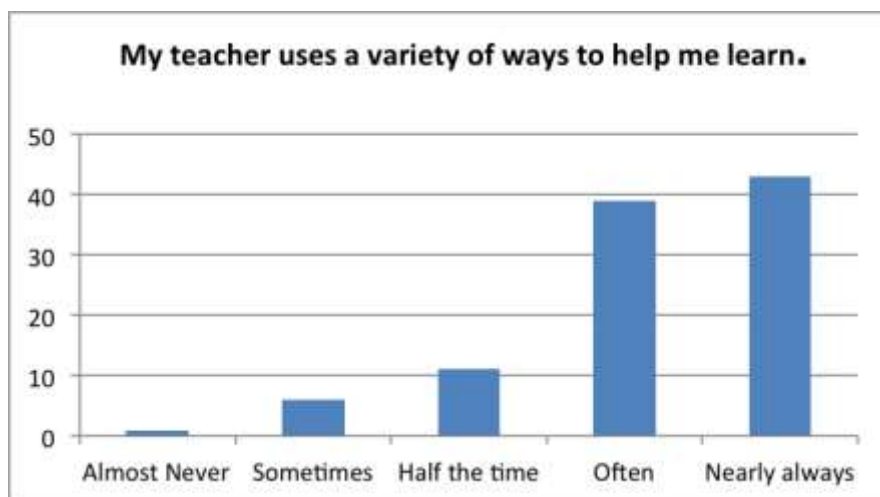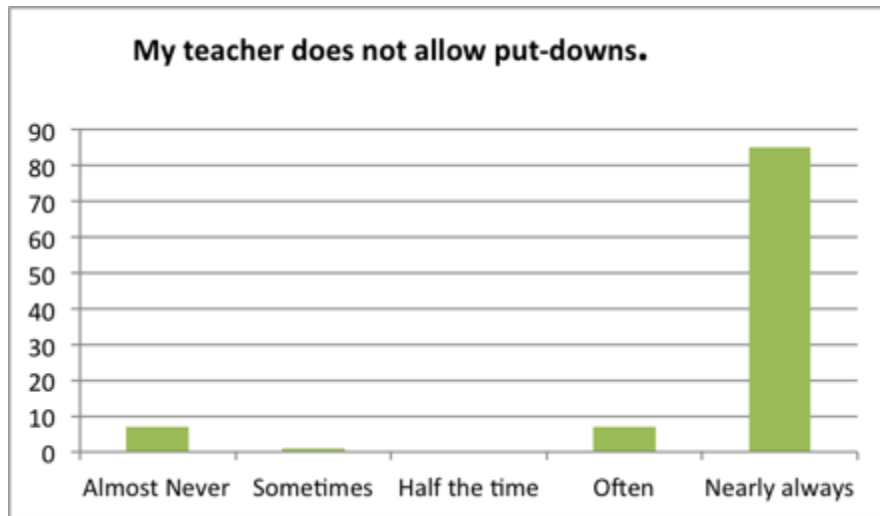
9.5.1 Appendix E (ii): Graduate Teacher Survey based on the Standards. (Teacher 11)

Proficient Teachers

Self-audit against the National Professional Teaching Standards 1-7

STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN							
Focus	**Descriptor**	**Need**			**Strength**		
1.1 Physical, social and intellectual development and characteristics of students.	• Use teaching strategies based on knowledge and understanding of physical, social and intellectual development and characteristics of students	1	2	3	4	5	
1.2 Understand how students learn	• Structure teaching programs using research and collegial advice about how students learn.	1	2	3	4	5	
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	• Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds	1	2	3	4	5	
1.4 Strategies for teaching Aboriginal and Torres Islander students	• Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of the Aboriginal and Torres Strait Islanders.	1	2	3	4	5	
1.5 Differentiate teaching to meet the specific needs of students across the full range of abilities	• Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	1	2	3	4	5	
1.6 Strategies to support full participation of students with disability	• Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	1	2	3	4	5	

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH							
Focus	**Descriptor**	**Need**			**Strength**		
2.1 Content and teaching strategies of the teaching area	• Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	1	2	3	4	5	
2.2 Content selection and organisation	• Organise content into coherent, well-sequenced learning and teaching programs.	1	2	3	4	5	
2.3 Curriculum, assessment and reporting	• Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	1	2	3	4	5	
2.4 Understand and respect Aboriginal and Torres Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	• Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Islander histories, cultures and languages.	1	2	3	4	5	
2.5 Literacy and numeracy strategies	• Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	1	2	3	4	5	
2.6 Information and Communication Technology (ICT)	• Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	1	2	3	4	5	

STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING						
Focus	Descriptor	Need				Strength
3.1 Establish challenging learning goals	• Set explicit, challenging and achievable learning goals for all students	1	2	3	4	5
3.2 Plan, structure and sequence learning programs	• Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	1	2	3	4	5
3.3 Use teaching strategies	• Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	1	2	3	4	5
3.4 Select and use resources	• Select and/or create and use a range of resources, including ICT, to engage students in their learning.	1	2	3	4	5
3.5 Use effective classroom communication	• Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	1	2	3	4	5
3.6 Evaluate and improve teaching programs	• Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	1	2	3	4	5
3.7 Engage parents/carers in the educative process	• Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning..	1	2	3	4	5

STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS						
Focus	Descriptor	Need				Strength
4.1 Support student participation	• Establish and implement inclusive and positive interactions to engage and support students in classroom activities.	1	2	3	4	5
4.2 Manage classroom activities	• Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	1	2	3	4	5
4.3 Manage challenging behaviour	• Manage challenging behaviour by establishing and negotiating clear expectations with students	1	2	3	4	5
	• Address discipline issues promptly, fairly and respectfully.	1	2	3	4	5
4.4 Maintain student safety	• Ensure student's well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.	1	2	3	4	5
4.5 Use ICT safely, responsibly and ethically	• Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	1	2	3	4	5

STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING						
Focus	Descriptor	Need				Strength
5.1 Assess student learning	• Develop, elect and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	1	2	3	4	5
5.2 Understand how students learn	• Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	1	2	3	4	5
5.3 Students with diverse	• Understand and participate in assessment and moderation activities to support consistent and comparable judgements of student learning.	1	2	3	4	5

linguistic, cultural, religious and socioeconomic backgrounds							
5.4 Strategies for teaching Aboriginal and Torres Islander students	• Use student assessment data to analyse and evaluate student understanding of subject/content, indentifying interventions and modifying teaching practice.	1	2	3	4	5	
5.5 Report on student achievement	• Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	1	2	3	4	5	

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING							
Focus	Descriptor	Need				Strength	
6.1 Identify and plan professional learning needs	• Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs	1	2	3	4	5	
6.2 Engage in professional learning and improve practice	• Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	1	2	3	4	5	
6.3 Engage with colleagues and improve practice	• Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice	1	2	3	4	5	
6.4 Apply PL and improve student learning	• Undertake professional learning programs designed to address identified student learning needs.	1	2	3	4	5	

STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES PARENTS/CARERS AND THE COMMUNITY							
Focus	Descriptor	Need				Strength	
7.1 Meet professional ethics and responsibilities	• Meet codes of ethics and conduct established by regulatory authorities, systems and schools	1	2	3	4	5	
7.2 Comply with legislative, administrative and organisational requirements	• Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes	1	2	3	4	5	
7.3 Engage with the parents/carers	• Establish and maintain respectful, collaborative relationships with parents/carers regarding their children's learning and well-being	1	2	3	4	5	
7.4 Engage with professional teaching networks and broader communities	• Participate in professional and community networks and forums to broaden knowledge and improve practice.	1	2	3	4	5	

9.6 Appendix F: Teacher Survey based on the Standards. (Teacher 6)

Teacher Survey: Mathematics Program and Teaching

Standard 1					
1.5a	What opportunities does the current maths program allow for you to meet the needs of your students?	1	2	3	4
1.5b	To what level do you cater for individual learning needs using the maths program?	1	2	3	4
1.5c	What opportunities does the adopted school structure (streaming/tracking) provide for you to meet the learning needs of your students?	1	2	3	4
Standard 2					
2.1a	What was your perceived mathematical understanding of the content you were teaching to your students prior to implementation of the program?	1	2	3	4
2.1b	What is your current understanding of the mathematical concepts you teach to your students?	1	2	3	4
2.1c	If there is a variance between your responses to 2.1a and 2.1b, please provide possible explanation.				
2.2	Using the current maths program, what opportunities are there for you to select appropriate tasks for your students and organise learning sequences?	1	2	3	4
2.3a	Using this program, to what extent do you need to use assessment data to inform your teaching of mathematics?	1	2	3	4
2.3b	To what extent do you use assessment data to inform your teaching of mathematics	1	2	3	4
Standard 3					
3.1	Thinking about the 'average' students in your class, to what level do you believe the maths program provides challenge for your students?	1	2	3	4
3.4 a	What other resources do you use to support the <u>teaching</u> of mathematics?				
3.4 b	What resources do you provide to support the application of student learning?				

Key:	**1**: Low level/Rarely	**2**: sometimes	**3**: often **4**: High Level/Nearly Always

Positives	What are the positive aspects for the use of the maths program For you as the teacher: For the students: For the school:
Challenges	What are the challenges for the use of the maths program For you as the teacher: For the students: For the school:
Further Comments	

9.7 Appendix G: Professional Learning Planning tool based on the Standards. (Teacher 10)

Backward planning process for Individual Professional Learning Plan (IPLP) Buddy Conversation using the National Professional Standards for Teachers

Name: Date:

Colleague Buddy Name: Signature:

Reflect on your current capabilities and identify your present career stage for this standard:

☐ GRADUATE   ☐ PROFICIENT   ☐ HIGHLY ACCOMPLISHED   ☐ LEAD

What evidence would you need to demonstrate to achieve this goal?

What steps could you take to achieve this goal?

Start

The standard have you have nominated for your IPLP focus:

Career stage goal you are aiming to achieve:

☐ PROFICIENT

☐ HIGHLY ACCOMPLISHED

☐ LEAD

9.8 Appendix H: Questionnaire on the National Standards for beginning teachers. (Teacher 16)

National Professional Standards for Teachers

1. What do you see as the **benefits** of having National Professional Standards for Teachers?
2. What may be the **negatives** in having National Professional Standards for Teachers?
3. Please **rank the seven standards from most to least important** (in your opinion). You may rank two or more standards as being of equal importance.
4. What do you see as the **main differences between 'graduate teachers' and 'proficient teachers'**? (please read the fifth page of the accompanying document)
5. There are **thirty seven focus points within the Standards**. On the accompanying document please indicate your opinion of the clarity of each point, that is, the extent to which you can see a clear and logical developmental progression from graduate to proficient level.
   Please use the following:
   - Clear and logical progression – a tick to the right of the proficient point.
   - Unclear or not logical progression – a cross to the right of the proficient point plus a short explanation.
   - Unfamiliar terminology – underline the term which is unfamiliar.
6. Please identify five (approx.) of the focus points which you feel are of greatest importance to you as a beginning teacher.
7. Please identify five (approx.) areas in which you feel **professional development activities would be of benefit to you** as a beginning teacher (these do not have to directly link to the National Standards).
8. How might **colleague teachers** assist you in developing from graduate towards proficient level?
9. How might **senior staff** assist you in developing from graduate towards proficient level?
10. How might the Tasmanian **Department of Education** assist you in developing from graduate to proficient level?
11. What has **assisted you** in this early stage of your teaching career?
12. What has hindered you in this early stage of your teaching career?

9.9 Appendix I: Consultancy Protocol

REFINING YOUR INQUIRY: THE CONSULTANCY PROTOCOL

PURPOSE
• To provide an opportunity for you to share your inquiry reflect about it and receive some thinking from others
• To support reflective thinking and analysis skills

3 ROLES
1. Presenter - will present dilemma, context and a question
2. Facilitator- will keep the group to the protocol
3. Timekeeper- will ensure each stage of the protocol adheres to the time allocated

These roles will rotate. Each time you finish the protocol each person will get up and
change seats and roles.

THE PROCESS
1. Presenter gives overview and frames a question
2. The facilitator invites the group to ask probing open and closed questions to expand the presenter's thinking
and also to ensure thinking is specific
3. The facilitator invites the group to talk with each other about the inquiry, the presenter is silent
4. The facilitator invites the presenter to reflect on what was heard
5. The facilitator invites participants to write individual reflections for the presenter
6. The facilitator leads a brief conversation about the process

SOME THINGS TO REMEMBER...
• Listen to hear, not listen to speak
(Seek first to understand, then to be understood. Stephen Covey 7 Habits of Highly Effective People)
• Paraphrase
• Open questions

9.10 Appendix J: Teacher 1 Summary Report

School/Participant context: I am a Senior Education Officer, ICT Professional Learning in the South of Tasmania employed full-time by the Department of Education to assist and provide guidance to the 35 Government schools in Southern Tasmania (Primary, Secondary, PY10).

Inquiry Title: A model that combines "Cognitive Coaching" and the AITSL Standards to assist teacher self-reflection and future career direction.

Research Questions

- How can the Cognitive Coaching approach (e.g. Planning Conversation Map, Reflection Conversation Map etc.) be used to structure (and guide) an AITSL conversation between a teacher and Leader (e.g. Principal)?
- How can a teacher use the AITSL Standards (and descriptors) to self-reflect upon their current stage of development/performance?
- How can the AITSL Standards (and descriptors) be used to guide a teacher's future goals, success indicators and strategies?

Inquiry Design

- For this inquiry/model, "Tom" and I explored his reflections and assessment on how successful he has been in implementing the "iPads Pilot study" in his school (from the start of the year to the present situation). I have acted as his 'coach' and have utilised the Cognitive Coaching approach and the AITSL Framework for structure and impetus for discussion and reflection.
- It was proposed jointly that we would utilise the AITSL Framework to 'formalise' our coaching sessions and to determine the progress he has made this year and 'where he wants to go in the future'.
- To do this, I used the 'Reflection Conversation Map' framework with Tom (taken from 'Cognitive Coaching' approach). After Tom verbally reflected on the 'iPads implementation' and elicited the progress he had made from the start of the year to the present situation (August), he and I then examined the AITSL Standards 2 and 6. We both reflected, and identified where we thought Tom sat (now and at the start of the year) on the continuum for each of these 2 AITSL Standards. Through this process, I, as the coach, was able to elicit responses from Tom that allowed him to articulate (and assess) the progress he had made on AITSL Standard 2 throughout the year.

Results

This is where Tom	**and Coach assessed Tom on AITSL Standard 2 Continuum:**

This is where Tom	**and Coach assessed Tom on AITSL Standard 6 Continuum:**

Discussion and conclusions

- The "AITSL Framework" and "Cognitive Coaching Approach" complement one another
- If you have the Frameworks, and techniques for coaching a staff member, then it will assist in Performance Management discussions.
- My efforts and time in assisting one staff member will have a 'knock on' effect. The staff member tells others that I have taken the time to assist them in a successful manner and I will also increase in confidence that I can do a similar thing in the future.
- The AITSL Framework (and its Standards) are quite easy to understand and can be used for teachers and leaders in a supportive manner.
- In using the AITSL Framework, leaders are able to understand their staff's strengths and weaknesses very quickly and they can use this knowledge to plan future PL for their staff. Leaders can also self-assess their own leadership through the AITSL Framework and employ the Cognitive Coaching approach to their own thinking.

9.11 Appendix K: Teacher 2 Summary Report

School/Participant context: I have been teaching for 28 years which includes experience at High Schools in the North West, North and South of the state. I have been in my current position at Claremont College for 15 years. The demographic of this school is one of the most disadvantaged in Tasmania with a large proportion of students receiving financial assistance.
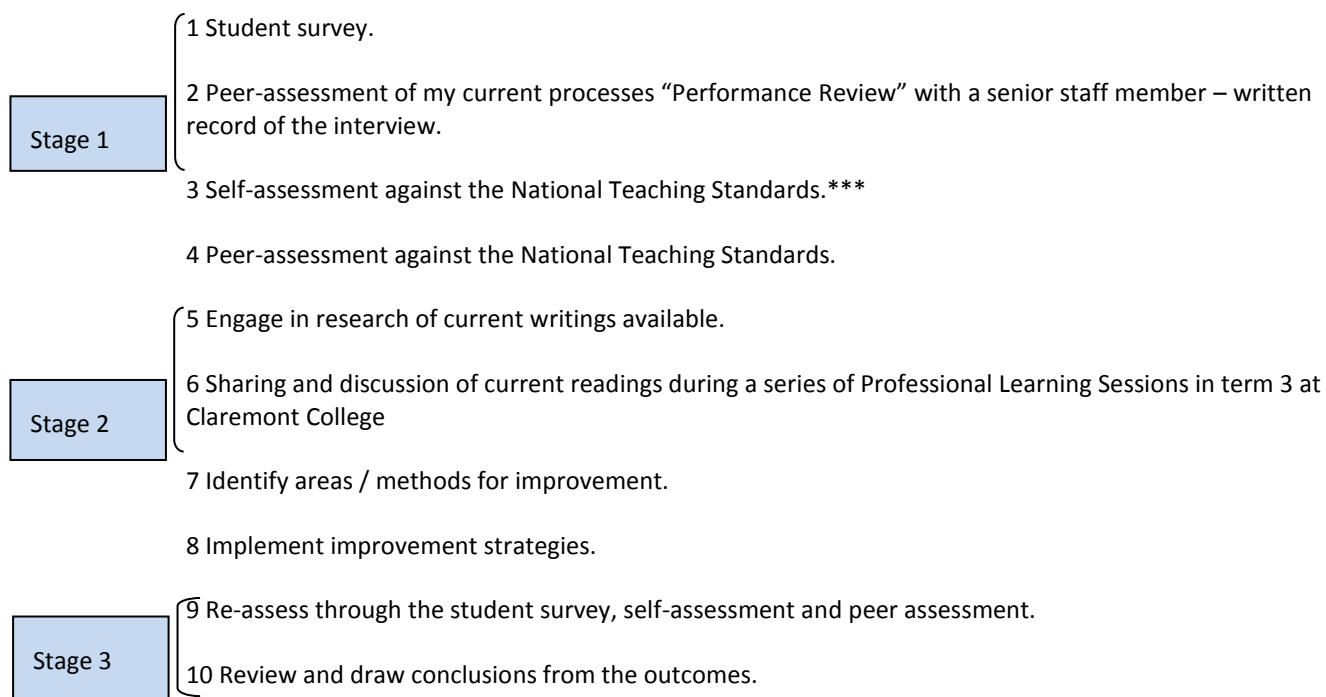
My training and the majority of my teaching is in Music. I have also taught Computing, VET and Flexible Learning classes.

Inquiry title: To monitor and to improve my teaching through standard 5 (effective assessment and feedback processes).

Research Questions

- What does the current research, as recorded in educational journals, recommend as the best practice in format and timing of effective feedback on student progress? (ie. What is recommended?)
- How do the students in my current classes regard the current reporting and feedback processes? Are they effective? Do they achieve their intended purposes? (ie. What is happening?)
- What is happening in the classroom now? (ie. Self and peer-assessment)
- How can I improve? What and why will I change? (ie. Aim for more effective classroom management and feedback)

Inquiry Design

Stage 1

1 Student survey.

2 Peer-assessment of my current processes "Performance Review" with a senior staff member – written record of the interview.

3 Self-assessment against the National Teaching Standards.***

4 Peer-assessment against the National Teaching Standards.

Stage 2

5 Engage in research of current writings available.

6 Sharing and discussion of current readings during a series of Professional Learning Sessions in term 3 at Claremont College

7 Identify areas / methods for improvement.

8 Implement improvement strategies.

Stage 3

9 Re-assess through the student survey, self-assessment and peer assessment.

10 Review and draw conclusions from the outcomes.

Discussion and conclusions

My starting point for this inquiry was to improve the learning outcomes for the students in my class. Through the reading, discussions and thinking time I have come to the thinking that I must first focus on my performance of a teacher. To be a more effective teacher and to give effective feedback will make the biggest difference.

"All studies show that the key to higher performing students is the effectiveness of their teachers. Conservative estimates suggest that students with a highly effective teacher learn twice as much as students with a less effective teacher."[1]

Teaching standards are an objective, organized method of firstly evaluating our present standard then secondly planning some goals to achieve. This objective assessment against credible and clearly defined skills can only enhance our profession and also support a truly transparent career path.

"Just as students need to be involved in dialogue about their performance, teachers need to be part of the implementation process of any reform. There needs to be a culture that facilitates formative assessment of the teaching and learning practices within the classroom, the school and the system. Each teacher must find their own way of incorporating formative assessment into their teaching and learning programs and schools and colleges need to develop supportive structures that will enable reflective, evaluative and collaborative work to be undertaken by teachers."[2]

Teachers participating in assessment processes are far more able to evaluate their students effectively and therefore improve student learning outcomes.

"School policy makers then ought to start with what improves student learning." To improve student outcomes the focus must be on the classroom and the promotion and support of change within the classroom."[3]

Conclusion

My next step is two-fold. Firstly, to complete my detailed report of my readings and exploration of teacher assessment and student assessment processes. Secondly, to engage in a discussion in my workplace to establish teacher mentoring to facilitate peer assessment.

This will be supported by an improved access to current readings and research based in our College library. A forum to share and discuss our teaching progress would further support this.

The process of this inquiry has been most engaging, informative and relevant. I aim to continue in this reflective approach to my teaching.

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[1] Jensen, B. and Reichl, J. 2011, page 6
[2] Ewington, J.2007, Pages 12-13
[3] Ewington, J. 2007, page 12

9.12 Appendix L: Teacher 3 Summary Report

School/Participant context:

Inquiry title: Teachers using data from student feedback surveys (linked to National Professional Teaching Standards) to self-reflect for improved student engagement and motivation.

Research Questions

•   Why is there such a large discrepancy between the student and teacher survey results for "student motivation"?

•   How can I use student feedback to encourage teachers to use the National Professional Standards for Teachers as a tool for teacher self-reflection.

•   How can I use this information in Personal Review, and Leading for High Performance conversations

Inquiry Design

- •   Why is there such a large discrepancy between the student and teacher survey results for "student motivation"?
- •   How can I use student feedback to encourage teachers to use the National Professional Standards for Teachers as a tool for teacher self-reflection.
- •   How can I use this information in Personal Review, and Leading for High Performance conversations

Results: Examples only. See appendix for full analysis
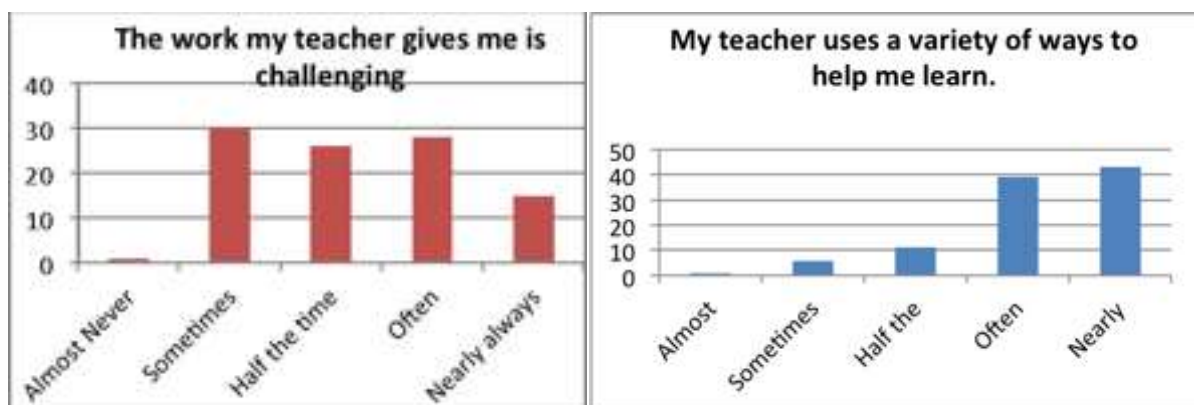
Discussion and conclusions

Knowing students and how they learn:

The data is showing that 82% of students are satisfied with the work being presented in a variety of ways. 18% are saying that the activities are differentiated half of the time, or not much at all.

- Discrimination and put-downs are clearly not tolerated by teachers
- 46% of students felt that rules and consequences were collaboratively decided

Plan and implement effective teaching and learning

- 57% of the students felt that the work they were given was challenging half the time or less. Establish challenging learning goals
- 90% of students can connect their learning to real world situations half the time or more.
- Teachers are using effective listening skills. 94% of students feel heard and state that their teacher takes an interest in them.

Create and maintain safe and supportive learning environments

- Over 90% of students trust their teacher and feel respected
- 100% students are clear about behavioural expectations most of the time
- Knowing students and how they learn:
- 72% students did not mark their own, or friends work half the time or less

Examine assessment strategies

- 25% students rarely/ less than half the time have their work marked by teacher and feedback given. Provide timely, effective feedback
- 18% students are not clear about what they are expected to do. Make learning intentions and achievable goals clear

Conclusions:

The direct links made between the student survey questions and the National Professional Teaching Standards allows us to get very specific information about where to go with our professional learning and support to meet the needs of teachers

- I can see that this information will be useful in assisting teachers reflect on their teaching practice, and undertake action learning.
- It will also be a useful tool in Leading for High Performance discussions in the teacher review process.

It is evident that my school needs to look at:

- Making Learning intentions clear
- Assessment strategies
- Feedback to students.

9.13 Appendix M: Teacher 4 Summary Report

School/Participant context: I am an AST working in a small country school in Northern Tasmania, this is my fourth year at this school. The school population is 240, with 40 staff.

Inquiry title: Using the National Professional Standards for Teachers as well as student feedback on teacher practice to assist in improving behaviour management, in particular the use of Restorative Practices, at our school.

Research Questions

- How useful is the National Professional Standards for Teachers for informing and guiding in-school teacher professional development?
- Can the National Standards be used as an integral part of effective teacher feedback to inform future professional development in our school?

Inquiry Design

- Share the National Standards with the group and draw out the areas that relate to behaviour support, student engagement, classroom climate and professional relationships with students
- Using these standards (and Mike's Item Bank of questions), share some ideas for some questions to use to survey students regarding the practices of the teachers in our RP group
- Develop a list of no more than 20 questions using the above bank, as well as our Behaviour Support Policy and school priorities to help us decide what it is we are really trying to find out
- Once the final survey questions have been agreed on, teachers to do a self-assessment using these questions, then to survey a class (preferably their core class, or the class they spend the most time with) that they teach

Results

- Overall, what the students said was really positive about how teachers ran their classes, interacted with them and sorted out problems
- A couple of teachers had results that concerned them in some areas, and re-surveyed their classes with these 'problem areas' specifically, having discussions with their classes about what they said in their original surveys, and asking for more feedback. This was a really positive way to address students' concerns, for both the teacher (once they unpicked the feedback with their class, things didn't seem so bad after all) and for the students who would have felt like they were being listened to (a copy of a 'follow up survey is included')

- One area that was identified across the board as needing attention was that students seemed to feel that they didn't get enough say in how their classes were run, which surprised members of the group, considering their regular use of circles to discuss issues, etc with their classes

Discussion and conclusions

- As a result of the survey process, the group was able to identify an area of focus. We discussed the idea of looking at strategies to make 'circle time' in class more frequent, and for a broader range of purposes (not just to sort out problems and issues). There are a lot of strategies and information available about using circle time as a regular part of class routine, and two of our group members (who both use circle time regularly in their class) have 'volunteered' to share some of their ideas with us in our next RP meeting
- We also discussed the idea of feedback to students who took part in these surveys, letting them know what we found and that we are acting on what they said
- We also discussed the idea of sharing what we've done (the survey process, results and the focus area we've identified) with the rest of staff, so that we can encourage other staff members to start attending our meetings and implementing restorative practices into their classrooms. One of our group members volunteered to do this at our next whole staff meeting.

- Being able to refer to the National Professional Standards for Teachers as part of this process was extremely beneficial in that it allowed teacher to participate in identifying relevant, timely areas of focus in terms of their own professional development
- The use of the NPST enabled the inquiry and resulting process to be widely applicable to teacher professional development and practice in our school
- The use of the NPST enabled us to draw out particular areas of focus that were relevant to both our school priorities, the RP focus group and teacher professional development needs in our school
- As a result of participating in this process, I believe that the NPST can be very valuable in informing and guiding in-school teacher professional development and therefore improving classroom practice

9.14 Appendix N: Teacher 5 Summary Report

School/Participant context: I am a secondary teacher with an English/Humanities background currently teaching in a large city high school with an enrolment of over 800 students.

Inquiry Title: Using the National Professional Standards for Teachers to reflect on their own practice, in particular the feedback criteria:

5. Assess, provide feedback and report on student learning, and more specifically,

5.2 Provide feedback to students on their learning.

Research Questions

• How helpful do students find the feedback I provide in assisting them in their learning and moving to the next stage?

• What can I do better as a teacher to 'feed forward'?

• How can our staff provide better feedback to students?

Inquiry Design

• Survey students using a modified version of Mike Brakey's survey to gain information about the feedback I provide

• Involve two other teachers in a similar process with their students as a comparison

Results

 Student Survey tied to National Standards 5, 5.2.

Graph 1: Summary of student results from Feedback Survey
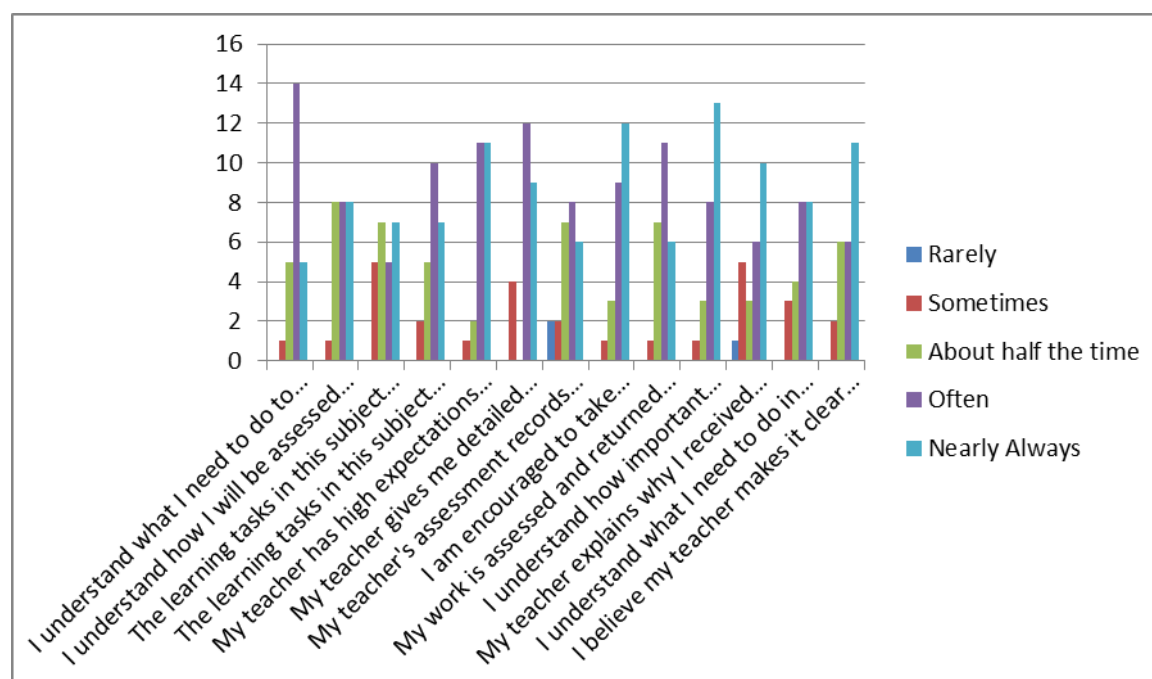
Discussion and conclusions

The results were pleasantly surprising; some of the aspects which I expected to rate low, such as marking and returning work promptly didn't score as badly as I had imagined. I always provide guidelines when I introduce a new assessment task about what will be expected and how it will be assessed, but obviously I need to ensure that this is understood by all. I also need to physically show all students their assessment page in my book and explain, using the criteria, what they need to do in order to improve and not just expect that they will ask to see their assessments.

The most challenging aspect of this inquiry was compiling the results, but it was worth it to see the outcomes.

Other teachers in my learning area are conducting a similar process with their classes so it will be valuable to have a discussion about how we deal with feedback as a subject team and what we can do to improve. In conclusion:

• Students value feedback

• Students need tasks explained clearly

• Students value high teacher expectations

• Students want learning tasks to be meaningful

• Assessments need to be carefully explained, both in terms of how they will be implemented and how the results are arrived at.

9.15 Appendix O: Teacher 6 Summary Report

School/Participant context: The school that this inquiry took place in was an urban school of 350-400 students Kindergarten to grade 6. A high percentage of students in this school reach or exceed the national minimum standards for both literacy and numeracy. I have worked in this school for the past 9 months as AST, literacy support teacher and teacher of a Grade 6 Mathematics class.

Inquiry title: An evaluation and improvement of the mathematics teaching and learning program.

Research Questions

- What are the factors that have the greatest impact on student achievement in mathematics?
- How can I use the National Professional Standards for Teachers to encourage colleagues to reflect upon their practice and programs used?
- What structures do I need in place, both in the classroom and school wide, to support high quality teaching and learning?
- What opportunities can I provide my students to share their understanding of their learning?
- How will I use the information that my students provide to inform my teaching

Inquiry Design

Guide the mathematics curriculum team to conduct a review of the current program and structures for teaching mathematics. This will initially consist of a survey to gauge teacher opinions of the program, the school wide structure (streaming) and teacher content knowledge.

Collate the staff survey data and produce an action plan that addresses the opinions of the staff.

The Inquiry consists of a major and a minor component. <u>Major component:</u> review of the school wide program and structure. <u>Minor component:</u> review of the learning program of a grade 6 group

Results

Minor Component:

- Student reported as a result of the survey that the current mathematics program provided little or no challenge
- Approximately 60 % of the students expressed the belief that the content of what they were being taught could not be applied to the real world

Major Component:

- Student NAPLAN results showed significant gains from year 3 to year 5
- The teacher survey reported that;
- All teachers felt positive about using the program as the major source of their mathematics instruction
- The program provides school wide consistency of mathematical language and strategies
- the current mathematics program provides less challenge for older students but suitable challenge for younger students
- As the program progresses through grades/stages that there is less practical or hands on experiences
- Significant challenges experienced as a result of the school wide structures for the delivery of the program (streaming)
- All teachers indicated a positive shift in their content knowledge and one teacher reported prior to using the program that "I didn't always teach explicitly the topics I didn't understand or I would miss them out"

Discussion:

Marshall Goldsmith, Try FeedForward instead of Feedback, 2002 suggests that 'leaders can benefit from feedback from their employees…..But there is a fundamental problem with all types of feedback: it focuses on a past, on what has already occurred-not on the infinite variety of opportunities that can happen in the future. As such, feedback can be limited and static, as opposed to expansive and dynamic.' If the participants of this statement are applied to the classroom and the leader becomes the teacher and the employees become the students then it could be stated that teachers have much to learn from their students.

The notion of Feed-forward (providing suggestions for the future), would require explicit teaching. The minor component of this inquiry demonstrated that students, when provided with appropriate opportunities, were able to articulate what was inhibiting their learning but not provide suggestions of what would improve their learning. It is therefore reasonable to expect the teacher to have the skills to enact actions that will lead to improved learning outcomes based on the student feedback.

The feedback provided by students through the first survey has been acted upon. Explicit links have been made for the students of the content of the mathematics program and real world application, and greater challenge has been provided to students through differentiation of the content of the program. On completion of the actions, students will be provided with a post inquiry survey to determine the effectiveness of the actions.

School data obtained from the NAPLAN test demonstrates extensive gains in student learning from years 3 to 5. This data may be indicative of aspects of the adopted mathematics program. Research informs us that the teacher has the greatest impact on student learning. It can be argued then that the results are not as a direct result of the program but rather the improvements in teacher knowledge of the content that is being taught and consistency of approach.

The challenge now extends to determining what aspects of program and approach have had the greatest impact on student learning and what aspects are inhibiting further improvements. If we again turn to current research, the six key principles for effective teaching of mathematics as outlined by Peter Sullivan, Teaching Mathematics: Using research-informed strategies, ACER, 2011, will provide the answer to this question. These principles are based on the work of Good, Grouws and Ebmeer (1983), Hattie (2009), Swan (2005, Clarke and Clarke (2004), and Anthony and Walshaw (2009). The principles are; Articulating goals, Making connections, Fostering engagement, Differentiating challenges, Structuring lessons and Promoting fluency and transfer. The next level of work for the school Mathematics curriculum team will be to explore what these principles look like in our school context.

The evaluation of the mathematics program has led to an awareness of the aspects that determine increases in student learning outcomes. The National Professional Standards for Teachers has provided an avenue for reflection, evaluation and refinement of the mathematics program.

9.16 Appendix P: Teacher 7 Summary Report

School/Participant context: This research project was undertaken by myself; a primary school teacher, at a suburban primary school in a low-socio-economic area.

Inquiry title: What levels of feedback are being used in the Classroom?

Research Questions

- What levels of feedback are used?
- How frequently is feedback given?
- Which levels of feedback do the teachers see as most beneficial to least beneficial for students' development?
- Which levels of feedback do the students' see as beneficial to their development?

Inquiry Design

- Assessed and recorded feedback used by volunteer teachers from grades; Prep, 3 and 5 during Guided Reading sessions.
- Interview all five teachers about their perspective on the types of feedback used and record all responses.
- Select six students from each class (with parental permission) to interview about their perspective on the feedback given by their teachers and recorded all responses.
- Teachers and students given definitions and explanations about the 'Levels of Feedback'.
- Interview questions pre-formatted and consistent.

Results:

Likert Scale	Least 1 used	2	3	4	Most 5 used

Feedback addresses: Where am I going? How am I going? Where to next?

Levels used by teachers

Feedback Level Hattie-p. 177 ▶ Teacher ▼	Task	Process	Self-Regulation	Self
1-EC	5	1		3
2-EC	5			3
3-Middle	5	1		3
4-Middle	5			3
5-Primary	5	1		3

Interview questions

Teacher:

- Do you use all4 levels of feedback in the classroom?
- What are the advantages of using: each level?
- Do you see any disadvantages of using any of the levels?
- Of the four level of feedback given to students, which are you more likely to use?

<u>Students:</u>

Students: Explanation of feedback; When the teacher talks to you about tasks being done in the classroom, instructions to tasks, while you are doing tasks, how you are going with the tasks, what to do next.

- Do you hear feedback in your classroom? What does it sound like?
- How do you feel when your teacher gives you feedback about: What you have done- What you could do better- What you have done well and what you could do to improve?
- Would you prefer to be praised for being clever or for trying hard or told how you could improve what you are doing?
- You just read your new book correctly, what would your teacher say to you?
- Do you think that some student's get more feedback than others? Why?
- What type of feedback do you prefer? Why?

Discussion and conclusions

The aim of this inquiry was to Identify levels of feedback used and their purpose and to gain an understanding of the perspectives teachers and students have about feedback. The following generalizations are formed from the results of the research.

Generalisations:

- Three of the four levels of feedback were used.
- Task level was the most commonly used.
- Self-Regulation level was not used.
- Teachers felt that self-regulation level was their preferred method to enhance students learning.
- Teachers felt that self-level was the least beneficial to student development but also stated that 'there was still a place in the classroom for self-level feedback'.
- Students in EC preferred self-level feedback, Middle and Primary preferred Process level.
- Students in EC didn't want to 'do more' and felt that feedback during the process just made more work for them. Middle and Primary students felt that self-level was least beneficial to their development but made them feel good if given to them.
- Process was used minimally, Self-regulation was not used.

 The knowledge I acquired throughout this research project has and will continue to impact on my teaching and mentoring practice. It has made me think far deeper about what feedback I am giving to students/colleagues; does it address the where and how they are going and where to next?

I would hope that the results from this inquiry, at the very least, provoke conversations about feedback; the levels, its impact on student development and when and how it is used in the classroom. Recommendations; 'Professional Learning' time to be allocated for teachers to be up-skilled in this area and further research undertaken.

9.17 Appendix Q: Teacher 8 Summary Report

School/Participant context:

Enquiry Title

Investigation of how the National Professional Standards for Teachers can be used by teachers to reflect on their practice and how feedback during Mental Computation lessons can affect students' learning.

Research Questions

•   What feedback are the teachers using?

•   What type of feedback do the students find more useful?

Enquiry Design

•   Identify teachers to be part of the study.

•   Laptops for use of voice recorders in classrooms.

•   Presentation of progress to whole group in September.

•   Presentation of findings to whole group in October.

Results

Table 1

Students from Classes	Is feedback given in your class?	What types of feedback does your teacher give?	Who gets feedback?	Does your teacher give feedback?
Grade 4	Yes	GJ, WD, AW, FW and "I like the way you used the split method to work out that sum."	Everyone	Yes
Grade 2/3	Yes	WD, GJ, C GW, KIU	Everyone	Sometimes
Prep	Yes	A, TW, EW, S, LS	Everyone	Yes

Key: GJ = Good job, WD = Well done, AW = Awesome work, FW = fantastic work, C = Champ, GW = Good work, KIU = Keep it up, A = Awesome, TW = That's wicked, EW = Excellent work, S = Stickers (extrinsic rewards), LS = Lolly snakes (extrinsic rewards).

Discussion and conclusions

In the inquiry, the aim was to find out the amount and types of feedback that were given to students in small groups when working on number or mental computation strategies. The inquiry proved that instruction and questioning for understanding was given, however, there was minimal feedback given to students, as seen in the results.

The inquiry title stated that Investigation of how the National Professional Standards for Teachers can be used by teachers to reflect on their practice and how feedback during Mental Computation lessons can affect students' learning. Due to the timing of the inquiry, only one of the teachers has had a conference with me. Therefore only one teacher has been given the information to reflect on their teaching practice.

Upon interviewing the students, it was apparent that the students needed to be explicitly told what feedback was. It was evident that feedback is given to students in the classrooms. The types of feedback were common and frequent in all three classrooms. All children were given feedback that was non-specific to the behaviour. For example "Good job", "Awesome", "Well done". It was evident that some students were given According to the students that were interviewed, the students that received the feedback were varied. Some student's opinions were that feedback was given "sometimes" and "a lot". When questioned on specific feedback ("I like the way you used split method to work out that sum"), students claimed that it was this feedback that helped them to remember the learning process better.

Throughout the enquiry process, I have been made more aware of my own teaching and the feedback that I am giving students. It has made me assess and critique my own teaching practice, give specific feedback and give it immediately after the behaviour occurs.

Further discussions will be held with the remaining two teachers, allowing them to reflect on their best practice.

To extend my inquiry, more trials could be set up in more classrooms to ensure a wider range of feedback that was given and the type. A copy of this enquiry will be given to Senior Staff members along with the suggestion that more professional development needs to be given on giving feedback, Hattie and the benefits of feedback and its impact on student learning.

9.18 Appendix R: Teacher 9 Summary Report

School/Participant context: This Inquiry was undertaken by two staff members from the school leadership team who were part of the 2011 Leading Teaching and Learning professional learning program.

The school is a Rural/regional district high school (K-10) context with a student population of 370 and 28 (24 FTE) teachers in a small town setting. There is a leadership team of 6 (Principal, 2x APs, 3x ASTs)

Inquiry title: Embedding the AITSL standards into the Leading for High Performance processes and encouraging teacher reflection and goal setting against the standards.

Research Questions

- How do we build this targeted reflection into our current model of Professional Conversations? (LFHP)
- Will staff willingly use the AITSL framework of teacher standards to reflect on their current practice(s)?

Inquiry Design

Through the Professional Conversation model employed at CDHS, we will trial the use of the AITSL standards as part of this conversation. Teachers will be asked to honestly identify, with evidence, where they currently sit against the standards for:

- Professional Knowledge

- Professional Practice

- Professional Engagement

As a result of this conversation, staff will set personal goals for the remainder of 2011 and into 2012, with the specificity of these goals targeting the AITSL standards in areas in which the individual teacher feels that they are currently below an appropriate level of performance for their career stage.

Results

For staff unaware of the AITSL standards, the time spent disseminating information and answering questions was beneficial.

Many staff felt that in a small school, the Highly Accomplished and Lead categories were difficult to attain across the three key categories, particularly in specialist areas in which there was not a always a team to lead.

Many teachers felt that they were, against the AITSL standards, underperforming for their current career stage (in terms of length of time).

Staff were able to set specific goals for on-going work, particularly around professional practice. These tied in well with our collective commitments under our SIP and National Partnership goals.

Through these conversations, it was evident that many staff were beginning to draw together the many elements of PL that have been covered since 2010, including:

Differentiating curricula, structured Literacy blocks (whole-small-whole), using student data to inform groupings, WALT/WILF/TIB (making learning visible), effective student feedback, effective questioning, Blooms Taxonomy & student engagement (instructional rounds).

Discussion and conclusions

Teaching staff have been resilient in the face of much change over the past 4 years. External pressures, many areas of PL and a highly specific SIP have engaged, but also in some cases, exhausted teachers.

Professional Conversations, conducted properly in a non-threatening, supportive and trusting environment can provide a great conduit for honest reflection & goal setting. These conversations have been effective in previous years, but had been undertaken with a set of structured questions that reflected school goals, without a strong emphasis on the individual practitioner.

Adding the National Professional Standards to this process was both productive and educational as it allowed staff to gauge within a national context their current level of work. It allowed for a more specific set of individual goals that had a developmental layer wrapped around them.

Some staff determined that while teaching in a small school can allow you to develop some high order skills and knowledge relating to knowing students and how they learn, it can be detrimental to those teachers wishing to develop leadership capacity. This realisation may help staff who have leadership aspirations to become more creative in terms of how they search for these opportunities - at in-school, federation or departmental wide levels. In terms of capacity building, this could be an additional positive outcome from this process.

The National Professional Standards for Teachers is a document that offers schools and school leadership teams a great tool to assist with staff goal-setting and performance reflection. Embedded properly through the Leading for High Performance processes at a school-wide level could enable progress triggered by not only the external drivers on schools, but also the internal drivers for individual teachers that are reliant upon motivation and professional engagement.

9.19 Appendix S: Teacher 10 Summary Report

School/Participant context: The participant is a member of the school leadership team in a medium sized comprehensive high school, 10 minutes from the CBD. The school's current enrolment is 695 students. In recent years the participant has been responsible for implementing a successful Individual Professional Learning Plan procedure for teachers which incorporates the Teacher Registration Standards and Staff Appraisal process.

Inquiry title: Integrating the National Professional Standards for Teachers (the Standards) as a positive planning tool for Individual Professional Learning Plans (IPLP) which will enhance understanding, direction and the learning culture within a school community.

Research Questions

- How can the Standards be made easily accessible and relevant to all teachers?
- How can teachers identify and plan the key focus of their IPLP, ensuring they are in line with the Standards and it reflects their personal teaching goals and interests?
- How can teachers using the Standards record their individual development and progress as teacher from year to year?
- How can leaders in the school identify common Professional Learning goals within a school and plan whole school professional learning opportunities?

Inquiry Design: <u>Overview</u>

- Create a user friendly, simple straight forward online survey using the Standards. Place survey (created using SurveyMonkey) on the school web site: http://www.surveymonkey.com/s/DSD7KVW
- Create a planning document similar to what is currently being used, which encourages teachers to identify professional learning key focuses and strategies for achievement against the Standards to be used as a point of reference when participating in buddy Professional Planning conversation.
- Create a backwards planning template which encourages individuals to identify a goal (Proficient, Highly Accomplished or Lead) relating to one of the 7 Standards and then develop strategies for achievement.

- Present survey and planning document as a draft to Senior Management team to seek feedback and approval to implement adaption to the Staff Appraisal: Professional Learning and Staff Development Plan for 2012.
- Trial survey with a small test group
- Secure dates on 2012 Calendar for implementation.

Discussion and conclusions

The seed which initiated this model was the intention to imbed the National Professional Standards for Teachers into the culture of a school in a positive and non-threatening manner. Where individuals will develop a comprehensive understanding of the Standards and establish a personal relationship with each of the 7 standards and the requirements of the career stages. For this seed to grow, it become apparent that it needed some serious nurturing (planning) at several different levels:

- Easy to use online survey for individuals to familiarize themselves with the Standards and reflect on their current capabilities
- Whole School Professional Learning to enhance buddy skills – listening, paraphrasing, clarifying…
- Individuals to met with a colleague (buddy) they feel comfortable with to identify a goal/s and strategies for achievement – backward planning task
- School Leadership team to model and provide opportunities to ensure that it is constantly asked: "Where does this fit in to the Standards framework?"
- Whole school professional learning to match the overall survey data
- Formal reflection at the end of the year with a Senior Leader within the school - a meeting which focuses on providing constructive feedback, encouragement, planning and support.
- The process needed to be supported and valued - imbedded in the school calendar for 2012.

For this model to be effective and worthwhile the timing of implementation each component needs to be gradual and deliberate. Too much information at any one stage could cause individuals to feel overwhelmed and/or negative about the Standards or the process. Even the time allocated on the calendar needs to be considered to ensure that the roll out does not clash with other stressors.

Exciting opportunities building on this model could include:

- Team of individuals in a school (or a network of schools) working together to achieve Proficient, Highly Accomplished or Lead on a particular standard

- Encourage/ embrace student feedback on teaching

- Increase professional observation and conversations opportunities across the school

9.20 Appendix T: Teacher 11 Summary Report

School/Participant context:

Enquiry Title: How can a networked Professional Learning Community (PLC) engage graduate teachers in using the National Professional Standards for Teachers?

Research Questions

- How can an instructional coaching process enable graduate teachers to engage in the standards and reflect on their practice?
- What are the benefits of working through a network, rather than, or in addition to, a solely individual basis of professional reflection (in terms of using the Standards)?
- How will a deeper understanding of assessment and feedback using the National Professional Standards for Teachers lead to improved professional practice?

Enquiry Design

Identify/invite 5 graduate teachers from 2-3 different schools within a geographical location. Calendar fortnightly after-school meetings.

Discuss project context and outcomes with Graduates' Principals release for meetings.

Map inquiry direction: establish shared beliefs re standard 5, audit current knowledge and perceived skill of assessment & feedback, set coaching foci and network goals, begin instructional coaching and group inquiry re Standard 5, collect feedback data on the PLC and coaching process.

Graduate teachers will receive professional readings re assessment and feedback (sourced by instructional leader-coach). They will also participate in group discussion and participate in an individual coaching session to:

- critique appropriateness and usefulness of assessment tools and techniques, and samples of teachers' record keeping, brought to the meetings
- develop strategic behaviours regarding their choice of assessment tool in relation to their teaching context: share the barriers they are experiencing in developing their assessment and feedback skills as teachers.
- Use the Standard 5 descriptors to gauge progress and performance in competency.

Results

From the beginning teachers' perspectives:

- They don't want to be viewed by school colleagues as a pest for continually asking about things – particularly assessment.
- Many experienced teachers struggle to articulate what formative assessment is and share mainly pre and post unit testing with them
- There is a recurring response from experienced teachers when asked about record keeping and assessments: "It's all in my head, I just know where they're at; I just score most assessments" etc.
- Meeting as a group has stopped that sense of individual 'freefall'
- They wanted 'quick fixes' to assessing student learning, but have realized that working with the standards has highlighted that it is important to be strategic in what techniques or tool they implement. (this shifts them from Graduate to Proficient)
- With strategy comes an element of reflection: I am doing this because ....; the students don't understand what I thought they did, I need to modify…. How can I do better…etc.

<u>From the instructional coach's perspective:</u>

- The terminology associated with assessment has needed clarity especially in terms of assessment for/as/of. They are starting their teaching careers with a very limited view of assessment –

Are student-teachers being placed with competent and proficient teachers during their work placements? Whose responsibility is this?

- Schools need to be attentive to assigning mentors/coaches to beginning teachers – while a teacher may be give the impression of being an effective classroom practitioner are they competent in ALL the proficient teaching standards?
- There are benefits in conducting a dual coaching approach to working with the Standards: the networked PLC supports the collective learning and critical dialogue around the same message which can continue without the coach facilitating; while the one-on-one coaching brings the broad message down to the classroom context for the beginning teacher – the application of knowledge becomes personalised and feedback very relevant to each.

Conclusions

Over the five sessions the teachers arrived at a collective 'ah-ha' moment. In becoming proficient with a fuller knowledge of how students learn and how to plan for this, they had a shared view that their assessment and feedback strategies needed to be better. To achieve this, they believe a teacher would have to be across more than one of the Standards and have access to a significant school leader, independent of their workplace, who could facilitate discussion.

Although the teachers initially wanted to gather as many assessment techniques and examples and thus experience comfort in having a toolkit, the process of justifying, questioning choice and referring to learning outcomes shifted their thinking enormously. It again highlights the importance of having a school leader walk them through a reflective process linked to content and learning outcomes.

The last significant finding is around self-sustaining practice for beginning teachers. A school-assigned mentor may be in a 'rescue' role *("I have the solution, do it this way")* rather than an instructional role where problem-solving and/or reflective conversations through coaching fully involve the beginning teacher in solutions and shifts in thinking and action.

9.21 Appendix U: Teacher 12 Summary Report

School/Participant context:

Inquiry title: The development of throughlines (Literacy, Numeracy, Communication and Health & Wellbeing) from our school curriculum in conjunction with the National Professional Standards for Teachers, to inform teaching, assessment and reporting at our school.

Research Questions

- How well does the National Professional Standards for Teachers inform 'best practice' coupled with school based Professional Learning?
- Can the National Professional Standards for Teachers be coupled with school based curriculum work to inform quality reporting to relevant stakeholders?
- How will the National Professional Standards for Teachers become a sustainable document to help inform teacher development within the school as a basis for quality teaching, assessment and reporting beyond this project?

Inquiry Design

- Initially meet as a leadership team to discuss the impact of the process involved in delivering the assessment and reporting professional learning.
- Meet with teaching teams within our respective campuses to discuss the implementation of throughlines in our teaching and reporting.
- Work on placing our individual students' IEP goals in a guiding document to establish some consistency with approaches
- Meet as a whole teaching staff to begin discussions and workshops around the ideas of 'best practice' in our reporting phase.
- Preparation of reports within teaching teams with a peer assessment to begin a final draft.
- Presentation of reports to leadership team to be assessed and distributed.

Results

From this inquiry project there have been a number of successes and achievements in the development of throughlines for our school curriculum and the quality of reporting and feedback in line with the National Professional Standards for Teachers. Although only in its infancy, this final stage of the professional knowledge cycle of - accountability of teaching practice, the successes of ongoing relevant professional learning in line with the values and vision of the school and the sound reporting based on evidence has provided the teaching body with a range of useful strategies to inform reporting and assessment to parents. As a Leadership team we have developed easy-to-use templates for the inclusion of IEP goals for students with special needs into the planning and reporting formats. The way this works is that the IEP goals are set into the template and are parallel with the throughlines. These are deemed the highest priorities to students' basic life skill development to transition into adulthood.

This inquiry had three main questions that directed the project from the outset:

How well does the National Professional Standards for Teachers inform 'best practice' coupled with school based Professional Learning?

The Professional Learning of teachers has been targeted here because of its importance in the capacity building of teachers throughout the department and the nation. Our school has had in the past a nonchalant view of PL with respect to the vision of the school. Our Leadership team saw this as a focus for the 2011 year and beyond. Identified were four areas where teachers required extra assistance or extra professional development. These areas were: IEP Construction, Task Development, Assessment & Data Collection and Reporting. Using the National Professional Standards for Teachers we were able to mark goals for our school based PL over the course of the year. We identified our target to be the 'proficient teacher' as we had some teachers that were above this career stage and some below. Using this career stage and identifying key focus areas within the standards, has given us a good foundation for our school based PL for 2011 and beyond.

Can the National Professional Standards for Teachers coupled with school based curriculum work to inform quality reporting to relevant stakeholders?

Yes, it can do both very well. The high expectation of teachers in each of the career stages outlined in the National Professional Standards for Teachers has been well received in our school. This document has provided teachers with focus and also accountability of practice. The standards have been clear especially for our setting. They have provided us with excellent professional discussion and debate. The development of our throughlines was the original focus but as time has gone on it has been overtaken by the professional standards for teachers. It has become the default in our ongoing knowledge cycle and our professional practice. The standards have been linked back to our curriculum and have informed our assessment and data collection, providing feedback and reporting on student learning (standard 5).

How will the National Professional Standards for Teachers become a sustainable document to help inform teacher development through the standards within the school as a basis for quality teaching, assessment and reporting beyond this project?

I believe this is where good leadership will become important to the collective teacher efficacy within a school. This document is well outlined and the standards become a yearlong cycle in themselves, focussing on the student from the beginning to the end. The document can become sustainable when teachers are aware of its value to student learning. It is this value of student learning that should be entrenched in teachers' minds; not the transactional nature of - career progression via successful examples of teacher achievement, which can turn this document into a negative experience for the whole school.

If the focus lies in student learning and student progression then these standards will become sustainable within our school beyond this project.

Discussion and conclusions

This project has helped shape the PL for our school community. The follow up on teacher's needs has been valuable in transforming the culture of our school. The development of throughlines has been paramount to the education of our students. They have had streamlined educational outcomes which work in parallel to the IEP goals. Peer feedback has indicated that the high expectation of the teachers, in line with the National Professional Standards for Teachers has been beneficial. It has provided them with a good platform for accountability in the classroom. The most significant element of the findings is that the general teacher efficacy had increased and also there has been a high degree of motivation for the future prospects of the students. This collective efficacy has been diminished in previous years and has only recently increased because of these factors: clear curriculum goals which link to student IEPs; consistent peer review of practice; relevant PL over the course of the year in line with the National Professional Standards for Teachers; and high expectations that teachers will follow through with their efforts in the classroom together with being prepared to demonstrate and articulate to other practitioners their assessment and reporting in a moderation format. All of these elements drive the ultimate goal of quality reporting back to parents of the negotiated goals in student IEPs.

Linking school based professional learning with the National Professional Standards for Teachers in a positive and professional approach has proved to be beneficial for the teachers' capacity building. To be able to have consultative professional learning by an external body be linked with the National Professional Standards for Teachers is the next step in this time of accountability and economic rigidity within educational systems. To be certain that PL meets the needs of the students within any educational environment there has to be links to the educational outcomes and visions of the school.

School based PL that meets the negotiated needs of the teaching body as well as the school's priorities is an excellent place to begin. To build upon the knowledge of a teaching community from fellow teachers provides the opportunity to gain knowledge from respected peers within the school. Also when there are difficulties implementing ideas or policies you have practitioners on site with the expertise needed for follow up tasks and accountability measures. By a school linking their PL to the National Professional Standards for Teachers there is a platform for evidence based outcomes when facilitating PL sessions for staff. The general feedback process has indicated a positive reaction to professional learning sessions linking in with the National Standards for Teachers.

9.22 Appendix V: Teacher 13 Summary Report

School/Participant context: I am an experienced teacher in a regional rural high school of 450 students and 35 staff.

Inquiry title: Plan for and implement effective teaching and learning in year 8. Evaluate and improve teaching programs Standard 3.6 from National Professional Standards for Teachers

Research Questions

- How can the NPST assist with developing a team approach in year 8?
- Broader issue how can the NPS assist with develop other teams at UHS i.e Literacy, Numeracy or ICT etc.

Inquiry Design

- Teachers complete evaluation of their teaching program through questionnaire and discussion.
- Students complete survey of their learning in a Core area. Each class approximately 10 students. 50 students represent half the grade population.
- Post Survey and Questionnaire discussion with teachers and use information to inform future teaching and learning activities.

Results

Generally the Inquiry was accepted as a way we could improve our teaching. With 4 staff out of 5 participating I found that all had similar thoughts on the students and their teaching. Staff all identified the wide variety of abilities and the challenging nature of some students whether it was behavioural or academic. They described their strengths generally as flexible and past experiences as keys to their teaching as well as the notion that equal opportunity and fairness underpinning their teaching.

Weaknesses as described by teachers included not being trained in a specific discipline and impatience with students' lack of organisational skills or resilience i.e. 'working tough" Staff all noted that goals for students were centred on the notion of students achieving their potential and to be challenged in their learning. No specific curriculum or achievement level was referred to.

Teachers all had concerns about students seeing the value of education and the activities in the classroom. Coupled with this is a perception that students lack perseverance at tasks and that this often leads to behaviour issues or loss of concentration.
 Students

Surveys of students took more time to complete and the analysis indicates that students were generally positive in their responses and happy with the teaching program. However when looking at specific questions students identified that celebration of achievements in class; using what they have learnt in core classes in other subjects and teachers supporting independent learning were areas that were concerning students.

The further analysis of results in areas of Humanities or Maths/Science highlights that indicate differences in students perceptions. For example the Maths /Science surveys tend to score lower across the board.

 Questions referring to "People in my core classes enjoy the tasks", "I am able to celebrate my achievements in class" and "I have the confidence to talk to my teacher" a significant group of students ranked these negatively either as "Almost never" or "Sometimes"'

Discussion and conclusions

The Inquiry has increased discussion within the Grade 8 team as to what we value in our teaching and the goals we have for our classes. Open and honest dialogue was a feature where most chose to view their ideas and thoughts.

I also found and editorial from the Teacher Forum October 2011 questioning the value of student feedback

proposals in NSW. It notes several issues such as 'the scope for students to criticise teachers on a personal level and the need for students to take the opportunity give feedback seriously'. However it does conclude '...by all means use them (student feedback) as an additional source of information regarding teaching and learning practices, but not as the sole measure of effective teaching.

The discussions undertaken have been valuable and have given me insights how to frame a grade team and use questionnaires and surveys at points during the year, perhaps at the beginning of year and mid-year reports. A key feature has been the honesty and willingness of staff involved to be open and honest about their teaching.

Using the NPS as a tool to assist all teachers move from Graduate to Proficient to Highly Accomplished could be a reasonable goal where no one person on a team is responsible for the team. I believe that most teachers are Proficient within the team and at times demonstrate aspects of Highly Accomplished teachers. It was obvious during discussions the valuable contributions each person makes in their classroom, however this is often not shared and celebrated with others and if so it is done in an ad hoc' manner. The successes individual teachers have with classes and particular students are often not celebrated or recognised due to the lack of team structure or system of communication.

Responsibility and collaborative planning and a willingness to work as a team are keys to this being achieved. Giving staff opportunities to develop team skills are the next steps and this would need to be co-ordinated across the 7&8 grades. Currently teams are formed according to staff availability or timetable constraints. The step of developing teams would need planning and collaboration prior to each year and time each week dedicated to collaborative meeting and perhaps where possible team teaching and planning in either core area of Humanities or Maths and Science to ensure each student is given similar learning opportunities. Mapping the grade year should be a priority as students have an opportunity to see their learning program unfold during the year. As the National curriculum comes on line I believe this will be possible.

I have found the process beneficial, as it has allowed me to 'peer' into other classrooms and gain insights into students and other teachers perceptions of teaching and learning. Insights about what we value as teachers, was a highlight as most considered the student as a person first and the academic side second. That fine line between maintaining a good relationship with students and encouraging them to learn was apparent.

9.23 Appendix W: Teacher 14 Summary Report

School/Participant context: Two experienced teachers in a medium sized suburban primary school.

Inquiry title: An investigation into improving students' narrative writing through the provision of timely feedback during the learning process.

Research Questions:

Assessing, providing feedback and reporting on student learning is a "key element of quality teaching" (Standard 5 National professional Standards for Teachers, February 2011).

- How can we use feedback as a means of improving students' narrative writing?
- What is appropriate and focused feedback?
- Can classroom feedback be used to empower both teachers and their students to improve the quality of learning in the classroom?

Inquiry Design: This inquiry will be conducted in two composite year three/four classes during a unit of work on narrative writing. Throughout the unit of work the teachers of these classes will make their goals and objectives explicit and then gather specific, comprehensible feedback on the extent to which they are achieving those goals and objectives.

To monitor and improve their learning, students in these classes will receive appropriate and focused feedback early and often during the learning process. This feedback will focus on answering three major questions: *Where am I going? (What are the goals?), How am I going? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?).* Teachers and students will customise a rubric outlining performance descriptors in narrative writing. Performance descriptors will be provided for Level 3 (Skilful), Level 2 (Intermediate), and Level 1 (Novice). Students will assess their own work using the rubric and the three major questions. The teachers will communicate to students their strengths and targets for improvement and describe criteria for progressing to the next higher level of competence.

Results

Both teachers reported that their students participated with interest in the rubric design process. Afterwards student's written reflections showed that they had effectively used the rubric to assess their own writing; student comments were focused and they had set goals for future improvement.

Ronan "I think it was worth talking about the character development and the atmosphere   because now know what to improve upon."

Jasmine "I think I could improve on describing the characters and a little bit more about where the story took place. I think getting some feedback is useful because it gives me something to focus upon next time I do a narrative."

 Jack "I think the rubric helped me notice what I was doing wrong because it showed me what a narrative should look like and what mine looked like."

 Teachers used the information gained from students' self-assessments to focus and target their subsequent teaching towards areas of needed improvement. Lessons were focused upon these areas of need. Students and teachers referred to the rubric and their learning goals during the writing process from then onwards. Outcomes at this stage are varied, although improvement has been noted in some students writing. Teachers have provided students with targeted comments/feedback on their written work, allowing for focused discussion around areas for improvement.

Discussion and conclusions

Improved understanding: Students and teachers have a clearer understanding of what improvement in writing

means. The provision of focused, personalized feedback to each student on their performance combined with students assessing their own learning and setting goals has assisted this development. Writing now seems more purposeful and has been demystified somewhat. Students now have a mechanism to assess their own writing.

Greater engagement: Many students are now showing that they are enjoying writing more by their active involvement in the writing process. The teachers are writing alongside the students, modeling and sharing the writing process. The opportunity to think, question and talk and provision of more time to write are some of the factors that have increased engagement.

Enhanced skill: Students in class one have developed a greater understanding of the structures and features of narrative genre, while students in class two have developed a greater understanding of character and setting development.

Clearer purpose: The rubric provided students and teachers with a clearer purpose and insight into how to improve their writing. Subsequent teaching has focused upon examining each of these criteria, providing students with a reference point with which to work.

Higher standards: An improvement in standards will take time. However, a more responsive approach to teaching and learning should contribute to raised standards and achievement. A higher level of motivation to write has been noted.

Developing Leadership: Teachers involved in this inquiry have developed a more critical and reflective approach to the teaching of writing and have shown development in confidence and skill as teachers and leaders in writing throughout the school. Having now identified a potential whole school approach to improvement in writing we now intend to act as change agents and activists within our school.

9.24 Appendix X: Teacher 15 Summary Report

School/Participant context: An experienced primary school teacher in a rural District High School (K-10)

Inquiry title: Using feedback methods to develop students' Historical Knowledge, Understanding, Skills and General Capabilities of the Australian Curriculum.

Research Questions: Use the National Professional Standards for Teachers to achieve *Standard 5.2: Provide feedback to students on their learning.*

- What forms of targeted feedback can be provided to students' to develop their historical knowledge, understandings and skills?
- How can the Australian Curriculum's general capabilities be incorporated into an upper primary classroom historical investigation?

Inquiry Design:

- Develop an inquiry unit for students to investigate the question: What was life like for convicts in a female Factory in Ross Tasmania?
- Link the inquiry unit to the historical skills and general capabilities of the Australian Curriculum
- Establish several targeted forms of feedback to develop students' historical knowledge, skills and general capabilities.
- The purpose of the feedback is to assess *for* their learning and *of* their learning.
- Support colleagues with the Australian Curriculum: History, by sharing the investigative unit in a staff meeting**.**

Discussion and conclusions:

The students were highly engaged in the content. The targeted feedback provided a tool to discuss with students the historical skills of chronology, terms and concepts (CTC), historical questions and research (HQR), Analysis and use of sources (AS), Perspectives and interpretations (PI), explanation and communication (EC) provided the instrument to assist students' skills as historians. The students work showed an improvement in key historical skills.

The conferences, rubrics and self-analysis questions allowed students to extend their use of terms and concepts relevant to the Female convict experiences and their analysis and synthesis of sources to explain the perspectives of the Female convicts.

The targeted feedback came in several forms. Firstly the rubrics provided students with clear guidelines of the skills that they were aiming to achieve.

The conferences were based on discussing the students rubric result or the discussions focused on the students' self-analysis.

The students constructed detailed rubrics with a partner that would be used for self, peer and teacher assessment.

The inquiry achieved its intended outcomes. The research question of

What forms of targeted feedback can be provided to students' to develop their historical knowledge, understandings and skills?

was achieved in the inquiry by utilizing rubrics, self-analysis and conferencing with students. The power of self-designed rubrics emerged in the unit when it was identified that numerous students had not achieved the skill of chronology.

The students' skill level as historians improved vastly through the unit. The evidence was seen in numerous opportunities to analyze and synthesize sources, take on the perspective of female convicts and communicate using relevant terms.

The second research question:

How can the Australian Curriculum's general capabilities be incorporated into an upper primary classroom historical investigation?

was easily implemented into a primary classroom history unit. The General Capabilities of Numeracy, Literacy, Personal and Social Capabilities and ICT were used as host learning areas. Students analyzed the size of female cells and measured them in the playground, literacy of reading, wiring and speaking and listening were assessed alongside the historical skills, personal and social capabilities were integrated in cooperative learning tasks and independent time management requirements.

9.25 Appendix Y: Teacher 15 Summary Report

School/Participant context:

Inquiry title: Investigation of how beginning teachers can utilise the National Professional Standards for Teachers to evaluate and develop their skills from graduate level to proficient level.

Research Questions

- How well do the National Professional Standards for Teachers provide guidance for beginning teachers to progress from graduate to proficient level?
- How might we assist beginning teachers to develop their skills in line with the National Professional Standards for Teachers?

Inquiry Design

- Evaluation of graduate and proficient levels under the National Professional Standards for Teachers
- Identify beginning teachers , i.e. teachers in their first 36 months of full-time teaching practice (approx. 5), and prospective graduates (approx. 5)
- Hold discussion groups with identified beginning teachers and prospective graduates utilising pre-formulated questions and open discussion
- Conduct written questionnaires with identified beginning teachers and prospective graduates
- Analysis, evaluation and presentation of progress
- Development and presentation of final inquiry report

Results

- Initial participants in the inquiry were 9 beginning teachers and 3 pre-service teachers –> 12 participants in all.
- For purpose of the inquiry 'beginning teachers' were identified as those currently within the initial 3 years 1.0 FTE of their teaching careers.
- Pre-service teachers were within the internship phase of their teacher training.
- One beginning teacher had to withdraw from the inquiry following the discussions due to illness
- Questionnaires were given to the remaining 8 beginning teachers and the 3 pre-service teachers (11 participants in all)
- All questionnaires were returned – 9 fully completed and 2 partially completed (both partially completed were from beginning teachers).
- Responses from all questionnaires were collated

Discussion and conclusions

- Universal agreement that the National Professional Standards for Teachers were a great idea giving a unified professionalism amongst teachers throughout Australia.
- Concern in relation with possible linkages to salary incentives and perception that there may be a negative impact on teachers attached to schools in lower-socioeconomic areas.
- Standards 1 to 4 (in varying permutations) are seen as the most important standards by beginning teachers.
- Teaching skills developed through experience. Graduate teachers must be supported in the early years of their teaching careers in order for them to develop towards the proficient level and beyond
- 7 of 37 focus points identified as lacking in a clear and logical development progression from graduate to proficient level.
- 'Managing challenging behaviour' (4.3) is the focus point of most importance to the beginning teachers (nominated by 7 out of 9 participants), followed by 'differentiate teaching to meet the specific needs of students across the full range of abilities' (1.5) (5 out of 9 participants);
- 3 areas in which professional development activities would most be of benefit to beginning teachers were 'assess student learning' (5.1) and 'manage challenging behaviour' (4.3) (both with 5 participants), followed by 'differentiate teaching to meet the specific needs of students across the full range of abilities' (1.5) (4 participants).
- Professional development necessary for beginning teachers to learn how to look after their own emotional well-being, both during and at the end of the day.
- Colleague teachers may best assist beginning teachers by sharing their own experiences – not 'this is how you must do it' but 'this is what I have found useful'. Advice, collaboration and observation.
- Senior staff may best assist beginning teachers by creating a time and space where the beginning teacher is comfortable to debrief and discuss their issues and concerns. Positive behaviour management strategies need to be discussed and modelled. Feedback needs to be positive and constructive rather than critical. Access to positive professional learning opportunities. Encouragement and reassurance.
- The Department may best assist the beginning teacher by providing professional development opportunities and funding. BETTR time must be protected. Pathways to permanency and job security should be smoother.
- School-wide behaviour management strategies were nominated as being of proven assistance to beginning teachers; as were collegial support and feedback. Mentoring, collaborative planning and assessment.
- Major hindrance to beginning teachers was identified by all participants as managing challenging behaviour, with one participant estimating that they had to spend up to 80% of their teaching time on behaviour management. Constant changes to timetable, procedures and expectations. Finding the time to fit in 'everything we are supposed to teach'.

10 DoE WA

10.1 Appendix 1A

10.1.1 Appendix 1B

Graduate Phase: Self Reflection Tool

| Clear All Cells | Learning Plan | Home |

Standard 1: Know students and how they learn

		Unable to Comment	Working Towards Standard	Meets Standard	Exceeds Standard
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	●	○	○	○
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	○	○	●	○
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	○	●	○	○
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	○			
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	●			
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with a disability.	○			

Evidence

Standard 2: Know the content and how to teach it

		Unable to Comment	Working Towards Standard	Meets Standard	Exceeds Standard
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the learning area.	○	○	○	○
2.2	Organise context into an effective learning and teaching sequence.	○	○	○	○
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	○	○	○	○
2.4	Demonstrate broad knowledge of, understanding of and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	○	○	○	○
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	○	○	○	○
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	○	○	○	○

Evidence

| Results |

Standard 3: Plan for and implement effective teaching and learning		Unable to Comment	Working Towards Standard	Meets Standard	Exceeds Standard
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	○	○	○	○
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	○	○	○	○
3.3	Include a range of teaching strategies.	○	○	○	○
3.4	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	○	○	○	○
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	○	○	○	○
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	○	○	○	○
3.7	Describe a broad range of strategies for involving parents/carers in the educative process.	○	○	○	○
Evidence					

Standard 4: Create and maintain supportive and safe learning environments		Unable to Comment	Working Towards Standard	Meets Standard	Exceeds Standard
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	○	○	○	○
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	○	○	○	○
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviours.	○	○	○	○
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	○	○	○	○
4.5	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	○	○	○	○
Evidence					

Results

Standard 5: Assess, provide feedback and report on student learning

		Unable to Comment	Working Towards Standard	Meets Standard	Exceeds Standard
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	●	●	●	●
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	○	○	○	○
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.				
5.4	Demonstrate the capacity to interpret student assessment data to evaluate s... and modify teaching practice.				
5.5	Demonstrate understanding of a range of strategies for reporting to students ... and the purpose of keeping accurate and reliable records of student achieve...				
Evidence					

Standard 6: Engage in professional learning

		Unable to Comment	Working Towards Standard	Meets Standard	Exceeds Standard
6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	●	●	●	●
6.2	Understand the relevant and appropriate sources of professional learning for teachers.	○	○	○	○
	...rom supervisors and teachers to improve teaching	●	●	●	●
	...tionale for continued professional learning and the ...g.	○	○	○	○

Standard 7: Engage professionallly with colleagues, parents/carers and the community

		Unable to Comment	Working Towards Standard	Meets Standard	Exceeds Standard
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	●	●	●	●
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	○	○	○	○
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	●	●	●	●
7.4	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	○	○	○	○
Evidence					

10.1.2 Appendix 1C

Standard 1: Know students and how they learn

- 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

- 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

- 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

- 1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

- 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

- 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with a disability.

Unable to Comment | Working towards Standard | Meets Standard | Exceeds Standard

10.1.3 Appendix 1D

10.2 Appendix 2A

INSTITUTE FOR PROFESSIONAL LEARNING - PROGRAMS LINKED TO THE NATIONAL PROFESSIONAL STANDARD FOR TEACHERS

LEAD TEACHER CAREER STAGE

| Title | Area | Description | Year Level Target | Facilitator | Target Audience | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 4.1 | 4.2 | 4.3 | 4.4 | |

Sheet tabs: 3.5 / 3.6 / 3.7 / 4.1 / 4.2 / 4.3 / 4.4 / 4.5 / 5.1 / 5.2 / 5.3 / 5.4 / 5.5 / 6.1 / 6.2 / 6.3 / 6.4 / 7.1 / 7.2 / 7.3 / 7.4 / validation / standard / Administration / Courses

10.2.1 Appendix 2B

Administration
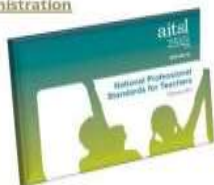
Western Australian Department of Education, Institute for Professional Learning

National Professional Standard for Teachers
Professional Learning Tool
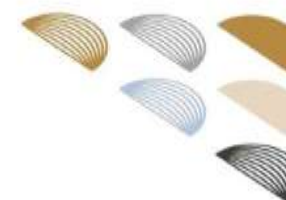
Lead Teacher Career Phase

MY PROFESSIONAL LEARNING NEEDS ARE:

Click on the appropriate standard to access available professional learning

View all courses

Standard 1: Know students and how they learn

1.1 Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and

1.2 Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.

1.3 Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse

1.4 Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative

1.5 Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full

1.6 Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative

Standard 2: Know the content and how to teach it

2.1 Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of

2.2 Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and

2.3 Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting

2.4 Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander

2.5 Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using

2.6 Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content

Standard 3: Plan for and implement effective teaching and learning

3.1 Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.

3.2 Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge,

3.3 Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and

3.4 Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.

3.5 Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students'

3.6 Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching

3.7 Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and

Standard 4: Create and maintain supportive and safe learning environments

4.1 Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.

4.2 Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.

4.3 Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.

4.4 Evaluate the effectiveness of student well-being policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their

4.4 Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.

Standard 5: Assess, provide feedback and report on student learning

5.1 Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of

5.2 Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.

5.3 Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.

5.4 Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

5.5 Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

Standard 6: Engage in professional learning

6.1 Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service

6.2 Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

6.3 Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.

6.4 Advocate for, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Standard 7: Engage professionally with colleagues, parents/carers and the community

7.1 Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.

7.2 Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.

7.3 Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of

7.4 Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

Department of Education

10.2.2 Appendix 2C

Standard 1: Know students and how they learn		Home
Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.		

Title	Description	
⊟ A Framework for Understanding Poverty	How economic class affects behaviors and mindsets, why students from generational poverty often fear being educated, the "hidden rules" within economic classes, discipline interventions that improve behavior, and the eight resources that make a difference in success.	Enrol Now
⊟ Australian Curriculum Science: Understanding what is expected	Explore the Science Understanding, Science Inquiry Skills and Science as a Human Endeavour strands; understand the differences between the current curriculum (WA Scope and Sequence K-10) and the Australian Curriculum Science for years 4, 5 and 6; and explore resources that will allow students to develop the content descriptors specified in the Australian Curriculum – Science from years 4 to 6.	Enrol Now
⊟ Balanced Comprehension Instruction	Developing Literacy concepts through comprehension	Enrol Now
		Enrol Now
⊟ Curriculum leaders leading literacy in secondary schools	Train HoLAs, TiCs and literacy improvement staff as Leading Literacy facilitators. The training includes a review of the reading strategies, the contextualisation of the strategies for each learning area; and approaches for addressing the issues surrounding leading literacy in the secondary context.	
		Enrol Now
⊟ Developing Flexible Calculation Strategies	Development of numeracy concepts through calculation.	
		Enrol Now

Standard 3: Plan for and implement effective teaching and learning

3.1	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.

Title ▼	Description ▼	
⊟ **A Framework for Understanding Poverty**	How economic class affects behaviors and mindsets, why students from generational poverty often fear being educated, the "hidden rules" within economic classes, discipline interventions that improve behavior, and the eight resources that make a difference in success.	Enrol Now
⊟ **Australian Curriculum Science: Understanding what is expected**	Explore the Science Understanding, Science Inquiry Skills and Science as a Human Endeavour strands; understand the differences between the current curriculum (WA Scope and Sequence K-10) and the Australian Curriculum Science for years 4, 5 and 6; and explore resources that will allow students to develop the content descriptors specified in the Australian Curriculum – Science from years 4 to 6.	Enrol Now
⊟ **Australian Curriculum Science: Understanding what is expected**	Explore the Science Understanding, Science Inquiry Skills and Science as a Human Endeavour strands; become more confident with the teaching of science; obtain a greater understanding of some of the content behind the content descriptors of the Science Understanding strand, especially in terms of the Chemical Sciences, Biological Sciences and Physical Sciences; understand the differences between the current curriculum (WA Scope and Sequence K-10) and the Australian Curriculum Science for year 7's; and explore resources that will allow students to develop some of the content descriptors specified in the Australian Curriculum – Science for year 7's.	Enrol Now
	Explore the Science Understanding, Science Inquiry Skills and Science as a Human Endeavour strands; understand the differences between the current curriculum (WA Scope and Sequence K-10) and the Australian	

10.2.3 Appendix 2D

Administration
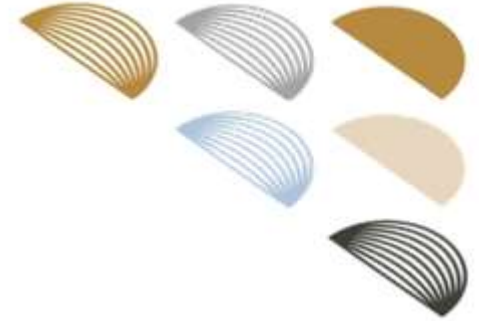
| Add New Course | Refresh Data | Home |

After adding a new course please return to this homepage and click on refresh data (or use ctrl r) to update all courses.

Shortcut keys

ctrl a = add new course

ctrl r = refresh all course pages

ctrl h = home

ctrl m = go to administration area

When adding a new course please type 'yes' in all standard cells to which the course applies

10.2.4 Appendix 2E

10.3 Appendix 3A

Western Australian Department of Education, Institute for Professional Learning

National Professional Standard for Teachers
Evaluation of Professional Learning

Career Phase: Lead_Teacher
Course: Graduate Teacher Module 1 - Professional Standards for Effective Classroom Practice

Through this professional learning I have my professional capacity has improved in the following teacher standards:	Unable to Comment	Disagree	Agree	Strongly Agree
2.1 Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.	O	O	O	O
1.5 Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.	O	O	O	O
2.3 Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.	O	O	O	O
2.4 Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	O	O	O	O
5.5 Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.	O	O	O	O

General Feedback	Unable to Comment	Disagree	Agree	Strongly Agree
The information was relevant	O	O	O	O
The presentation pace was appropriate	O	O	O	O
The program met my professional learning needs	O	O	O	O
The venue and catering were appropriate	O	O	O	O
I would recommend the program to others	O	O	O	O

What were some of the positive aspects of the program?

10.3.1 Appendix 3B

Design of the Course Evaluation Tool

Western Australian Department of Education,
Institute for Professional Learning

National Professional Standard for Teachers
Evaluation of Professional Learning

Career Phase: Lead_Teacher
Graduate
Proficient
Highly_Accomplished
Lead_Teacher
Generic

Choose the appropriate phase from the dropdown menu. Generic statements are for course s suitable for teachers at all phases

National Professional Standard for Teachers
Evaluation of Professional Learning

Career Phase: Lead Teacher
Course: Innovation and Change Symposium
Persuasive Writing: Selecting a Teaching Focus
Primary Connections and whole school planning
Primary Connections Professional Learning Facilitator Training
Primary Connections the 5 E's approach
Restorative Practice in Education
Supporting the Development of Spelling and Word Study
Tactical Teaching: READING
Tactical Teaching: READING Facilitator (Train-the-Trainer) Course

Choose the course from the dropdown menu

Through this professional learning I have my professional capacity has improved in the following teacher standards:	Unable to Comment	Disagree	Agree	
2.1 Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.	○	○	○	
2.6 Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities a Standard 3: Plan for and implement effective teaching and learning 3.1 Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspect 3.2 Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to 3.3 Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, pro 3.4 Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within c 3.5 Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge t 3.6 Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curricul	○ ○ ○ ○	○ ○ ○ ○		
5.5 Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.	○	○	○	○

Teacher standards available in the drop down menu are available depending on the career phase chosen in the first dropdown menu above.

Choose the Standards applicable to the course

11 ISQ

11.1 Appendix A Sample Professional Growth Plans

Professional Growth Planning is a process of self-directed inquiry focused on what teachers need to learn and do to improve their practice, resulting in improved student learning. In this process, teachers engage in self-reflection against the National Professional Standards for Teachers. First, an area of need is identified. Next, a goal is established to address the need. Then the action is taken to address the need.

Components of a Teacher Professional Growth Plan

Domain Goals

Choose a goal for each Domain within the National Professional Standards for Teachers – Professional Knowledge and Professional Practice

Guiding Questions:
- Do these goals reflect my own learning needs?
- Are these goals realistic?

Success Criteria:

Guiding Questions:
- What will this look like when I get to where I want to be?
- What do I want to achieve as a result of this goal and what difference will it make?

Strategies:

Guiding Questions:
- How will I get there?
- How and when will I work towards achieving these outcomes?

Timelines:

Guiding Questions:
- What are my time targets?
- When will I work towards completing this goal?
- Is this timeline appropriate for the goal?
- Does my plan provide for ongoing action and personal review?

Assistance/ Support

Guiding Questions:
- What assistance and support are available to help me?
- What resources will help me in working towards my goals?

Professional Growth Plan

Name: Sample 1

Date: 28/8/11

Domain Goals	Success Criteria	Strategies	Timelines	Assistance/Support
Professional Knowledge: Enhance my understanding and use of data even more so as to further inform my planning more effective individualised learning in my class	My lessons will have individualised planning at increased depth and I would hope to see this reflected in students' results	Use of more professional reading to catch up on latest research More discussion about my students with their other teachers and LE Faculty	To see my planning from beginning of 2011 to be even more individualised, based on deeper understanding of data on students	Work with LE team/faculty Provision of PD may assist, although as a professional I also need to source my own support
Professional Practice : Improve my knowledge of the use of electronic whiteboards and GIS so as to enhance my teaching practice and provide more engaging lessons	More integration of GIS and also use of electronic whiteboards and the possibilities they provide, in my lessons	Seek assistance/training from other teachers at the school whose skills are well developed + my daughter who teaches Geography and is very technologically "Savvy" Seek available PD for geography teachers in GIS	To be using GIS in lessons in 2011 – timing will depend on availability of courses To be using electronic whiteboards in my lessons from beginning 2011	Use of GIS in the school – practising is important Networking with GeoNet – geography teachers on the Coast and seeking their assistance Additional staff training in the use of electronic whiteboards and the possibilities for use

Professional Growth Plan

Name: Sample 2

Date: 28/8/11

Domain Goals	Success Criteria	Strategies	Timelines	Assistance/Support
Professional Knowledge **Standard 5.3** *Gain an understanding of the mathematics benchmarks at each year level in order to make consistent and comparable judgements of student learning.*	Identify school, state and national mathematics grading(A-D and pivotal benchmarks) criteria for each unit of work within each grade.	Read and understand the following: ▪ Mathematics TFU units and schemas for each unit of work for each year level. ▪ ACARA benchmarks for each unit of work and year level. ▪ Investigations program benchmarks	April 2012	Professional learning in ACARA - maths Ongoing discussions with year level teachers and Maths Coordinator.
Professional Practice **Standard 5.3** *Participate in assessment moderation activities to support consistent and comparable judgements of student learning.*	Evaluate work samples in alignment with school, state and national curriculum standards for mathematics.	▪ *Informal conversations* with year level teachers regarding work samples ▪ *Participate* in year level moderation meetings ▪ Formal and informal discussions with maths coordinator.	April 2012- July 2012	Ongoing discussions with year level teachers and Maths Coordinator.

12 NSW DEC

12.1 Appendix 1 Pilot action timeline

Actions	Timeline
Phase 1	
Review of literature and existing system data	August – September
Initial scoping of survey questions	August – September
Small group stakeholder consultation	August – September
Draft survey questions developed	August – September
Phase 2	
Formal consultation with representatives from key principal groups and the Professional Learning Endorsement Advisory Committee	October 11
Finalisation of survey	October 16
Focus groups held with Teacher Mentors, Highly Accomplished Teachers and 'expert' teachers	October 18
State wide video conference to provide a scaffolded survey implementation process for Teacher Mentors and Highly Accomplished Teachers	October 19
Phase 3	
Providing school implementation materials	October 19
Implementation of online survey	October 19 – October 29
Phase 4	
Collation and analysis of data from key actions	September – November
Final report drafted and submitted	October – November

12.2 Appendix 2 Formal consultation invitation (email)

Dear,

Thank you for agreeing to attend the AITSL Pilot Study Focus group meeting on the National Professional Standards for teachers.

The purpose of the pilot study is to provide an evidence base to investigate how the National Professional Standards for Teachers can be used to inform professional learning and strategies for developing teachers' capacity and teacher engagement at the career stages of Highly Accomplished and Lead.

The meeting will be held:

- Tuesday 11th October, 2011
- 1pm for a start time of 1.30pm and finishing at 4:00pm
- William Wilkins Gallery, Level 7 Bridge Street, Sydney

Lunch and afternoon tea will be provided.

During the Focus group meeting

You will be:

- informed about the purpose and processes for the AITSL Pilot Study
- introduced to the *DEC National Professional Standards for Teachers: Pilot Study* survey
- given the opportunity to provide feedback and advice about the Pilot Study survey

Your involvement in this Focus group meeting will involve having a familiarity with the National Professional Standards for Teachers. Please bring your copy of the standards to the meeting.

http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards

We look forward to your contributions.

Kind regards,

Ann McIntyre

Director

PLLD

12.3 Appendix 3 Formal consultation program

AITSL pilot
Stakeholder meeting

A G E N D A

Date
- 11 th October 2011

Time
- 2pm-4pm

Place of Meeting
- William Wilkins Gallery

- Welcome and Introductions
- National professional Standards for Teachers-
  What are the risks and opportunities and risks
  for the DEC
- Current landscape- What we know and what we
  would like to learn more about?

- The scope of the DEC Pilot Study
- The pilot methodology
- The key questions and issue to explore

- Strand 1- Trialing the draft survey
- Strand 2- mapping the issues against the survey
  content
- Feedback on Strand 1 and 2
- 4pm Meeting concludes

12.4 Appendix 4 Formal consultation PowerPoint

Preliminary consultation

Consultations with a range of key stakeholders during the scoping phase of the pilot study including:

- NSW Primary Principals' Association and the Secondary Principals' Council
- NSW DEC Regional Directors and School Education Directors with responsibility for professional learning

Focus group meetings

October 18
- Teacher Mentors
- Highly Accomplished Teachers
- School Executives
- Classroom Teachers

October 19
Video conference for Teacher Mentors and Highly Accomplished teachers who have not attended the Focus Group meeting to ensure all interested teachers have an opportunity to contribute.

Survey

- Designed to gather information that answers the pilot's key questions.
- Survey is centrepiece of both the focus group process and the online school-based survey.
- Focus Group participants will be completing the survey and facilitating its completion with a range of teachers at the school level.

12.5 Appendix 5 Focus group consultaion invitation (email)

Dear Colleagues

Thank you for agreeing to attend the AITSL Pilot Study Focus group meeting on the *National Professional Standards for Teachers.*

This email is to follow up on information previously provided in phone conversations from officers in the Professional Learning and Leadership Development Directorate.

 Firstly to confirm the details:

- Tuesday 18th October, 2011

- 8:30am for a start time of 9:00 and finishing at 1.30pm (Lunch will be provided)

- The Annex, Level 7 Bridge Street, Sydney

In brief the purpose of the pilot study is to develop an evidence base that strategically informs:

- The way in which NSW Department of Education and Communities (DEC) engages teachers in the achievement of the career stages of Highly Accomplished and Lead within the *National Professional Standards for Teachers*.

- NSW DEC's understanding of the professional learning needed to support the development of highly accomplished teaching practice.

At the meeting you will be:

- introduced to *the DEC National Professional Standards for Teachers: Pilot Study survey.*

- given the opportunity to discuss and complete the survey

- provided with guidance about implementing the survey with a small group of colleagues in your school(s).

The National Professional Standards for Teachers can be downloaded at

http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards

We look forward to working with you next Tuesday.

Robyn Kidd

Project Officer

Professional Learning and Leadership Development Directorate

Phone: 98867471

Email: Robyn.Kidd@det.nsw.edu.au

12.6 Appendix 6 Focus group consultation program

Recognising, Building and Ensuring Teacher Quality

AGENDA

Date	October 18
Time	9am - 1pm
Place	William Wilkins, Bridge St

9:00am – 10:30am
- Welcome and Introductions
- About the *National Professional Standards for Teachers*
- About the *NSW Department Of Education and Communities Pilot of the National Professional Standards for Teachers*
- Engaging in the Pilot's survey
- Identifying survey areas for further discussion

10:30am – 11:00am **Morning tea**

11:00am – 12:30pm
- Discussing and exploring the survey's issues and themes
- Viewing the online survey
- Discussing and planning for implementation of the survey with others at the school level
- Conclusion and thanks

12:30pm – 1:00pm **Lunch**

12.7 Appendix 7 Video conference invitation and communication

Dear Colleagues

Hope you have had a smooth beginning to the last term of the year. The team at Professional Learning and Leadership Development continue to be very busy developing responses to state and national developments that directly affect teachers' professional learning needs.

There is an opportunity for you to be involved in the AITSL Pilot Study on the *National Professional Standards for Teachers*.

In brief the purpose of the pilot study is to develop an evidence base that strategically informs:

- The way in which NSW Department of Education and Communities (DEC) engages teachers in the achievement of the career stages of Highly Accomplished and Lead within the *National Professional Standards for Teachers*.
- NSW DEC's understanding of the professional learning needed to support the development of highly accomplished teaching practice.

A centre piece of the pilot is a survey aimed to provide valuable feedback and information from a range of stakeholder groups, principals and teachers.

You are invited to participate in a video conference next week that will:

- introduce you to the AITSL Pilot Study on the *National Professional Standards for Teachers.*
- provide guidance about implementing the survey with a small group of colleagues in your school(s).

Details for the video conference:

- Wednesday 19th October, 2011
- 3:00 pm and finishing at 4:00pm

After the VC meeting, we seek your cooperation to:

- co-ordinate the completion of the online survey with a group of teachers in your school.
- Return/submit the surveys by 28th October

The National Professional Standards for Teachers can be downloaded at
http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards

12.8 Appendix 8 Video conference program

DEC National Professional Standards for Teachers: Pilot Study

Video Conference 19 October 2011

3:00pm - 4:00pm

3pm	**Welcome** **Protocols for VC** **Overview of pilot study**
3.15pm	**Introduction to National Professional Standards** • Key messages regarding the standards and implementation
3.30pm	**The survey** • Explain design of survey • How to complete
3.40 pm	**Package for Implementation in Schools** • URL to access National Standards for Teachers • Survey • Power point for implementation in schools • Instructions for doing survey **Implementation in Schools** • Identify target group • Distribute Standards • Power point for participants • Instructions for survey completion

12.9 Appendix 9 Survey communication

Dear Colleagues

Recognising, Building and Ensuring Teacher Quality

NSW Department of Education and Communities Pilot Study of the National Professional Standards for Teachers.

As promised please find attached two documents to assist your implementation of the survey in flexible ways with teachers in your setting. These documents are:

- A word document that includes summarised information about the pilot study.
- A power point outlining key points in relation to the Pilot Study and the Survey you will be implementing with others.

To access survey:

1. Go to the PLLDD website https://www.det.nsw.edu.au/proflearn/aitsl_ts.html
2. Click on *Access survey* button.

Although not directly related to the survey, we would also like to draw to your attention some opportunities that are currently available with the *NSW Institute of Teachers*.

The Institute are calling for nominations for two key positions in the formation of the Moderating and Consistency Committee – a key component of the accreditation for NSW teachers at *Professional Accomplishment* and *Professional Leadership*.

The first is a membership position on the Committee, which will be a cross sectoral body including teacher and principal representatives. The second are Teacher Expert positions, which will play an advisory role to the Committee.

Details on the nomination process are available on the Institute's website, and in *Schoolbiz* on Friday 21 October 2011.
Nominations for both positions are to be made directly to the Institute and close Friday 28 October, 2011.

We are extremely grateful to everyone for taking the time to complete the survey. Your contributions will be invaluable.

Regards

Robyn Kidd
Pilot Project Officer
Professional Learning and Leadership Development Directorate.

12.10 Appendix 10 Survey PowerPoint

A new language…

(table - illegible small text)

Comparing the standards…

(table - illegible small text)

Survey

- Central to all aspects of the NSW Department of Education and Communities Pilot Study.
- Designed to gather valuable information from a cross section of the key groups (at the leadership and classroom level) that will provide insights to the pilot questions posed.
- Organised into three sections:
  1. General information
  2. Identifying professional learning needs
  3. Engaging with the standards
- Not essential that participants have knowledge of the *National Professional Standards for Teachers.*

Tips for completing the survey

To be included in the Pilot Study complete by 5pm on October 31st

- Takes 20-30 minutes
- All responses are confidential and anonymous
- Advisable to answer questions from your own perspective
- Some of questions have only one response, other questions have more than one response
  - A radio button allows you one choice
  - A check box allows you more than one choice
  - A text box allows you to comment

Tips for completing the survey

- To progress to the next page click 'continue' at the bottom of the page.
- Unfortunately once 'continued' is clicked, you cannot return to previous page(s).
- Every question needs to be answered before you can move onto the next page.
- You can stop, save and come back to the survey later. You will be returned to your last question.
- If you are using the same computer as someone else, to do the survey you need to log off the previous person and log back using your own account.
- Do not need to be in the portal to complete this survey

How to access the survey

The survey is located on the Professional Learning and Leadership Development Directorate (PLLD) website. The steps to follow:

- Go to the PLLD website
  https://www.det.nsw.edu.au/proflearn/intro/index.htm
- Click on Access survey button.

12.11 Appendix 11 Survey information sheet

Recognising, Building and Ensuring Teacher Quality

NSW Department of Education and Communities Pilot Study of the
National Professional Standards for Teachers.

Information Sheet to support the implementation of the Pilot's online survey at the local level

Background to the Pilot

The NSW Department of Education and Communities (DEC) is currently undertaking a pilot study with the Australian Institute for Teaching and School Leadership (AITSL). The pilot is one of a series of different pilots being conducted nationally and due for completion in November 2011.

Purpose of the Pilot

The purpose of the Pilot Study is to develop an evidence base that strategically informs:

- the way in which NSW Department of Education and Communities (DEC) engages teachers in the achievement of the career stages of Highly Accomplished and Lead Teacher in the *National Professional Standards for Teachers*

- NSW DEC's understanding of the professional learning needed to support the development of teacher capacity at the career stages of Highly Accomplished and Lead and how the standards can be best used to develop the evidence of 'best practice' in NSW DEC schools

The pilot aims to address the following key questions:

- What will it take to engage high quality teachers with the further key stages of Highly Accomplished and Lead?

- How do we develop teacher quality and teacher leaders?

- How do we best use the standards to develop and evidence 'best practice' in the context of NSW DEC schools?

The *National Professional Standards for Teachers* can be downloaded at
http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards

The Pilot's Survey

An online survey has been developed that is central to all aspects of the NSW Department of Education and Communities Pilot Study. The survey is designed to gather valuable information from a cross section of the key groups (at the leadership and classroom level) that will provide insights to the pilot questions posed.

The survey's questions are organised into three sections:

1. General information
2. Identifying professional learning needs
3. Engaging with the standards

It is not essential that participants have knowledge of the *National Professional Standards for Teachers* in order to complete the survey.

How to access the survey

The survey is located on the Professional Learning and Leadership Development Directorate (PLLD) website. The steps to follow:

3. Go to the PLLDD website https://www.det.nsw.edu.au/proflearn/aitsl_ts.html
4. Click on *Access survey* button.

Tips for completing the survey

To be included in the Pilot Study all surveys need to be completed by 5pm on October 31st.

- The survey should take approximately 20 – 30 minutes to complete.

- The survey is anonymous and all responses will remain confidential.

- In general, it is advisable when considering responses to answer questions from your own perspective.

- You'll note that with some of the questions you will have the option of only one response, while with other questions you will have the option of more than one response. For example:

  - A *radio button* means you have <u>one choice</u>
  - A *check box* means you have <u>more than one choice</u>
  - A *text box* means you can write a comment

- To progress to the next page of the survey, <u>click 'continue'</u> at the bottom of the page.

- Unfortunately once 'continued' is clicked, you cannot return to previous page(s).

- Questions need to be answered in numerical order.

- Every question needs to be answered before you can move onto the next page.

- You can stop, save and come back to the survey later. You will be returned to your last question.

- If you are using the same computer as someone else, to do the survey you need to log off the previous person and log back using your own account.

- You do not need to be in the portal to complete this survey.

Please note that in the context of the *National Professional Standards for Teachers* the word 'certification' is used in place of the word 'accreditation' as is currently used in relation to the NSW Institute of Teachers Standards.

12.12 Appendix 12 Online survey

RECOGNISING, BUILDING AND ENSURING TEACHER QUALITY

Section 1 – General information

1.1 What is your current position?

- O Classroom teacher
- O Specialist teacher
- O Teacher mentor
- O Highly accomplished teacher
- O Assistant principal

- O Head teacher
- O Deputy principal
- O Principal
- O Non-school based teaching service officer

1.2 How many years have you been teaching/working in schools?

- O Less than 1 year
- O 1-3 years
- O 4-5 years
- O 6-10 years

- O 11–20 years
- O 21–30 years
- O Over 30 years

1.3 How many years have you been teaching/working in your current position?

- O Less than 1 year
- O 1-3 years
- O 4-5 years
- O 6-10 years

- O 11–20 years
- O 21–30 years
- O Over 30 years

1.4 Are you currently working in more than one school?

- O Yes
- O No

1.5 How many students are enrolled in your base school?

- O Less than 100
- O 100 – 299
- O 300 – 499
- O 500 – 799

- O 800 – 1199
- O 1,200 or more
- O Not applicable

1.6 What type of school do you work in?

- O Infants
- O Primary
- O Secondary
- O Central
- O School for Specific Purposes (SSP)
- O Not applicable

1.7 In what type of location is your school based?

- O Small rural remote area
- O Rural or regional town (less than 30,000 people)
- O Rural or regional town (more than 30,000 people)
- O Rural or regional city (100, 000 people and over)
- O Metropolitan (including outer metropolitan)
- O Not applicable

1.8 In what area was your initial teacher training?

- O Secondary
- O Primary
- O Early childhood

1.9 What are your career aspirations in the next 5 years?

- O Continue as a classroom teacher
- O Specialist teacher
- O Teacher mentor
- O Highly accomplished teacher
- O Assistant principal
- O Head teacher
- O Deputy principal
- O Principal
- O Non-school based teaching service officer
- O Continue in current position
- O Other

NSW Education & Communities

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aitsl Australian Institute for Teaching and School Leadership

1.10 Are you a new scheme teacher or an existing teacher?

○ **New scheme teacher**

"Any teacher who has not taught in NSW prior to 1 October 2004, or a person returning to teaching in NSW after an absence of 5 years or more"

○ **Existing teacher**

"A teacher who has taught in NSW before 1 October 2004 or is returning from approved leave or returning to teaching after working in non-school based positions within the Department or the Office of the Board of Studies NSW"

(Definitions in italics below from the *Department of Education and Training NSW Accreditation of New Scheme Teachers at Professional Competence Procedures)*

1.11 **Which of the following best describes your current accreditation status with the *NSW Institute of Teachers*?**

○ Working towards Professional Competence
○ Maintaining accreditation at Professional Competence
○ Working towards Professional Accomplishment
○ Working towards Professional Leadership
○ None of the above
○ Other

1.12 **How do you rate your knowledge of the *NSW Professional Teaching Standards*?**

○	○	○	○
No knowledge	Minimal	Sound	Extensive

1.13 **How do you rate your knowledge of the *National Professional Standards for Teachers*?**

○	○	○	○
No knowledge	Minimal	Sound	Extensive

NSW Education & Communities

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aitsl — Australian Institute for Teaching and School Leadership

1.14 How do you anticipate you might engage with the *National Professional Standards for Teachers*?

- O Use the Standards to inform practice
- O Seek certification at the voluntary career stage of <u>Highly Accomplished</u>
- O Seek certification at the voluntary career stage of <u>Lead</u>
- O Unsure
- O None of the above

COMMENTS FOR 1.14

1.15 Generally, do you believe that the *National Professional Standards for Teachers* will provide a consistent framework for improving the quality of teaching in classrooms?

- O Yes
- O No
- O Unsure

COMMENTS FOR 1.15

1.16 Do you believe that teachers will be interested in achieving certification at the voluntary career stages of <u>Highly Accomplished</u> and <u>Lead</u> as a way of recognising them as exemplary classroom practitioners?

- O Yes
- O No
- O Unsure

COMMENTS FOR 1.16

4

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Section 2 – Identifying professional learning needs

The *National Professional Standards for Teachers* comprise 7 standards grouped into 3 domains of teaching.

Domain: Professional Knowledge

2.1 To support teachers to meet the further voluntary career stages for the standards below, indicate what you believe will be the level of professional learning needed in these areas.

Standard	No need	Low level need	Moderate level need	High level need
Standard 1 **'Know students and how they learn'** *(This standard requires teachers to have high level understanding of the needs of different learner groups and the capacity to differentiate teaching to meet these needs.)*	O	O	O	O
Standard 2 **'Know the content and how to teach it'** *(This standard requires teachers to have high level understanding of how to plan content and implement engaging teaching strategies and programs.)*	O	O	O	O

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Domain: Professional Practice

2.2 To support teachers to meet the further voluntary career stages for the standards below, indicate what you believe will be the level of professional learning needed in these areas.

Standard	No need	Low level need	Moderate level need	High level need
Standard 3 **'Plan for and implement effective teaching and learning'** *(This standard requires teachers to have high level understanding of how to plan, structure, sequence, evaluate and improve teaching programs.)*	O	O	O	O
Standard 4 **'Create and maintain supportive and safe learning environments'** *(This standard requires teachers to have high level understanding of how to establish and implement strategies to ensure all students' safety, well-being and engagement.)*	O	O	O	O
Standard 5 **'Assess, provide feedback and report on student learning'** *(This standard requires teachers to have high level understanding of how to assess, provide feedback, make consistent judgements, interpret student data and report on student achievement.)*	O	O	O	O

6

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Domain: Professional Engagement

2.3 To support teachers to meet the further voluntary career stages for the standards below, indicate what you believe will be the level of professional learning needed in these areas.

Standard	No need	Low level need	Moderate level need	High level need
Standard 6 'Engage in professional learning' *(This standard requires teachers to have high level understanding of identifying, planning, engaging in and applying professional learning individually and with colleagues to improve student learning.)*	O	O	O	O
Standard 7 'Engage professionally with colleagues, parents/carers and the community' *(This standard requires teachers to have high level understanding of how to engage with students, colleagues, parents and carers in an ethical and responsible manner.)*	O	O	O	O

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2.5 What are the most effective ways to demonstrate evidence of high quality teaching practice?

Please rate the following:

	Not effective	Moderately effective	Effective	Highly effective
Student performance and assessments	O	O	O	O
Peer observation and collaboration	O	O	O	O
Direct observation of classroom teaching and learning	O	O	O	O
Student surveys and feedback	O	O	O	O
360 degree assessment and feedback	O	O	O	O
Self assessment	O	O	O	O
Parent surveys and feedback	O	O	O	O
External observation	O	O	O	O
Referee report	O	O	O	O
Interviews with teacher's colleagues	O	O	O	O
Annotated documentation	O	O	O	O
Comprehensive portfolio	O	O	O	O

COMMENTS

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2.6 Indicate one or more types of feedback that you find most useful in developing your practice.

☐ Evidence from assessment of student work

☐ Feedback from students

☐ Data from external testing

☐ Feedback from other teachers

☐ Feedback from your supervisor

☐ Feedback from parents and community

2.7 Indicate one or more types of feedback that you would like to receive more often.

☐ Evidence from assessment of student work

☐ Feedback from students

☐ Data from external testing

☐ Feedback from other teachers

☐ Feedback from your supervisor

☐ Feedback from parents and community

2.8 Indicate one or more ways that you would rate as most valuable in acknowledging excellence in teaching.

☐ Recognition of student achievement

☐ Within-school recognition of teaching excellence

☐ Public recognition

☐ Achievement of certification at Highly Accomplished and Lead

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Section 3 – Engaging with the standards

3.1 What do you think is the best way to introduce the voluntary career stages of <u>Highly Accomplished</u> and <u>Lead</u> in the *National Professional Standards for Teachers*?

Please rate the following:

	Not useful	Slightly useful	Useful	Very useful
Participating in introductory workshops that explain and explore the transition from the *NSW Professional Teaching Standards* to the *National Professional Standards for Teachers* and implications of this for teachers	O	O	O	O
Accessing guides and professional reading that will support teachers to achieve the voluntary career stages of <u>Highly Accomplished</u> and <u>Lead</u>	O	O	O	O
Ensuring that the language of the *National Professional Standards for Teachers* and their implications are part of performance management processes, including TARS and EARS	O	O	O	O
Embedding professional learning about the *National Professional Standards for Teachers* into school plans	O	O	O	O
Engaging teachers in a scaffolded process that will assist them to develop evidence to meet the career stages of <u>Highly Accomplished</u> and <u>Lead</u>	O	O	O	O
Engaging principals and executives in professional learning that will facilitate the introduction of the *National Professional Standards for Teachers*	O	O	O	O

COMMENTS

3.2 How important do you believe the following factors will be in influencing a teacher's decision to undertake certification at the voluntary career stages of Highly Accomplished and Lead?

Please rate the following:

	Not important	Slightly important	Important	Very Important
Personal				
Opportunity to improve teacher quality and student learning outcomes	O	O	O	O
Opportunity to mentor and work collaboratively with other teachers	O	O	O	O
Opportunity for professional growth, improvement and challenge	O	O	O	O
Consideration of the cost of the certification process	O	O	O	O
Consideration of personal circumstances and commitments	O	O	O	O
Opportunity to engage with the process for personal and intrinsic reasons	O	O	O	O
Professional learning				
Access to professional learning materials and evidence guides that support implementation of the National Professional Standards for Teachers	O	O	O	O
Opportunity to identify areas for growth to improve professional practice in a targeted way	O	O	O	O
Opportunity to participate in professional learning processes that promote and support certification at the higher levels	O	O	O	O
School culture and leadership				
Integration of the National Professional Standards for Teachers into school practices and processes	O	O	O	O
Encouragement and support from senior school executive and key personnel	O	O	O	O
Promotion of certification as a means of collaboratively improving practice at the school level	O	O	O	O

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3.4 Identify the groups that you believe will be the most crucial in supporting teachers to achieve certification at the voluntary career stages of Highly Accomplished and Lead

- ☐ Other teachers aspiring to higher career stages
- ☐ Principals
- ☐ Deputy principals
- ☐ Teacher mentors
- ☐ Highly accomplished teachers
- ☐ Head teachers
- ☐ Assistant principals
- ☐ Other

3.5 Indicate whether you think the following will inhibit or enable the implementation of the *National Professional Standards for Teachers* at the voluntary career stages of Highly Accomplished and Lead.

	Inhibit	Enable	Neutral
Responsibility associated with certification	O	O	O
Relevance of the process of certification to a teacher's day to day work	O	O	O
Undertaking a rigorous certification process to acknowledge teacher quality	O	O	O
The transition process from the current NSW Standards to the National Standards	O	O	O
The cost involved in the certification process	O	O	O
Attitudes with regard to the effectiveness of standards as a criteria for judging teacher quality	O	O	O
The capacity to assume a role that is focussed on developing teacher quality in others	O	O	O

3.5 COMMENTS

GENERAL COMMENTS

13 NSW Institute of Teachers

13.1 Appendices

Appendix 1 –   Excerpt from the mapping of NSW Standards to NPST

Appendix 2 –   Set of slides summarising key points of mapping of NSW Standards to NPST

Appendix 3 –   Approval process for Providers of Institute Registered PD

Appendix 4 –   Schedule of events for pilot project

Appendix 5 –   Focus Group Questions

Appendix 6 –   Online Evaluation of Institute Registered professional development template

Appendix 7 –   Number of Institute Registered courses addressing the NPST at the level of the Standard and descriptors

Appendix 8 –   Number of Teacher Identified activities addressing the NPST at the level of the Standard and descriptors

13.2 Appendix 1 – Example of the mapping of NSW Standards to NPST

<table>
<tr><td colspan="7" align="center">Standard 1- Know students and how they learn</td></tr>
<tr>
<th>Focus Area</th>
<th>Descriptor</th>
<th>NSWIT Standard Close/Direct Equivalence</th>
<th>NSWIT Standard Close/partial Equivalence</th>
<th>NSWIT Standard Loose Equivalence</th>
<th>No NSWIT Standard Equivalence</th>
<th>Comment</th>
</tr>
<tr>
<td rowspan="4">1.1 Physical, social and intellectual development and characteristics of students</td>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td rowspan="4">Both sets of standards require teachers to know the physical, social and intellectual backgrounds of their students and to apply this knowledge at the PC/P level. At the PA level, the NSW focus is on exhibiting and sharing, whereas at HA, the national standards reference selecting from a flexible and effective repertoire. Teachers are required to lead in the selection and development of teaching strategies at the Lead level. In NSW, the PL requirement is to monitor and evaluate teaching and learning rather than to lead colleagues to select and develop. Additionally, the NSW perspective of knowledge of student skills, interests and prior achievements is alluded to here in the form of 'characteristics of students'.</td>
</tr>
<tr>
<td>Proficient</td>
<td>2.2.2</td>
<td></td>
<td>2.2.4</td>
<td></td>
</tr>
<tr>
<td>Highly Accomplished</td>
<td></td>
<td>2.3.2</td>
<td>2.3.4</td>
<td></td>
</tr>
<tr>
<td>Lead</td>
<td></td>
<td>2.4.2</td>
<td>2.4.4</td>
<td></td>
</tr>
<tr>
<td rowspan="4">1.2 Understanding how students learn</td>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td rowspan="4">Teaching program design that is based on research and collegial advice is classified as knowledge of pedagogy in the NSW set. At PC/P, both sets require programs to be research-based. At PA, the NSW set requires teachers to mentor others whilst at HA, the teacher is to expand their own understanding. At PL/L, both sets require the teacher to lead processes in programming.</td>
</tr>
<tr>
<td>Proficient</td>
<td></td>
<td>1.2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly Accomplished</td>
<td></td>
<td>1.3.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead</td>
<td></td>
<td>1.4.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td rowspan="4">1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td rowspan="4">The national set includes linguistic background in addition to cultural, religious and social from the NSW set. Both require the application of this knowledge at PC/P level. At PA/HA, both require the teacher to share/support others and at PL/L, both require the teacher to work at school policy level. There is a high degree of similarity between both sets in this Focus Area.</td>
</tr>
<tr>
<td>Proficient</td>
<td>2.2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly Accomplished</td>
<td>2.3.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead</td>
<td>2.4.1</td>
<td></td>
<td></td>
<td></td>
</tr>
</table>

13.3 Appendix 2 – Slides summarising key points of mapping of Standards

AN OVERVIEW: COMPARISON OF NATIONAL AND NSW PROFESSIONAL TEACHING STANDARDS

NSW Institute of Teachers 2012

Framework Similarities

- Each set has 3 domains that are broadly the same
- Each set has 7 broad areas of teachers' work (Elements/Standards)
- Each set has four levels or career stages
- They describe teacher's work in a similar way across the set
- In the NSW set the 'Aspect' describes the area of teaching practice for specific standards across four levels. In the national set, this is called the 'focus'.

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Framework Differences

- The National set reverses the order of NSW Elements 2 and 1 into their Standards 1 and 2
- NSW Elements 3, 4 and 5 and National Standards 3, 4 and 5 broadly overlap but are described or grouped somewhat differently. In general,
  - NSW Element 3 maps to National Standard 3 and 5
  - NSW Element 4 maps broadly across National Standards 3 and 4
  - NSW Element 5 maps to National Standards 4 and 5
- The NSW Domain of Professional Commitment is called Professional Engagement in the National Standards

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Domains - Professional Knowledge

National standards and NSW elements are effectively the same, with some differences in terminology and grouping

- Knowing students and how they learn
  - Both covering physical, social and intellectual development, cultural and linguistic, how students learn, specific needs
- Knowing the content and how to teach it
  - National set adds numeracy to literacy
  - National set adds to knowledge "understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages"

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Domains - Professional Practice

- The National Standards and NSW Elements, with differences of grouping and degree of explicitness, both broadly include:
  - Planning
  - Programming
  - Use of a range of teaching and learning strategies
  - Assessing
  - Reporting
  - Providing feedback
  - Communicating
  - Creating safe learning environments, including reference to classroom management

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Domains - Professional Engagement/Commitment

- Professional learning
- Engagement with profession and community
- Differences in emphasis and terminology, but National and NSW sets both include:
  - Professional learning and planning
  - Ethics and conduct
  - Compliance with requirements
  - Relationships with parents and carers
  - Professional interactions with colleagues

NSW Institute of Teachers

13.4 Appendix 3 - Approval process for Providers of Institute Registered PD

Stage	Institute	Provider
Interest in applying to become a NSW Institute of Teachers' endorsed provider	NSWIT Professional Learning Officer discusses the process, requirements, and timelines. Refers provider to application manual and form available on NSWIT website.	Contact NSWIT Professional Learning Officer to discuss the requirements, the process and timelines
Determine the type of endorsement suitable for the provider and the sample course/s and program/s for the application	Provide advice on endorsement types and indicate models that may suit the provider. Provide general advice on draft applications	Consider endorsement type and representative sample of courses to submit
Submission of provider application form	Institute acknowledges receipt of application forms	Provider prepares and submits application form with a representative sample of courses) before the closing date for applications
Consideration of application (including the representative sample of courses) by Professional Learning Endorsement and Advisory Committee (PLEAC)	PLEAC makes recommendation regarding endorsement and provides advice regarding application	
Quality Teaching Council (QTC) considers PLEAC's endorsement recommendations		
Chief Executive approves endorsement of provider		
Communication of endorsement outcome	Letter of endorsement forwarded to successful provider with scope of endorsement details, information about requirements to maintain endorsement and how to register courses and participation data on the Institute's online database. Letter to unsuccessful applicants providing the PLEAC's advice, advice regarding the review of advice	
Provider support	Advice on registering courses and programs and uploading participation data on the Institute's online database	Consider Institute's advice and comply with requirements Contact Institute as needs arise
A sample of providers subject to an annual review of endorsed provider (includes consideration of teachers' online evaluation of provider's course sessions)	Provide advice to providers about review and implement review process	
Renewal of endorsement every 5 years		

13.5 Appendix 4 – Schedule of events for pilot project

Item Number	Project	Task	Completed	Status	Notes
1	AITSL project - Develop advice to support teachers, schools, and PD providers	Critical friends consultation session - teachers, supervisors etc.	20/10/2011		Meeting scheduled for 20/10/2011; teachers, supervisors and principals have agreed to attend the session
2	AITSL project - Develop advice to support teachers, schools, and PD providers	Develop draft advice for teachers, rules	20/12/2011		
3	AITSL project - Develop advice to support teachers, schools, and PD providers	Develop draft advice for TAAs, principals and PD delegates	20/12/2011		
4	AITSL project - Develop advice to support teachers, schools, and PD providers	Develop draft advice for PD providers	16/09/2011	Completed	
5	AITSL Project – Report on sample of existing Institute registered PD against NPST	Develop examples of existing PD mapped to NPST	15/10/2011	Completed	Examples available for PLEAC meeting 11/10/2011
6	AITSL Project - Report existing Institute registered PD against NPST	IT translation exercise	15/10/2011	In progress	
7	AITSL Project - Map existing Institute registered PD against NPST	Provider development of examples of new PD mapped to NPST	11/10/2011	Completed	Completed for PLEAC meeting
8	AITSL project - Report on TI PD	Trial analysis of TI PD data	15/10/2011	Completed	
9	AITSL project - Report on TI PD	Analysis of Excel TI PD data from CRM	10/11/2011	Completed	
10	AITSL project - Report on TI PD	Analysis of TI PD data from CRM	16/01/2011	Completed	
11	AITSL project - Report on TI PD	Comparison of analysis results with research	Ongoing	In progress	
12	AITSL project - Report on TI PD	Focus group of Professional Competence teachers collecting qualitative information regarding TI PD entries	20/10/2011	Completed	
13	AITSL project - Scope IT specifications	Scope It specifications	3/2/2012	Ongoing	
14	AITSL project - Trial advice in schools and evaluate	Selection of participants	1/09/2011	Completed	
15	AITSL project - Trial advice in schools and evaluate	Distribute materials for trial	30/03/2012		This aspect of the project needs to incorporate advice from the pilot review of providers
16	AITSL project - Trial advice in schools and evaluate	Trial materials	30/03/2012		This aspect of the project needs to incorporate advice from the pilot review of providers

Item Number	Project	Task	Completed	Status	Notes
17	AITSL project - Trial advice in schools and evaluate	Review advice in light of trial	23/4/2011		
18	AITSL project - Trial advice in schools and evaluate	Development of information session for use by principals and other school leaders	4/5/2011	In progress	
19	AITSL project - Trial advice in schools and evaluate	Support materials finalised	4/5/2011		
20	AITSL Project - Trial approval process for PD providers using NPST	Select range of providers	15/08/2011	Completed	
21	AITSL Project - Trial approval process for PD providers using NPST	Completion of PD approval documentation	9/09/2011	In progress	Draft documentation has been finalised for PLEAC meeting
22	AITSL Project - Trial approval process for PD providers using NPST	Information session with current/prospective PD providers	15/09/2011	Completed	This has been ongoing with providers
23	AITSL Project - Trial approval process for PD providers using NPST	Providers applying using new application material	16/09/2011	Completed	
24	AITSL Project - Trial approval process for PD providers using NPST	PLEAC meeting to approve providers against NPST	11/10/2011	Completed	
25	AITSL Project - Trial approval process for PD providers using NPST	Documentation revised	15/12/2011	Completed	

13.6 Appendix 5 – Focus Group Questions

Focus group comprised:

- teachers who are accredited at Professional Competence
- supervisors of the accredited teachers

Focus group questions

1. Professional development

   a. What is good professional development?
   b. What are the characteristics?
   c. What is good Institute Registered professional development?
   d. What is good Teacher Identified professional development?

2. What do you believe are the needs of teachers who have completed Professional Competence and are maintaining accreditation?

   a. What do Professional Competence teachers need to know?
   b. What schools need to know?
   c. What are the best ways to communicate this advice?

13.7 Appendix 6 – Online Evaluation of Institute Registered professional development template

Institute Number	Course Name

Individual teacher evaluations will be kept confidential. Evaluations will be collated and providers will receive an evaluation report from the NSW Institute of Teachers.

Your evaluation will need to be completed online on the Institute's online database. You will be able save your evaluation and come back to it if you need more time.

Please complete the following by clicking on the cell that indicates the strength of your response or by providing a comment in the appropriate cells.

All responses to questions 1-5 will be summarised and the results made available through the course descriptions on the Institute's website. This information will be useful for those who are planning to attend the course or program.

The remaining responses will assist the Institute and the providers assess the effectiveness of the course or program in order that your access to high quality professional development is increased.

Participant's Reaction	
1. To what extent did the course/program address the Professional Teaching Standards?	○ Not at all ○ Poor ○ Average ○ Good ○ Very much
2. To what extent do you feel you gained useful knowledge, skills and understandings through participation in this course/program?	○ Not at all ○ Poor ○ Average ○ Good ○ Very much
3. To what extent were the materials and strategies used in the course or program appropriate and useful?	○ Not at all ○ Poor ○ Average ○ Good ○ Very much
4. To what extent did the presenter/facilitator ensure an effective learning experience?	○ Not at all ○ Poor ○ Average ○ Good ○ Very much
5. To what extent did the advertising material accurately describe the content of the course or program?	○ Not at all ○ Poor ○ Average ○ Good ○ Very much
Participant's Learning	
6. What were the most useful aspects of the course/ program for you?	
Participant's use of knowledge and skills	
7. Did you put into practice what you learned?	○ Yes ○ No
8. What helped/hindered the implementation of your learning?	
Benefits for student learning	
9. Do you believe your participation in this course or program has had an effect on student learning? How did you determine this?	

13.8 Appendix 7– Number of Institute Registered courses addressing the NPST at the level of the Standard and descriptors

13.9 Appendix 8 – Number of Teacher Identified activities addressing the NPST at the level of the Standard and descriptors

Standard 1 - Descriptors Proficient Level

Standard 2 - Descriptors Proficient Level

Standard 3 - Descriptors Proficient Level

Standard 4 - Descriptors Proficient Level

Standard 5 - Descriptors Proficient Level

Standard 6 - Descriptors Proficient Level

Standard 7 - Descriptors Proficient Level

14 QUT

14.1 Appendix A (i) – Resources Developed for the Pilot

A semi-structured questionnaire was developed as part of the interview process for this project. These questions were developed using the descriptors from the *National Standards for Teachers* (AITSL, 2011).

Proficient

1. How long have you been a teacher?
2. What subjects do you teach?
3. Where, what else have you taught?
4. There is a lot of data produced and sent to the school after NAPLAN. How do you use this data?
5. Can you tell me how the data is analysed in your school and who does it?
6. What sort of access do you get to the school NAPLAN data?
7. What sort of intervention programs if any do you have in your school?
8. What is your role within these intervention programs
9. How do you use the NAPLAN data in your classroom?

Highly Accomplished

1. How long have you been a teacher?
2. What subjects do you teach?
3. Where, what else have you taught?
4. There is a lot of data produced and sent to the school after NAPLAN. How do you use this data?
5. Can you tell me how the data is analysed in your school and who does it?
6. What sort of access do you get to the school NAPLAN data?
7. What sort of intervention programs if any do you have in your school?
8. What is your role within these intervention programs
9. How do you use the NAPLAN data in your classroom?
10. Does the school encourage or expect you to work with colleagues to use NAPLAN data?
11. Can you describe this work?

Lead

1. How long have you been a teacher?
2. What subjects do you teach?
3. Where, what else have you taught?
4. There is a lot of data produced and sent to the school after NAPLAN. How do you use this data?
5. Can you tell me how the data is analysed in your school and who does it?
6. What sort of access do you get to the school NAPLAN data?
7. What sort of intervention programs if any do you have in your school?
8. What is your role within these intervention programs
9. How do you use the NAPLAN data in your classroom?
10. Does the school encourage or expect you to work with colleagues to use NAPLAN data?
11. Can you describe this work?
12. Can you tell us about any specific NAPLAN programs that you coordinate within your school?
13. Can you tell us how to analyse and evaluate student performance within your school?
14. Can you tell me how you have improved student performance on NAPLAN in your school?

These questions were developed using the descriptors from the *National Standards for Teachers* (AITSL, 2011).

14.1.1 Appendix A (ii) – Existing Resources Used in the Pilot

The descriptions for Proficient, Highly Accomplished and Lead teachers (AITSL, 2011, pp. 6/7) were used to identify teachers who could belong to the particular career stage.

The descriptors from Focus Area 5.4 from the *National Standards for Teachers* (AITSL, 2011, p.17) were used in the construction of the questions for the semi-structured interview.

15 REFA

15.1 Appendix A: Murchison Education Strategy 0-18 Years 2009-2013
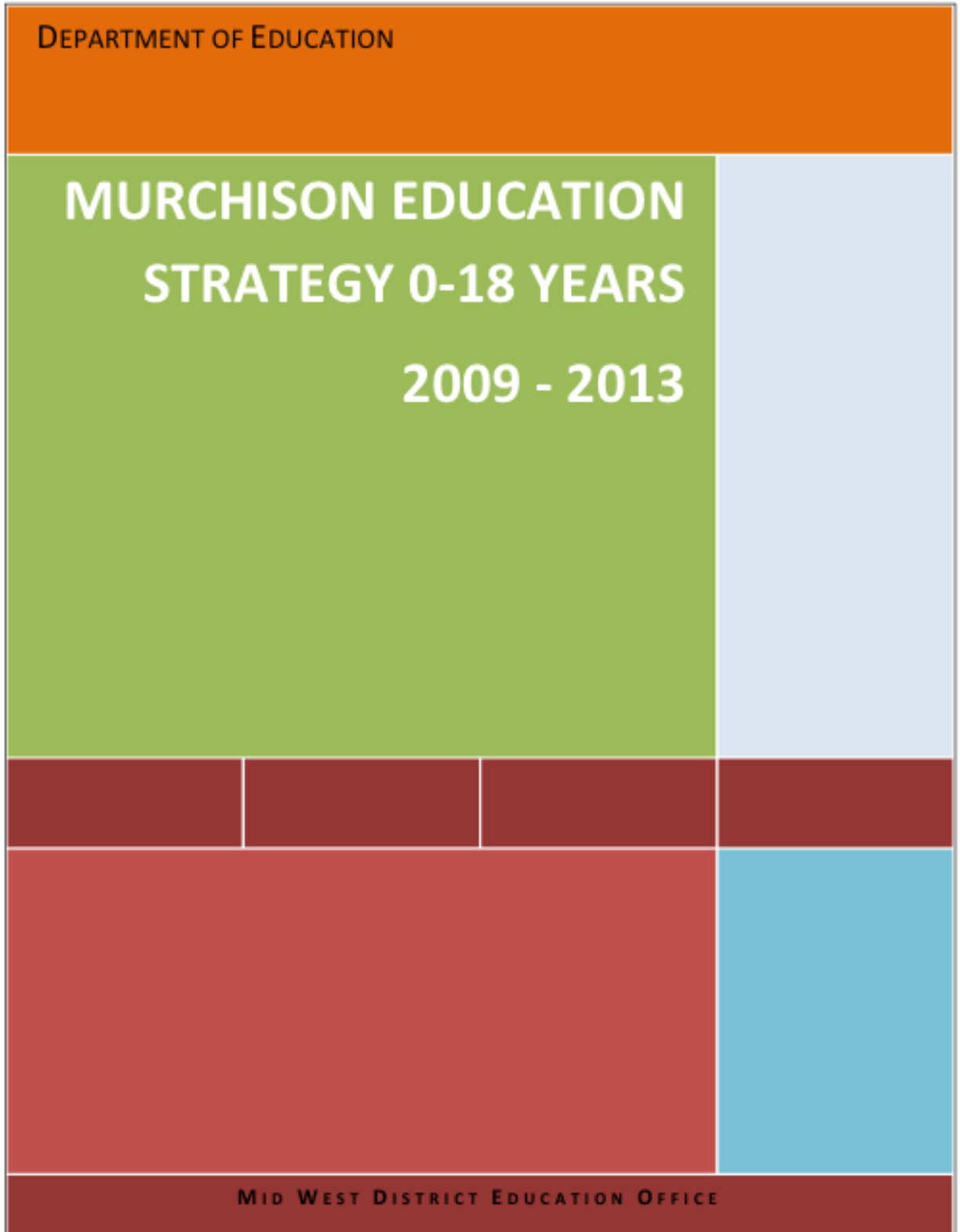
Yamaji Rich

Uncle often said, 'Yamajis* are rich people'
Some probably laugh – but I knew what he meant.

Rich did not mean dollars or gold
Rich is spiritual. Rich is knowledge.
Listening to the wind bring weather reports
Watching animals and birds with messages
From loved ones or of something to happen.

The land has strong, rich stories
Imprinted all over its face.
Stories handed down for thousands of years
(Sure is something to boast about).

Rich meant being able to sit
All day and read the land
Learning from the land
Listening to the land
Respecting land.

And being rich in
All this knowledge.

Charmaine Papertalk-Green
2007 p. 14

* Yamaji – Wajarri word for Man.

Charmaine Papertalk-Green was born near Mullewa, Western Australia, is a Yamaji woman whose mother is of the Wajarri language group and her father of the Badimayia language group.

CONTENTS

FOREWORD

This foreword acknowledges the traditional owners of the land on which the Murchison schools are located.

The impetus for the Murchison Education Strategy 0 – 18 years came from the need to significantly raise student outcomes in the eight Murchison Schools. It is reflective of the Director General's Classroom First Strategy. The schools include Cue Primary School, Meekatharra District High School, Mount Magnet District High School, Mullewa District High School, Pia Wadjarri Remote Community School, Sandstone Primary School, Yalgoo Primary School, and Yulga Jinna Remote Community School.

Together the schools cover an area greater than the size of the state of Victoria.

The total enrolment across the schools is 596 students. Of these students, 531 are Indigenous. A number of school aged students are parents. By beginning the strategy at birth, the young mothers and fathers and their babies become part of a 0 – 18 pathway to success.

In developing this strategy, a six month in-depth consultation was undertaken by Indigenous educator, Nicki Patterson with all communities, students, principals, Indigenous staff, teachers, and support staff. Nicki also consulted with some Chief Executive Officers of the local shires. The purpose of the consultation was to listen to and find out what those connected to education in the Murchison area wanted from schools. In this way communities were a powerful voice and provided a guide for the delivery of public education to their children.

A presentation was made to Cue Parliament in November 2008 to raise awareness at the local government level and across other government agencies.

Nicki's high level capacity to work, relate and communicate with Indigenous people, as well as with non Indigenous people, provided fresh insights and confirmed that families, students, communities and schools want high levels of student success in both academic and non academic aspects of schooling.

I am confident this strategy will provide a guide for the next five years in progressing successful and high quality public schooling across the Murchison.

Jennifer Kuhn
Director Schools
Midwest Education District

December 2008

OUTCOMES WE WANT TO ACHIEVE

- All students are literate and numerate

- All students are independent learners and view school in a positive way

- All students leave school prepared for the workforce or training

BELIEFS

- All students can be capable, independent learners

- Parents and communities want their children to be successful learners

- Indigenous staff are the bridge to culture, community and learning

- With the right support, knowledge, skills and resources teachers can improve student learning

- Highly effective principals are instructional leaders

1. CONTEXT

The Murchison district is a vast area in the Mid West Region of Western Australia comprising an area of 265 000 square km, larger than the state of Victoria. The region comprises remote Indigenous communities, small communities and towns, mining leases, pastoral properties and Indigenous out stations.

The Murchison district is a diverse society with Indigenous and non-Indigenous people. The majority of families are Indigenous - Yamaji people, who derive primarily from the language groups of Wajarri and Badimayia.

There are many opportunities for employment in the Murchison. Existing industry includes mining, pastoral, tourism and small business in town sites. Each town has a mine in close proximity. The tourist season revolves around the abundance of wild flowers in spring. There is an international astronomy project being developed in the Murchison. Despite these opportunities schools have difficulties in finding work placements for students.

The Murchison Education Strategy 0-18 Years encompasses eight schools in the Murchison region. These schools are: Cue Primary School, Meekatharra District High School, Mount Magnet District High School, Mullewa District High School, Pia Wadjarri Remote Community School, Sandstone Primary School, Yalgoo Primary School, and Yulga Jinna Remote Community School.

The eight schools have 596 students enrolled as indicated by the schools census data August 2008.

2. RECOMMENDATIONS

The consultation identified eight key focus areas that require attention. These are described in detail in appendix 1. These are:

1. Positive relationships between and among students, families, schools and community members.

2. Programs that engage students to foster a sense of belonging and improve academic achievement, attendance and retention rates.

3. Capacity building of Indigenous staff as cultural experts and leaders in the school.

4. Professional support for all staff.

5. Knowledge of teaching and learning involving strategies leading to improved literacy and numeracy.

6. Teacher induction in a sometimes foreign cultural and social context.

7. Improved access and delivery of programs for secondary students.

8. Well coordinated interagency collaboration at a local level to address the needs of students and their families.

3. STUDENT DATA

The following information is based on School Attendance Monitoring data and school census data August 2008 and NAPLAN 2008 results. This is representing one year's data and is indicative of trends across the Murchison schools.

3.1 Attendance Data:

The data indicates that the majority of students in the eight Murchison schools are at educational risk. Students' attendance and retention rates, literacy and numeracy outcomes are of major concern. Attendance rates indicate that 330 students attend school less that 80% of the time. This equates to 60% of the student population are at risk of not succeeding in Murchison schools.

Attendance Profile Murchison

- Regular 90-100% 22%
- Indicated 80-89% 18%
- Moderate 60-79% 22%
- Severe 0-59% 38%
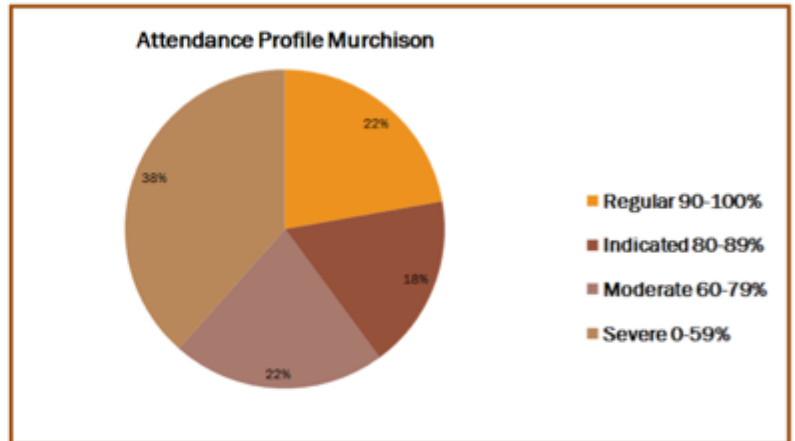
ATTENDANCE RATES	STUDENT NUMBERS
Regular 90-100%	122
Indicated 80-89%	97
Moderate 60-79%	119
Severe 0-59%	211

3.2 Literacy and Numeracy Data:

The National Assessment Program in Literacy and Numeracy (NAPLAN) results indicate that the students in the Murchison are not performing well in standardised testing. The data clearly demonstrates that over 80% of students are at risk in reading, writing, language conventions and numeracy.

Murchison NAPLAN - % of Students Below At or Above the Minimum Standard

	Reading	Writing	Language Convention	Numeracy
Below	65%	65%	71%	38%
At Minimum	26%	19%	18%	46%
Above	9%	16%	11%	16%
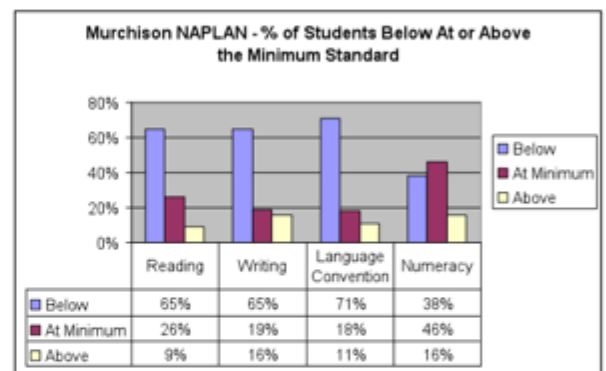
3.3 Graduation Rates

No students graduated from Murchison schools in 2008. There will be ninety years 10, 11 and 12 enrolled students in the Murchison schools in 2009.

3.4 Retention

Chart 1.2 is a collation of retention and progression rates for secondary students in the Murchison region. The retention rates show that of the students beginning year eight in 2003 19.5% remain and completed year 12. The data also indicates that students beginning year eight in 2003, 84.5% remain at school to year 10.

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2006	60%	2%	13.5%	68%	13.5%
2007	86%	11.5%	14%	57%	24%
2008	84.5%	19.5%	33%	60%	51%

Apparent retention and progression rates (%) – secondary schools in the Murchison area.

Chart 1.2

4.0 SCHOOL PROFILE

Principals in the eight schools are in their first or second principal posting. Of the seventy three teachers across all schools, forty-one are in their first, second or third year of teaching. There is a need for dynamic leadership and high-quality teaching.

4.1 Retention and Attendance Rates of Teaching Staff: Each Murchison school is a "difficult to staff" school with additional compensation for living in an isolated area. Approximately 60% of the teachers remained in their school from 2007 to 2008. However teachers' attendance, once in the school, is very high, with 98% attendance rates of all teaching staff in 2007. The lack of relief teachers has had an impact on each Murchison school.

4.2 School Programs: The Murchison schools have access to a wide range of programs. The schools implement a variety of system endorsed programs and receive funding to operate them. They include: Commonwealth Literacy and Numeracy Program, Indigenous Language Speaking Students, Priority Country Area Program, Vocational Education Training in Schools, Aboriginal Literacy Strategy, Aboriginal School Based Traineeship, Getting it Right Literacy and Numeracy, Secondary School Engagement Programs and Aboriginal Education Specialist Teacher. These programs are designed to support rural and remote schools and enhance the outcomes of student learning.

4.3 School Priorities: Individual schools determined priority areas support improved educational outcomes of students. During 2008 four schools identified improving literacy and numeracy, three identified attendance, two identified physical education and two schools identified behaviour management as a priority.

5.0 A WAY OF WORKING TOGETHER

The following principles guide how we work in the Murchison
- recognise Indigenous staff are central to successful learning
- understand and embrace the cultures of students, community and staff
- develop and maintain positive community relations and consultation
- involve students in making informed decisions about their learning and schooling
- provide high quality school leadership and teaching
- ensure teachers know what, how, why and when to teach
- establish sustainable processes and attitudes
- place literacy and numeracy at the core of all learning
- establish positive relationships among and between school staff and students
- understand students' backgrounds
- celebrate successes and achievements along the way.

6.0 THE PROPOSAL

6.1 Key Stakeholders: Stakeholders include students, families, communities, school staff, Shires, local industry, other government agencies, Department of Education and Training (DET) and Aboriginal Education. Refer to appendix 2 for DET staff commitments.

6.2 Personnel: Pivotal to the Murchison Education Strategy is the appointment of a Mentor Principal and expert teachers.

The role of the Mentor Principal will be to work in partnership with principals in the eight Murchison schools to develop and implement the Murchison Education Strategy based on the key focus areas identified in the consultation process.

The Mentor Principal will:
- lead implementation of the *Murchison Education Strategy*
- support school principals to become instructional leaders, with specific targets of improvement in behaviour, attendance, literacy and numeracy
- assist schools to improve attendance strategies that will develop better literacy, numeracy and behaviour outcomes for students
- organize capacity building for local Indigenous and non Indigenous staff
- raise community engagement in education
- assist principals and schools in strategic development and planning
- assist principals in change management processes
- establish collaborative partnerships with mining, local business and other agencies.

Retired and highly skilled practicing teachers will be employed on a rotational basis to work shoulder to shoulder with classroom teachers in each Murchison school.

6.3 Curriculum Provision (0 – 18 years):
- A minimum of 80% of instructional time (years 1-3), 50% (years 4-12) will be devoted to Literacy and Numeracy.
- An integrated, authentic learning approach, suitable for Murchison schools, will address other learning area outcomes and embed ongoing Literacy and Numeracy learning.
- There may be curriculum, assessment and reporting adjustments based on the learning needs of students who do not fit the mainstream model.
- Provision of a 0 – 18 years career pathways. Students and their families are able to hold aspirations and expectations for future career prospects from an early age.

- Curriculum provision is to encapsulate the principles of bi-dialectal learning.

6.4 Community, Family and Student Decisions: Communities, families and students must have a sense of ownership over the programs and processes for this strategy to work. Approaches should include:
- families and students having input and make decisions about learning and behaviour approaches
- students set academic and non academic targets
- class charters are developed with students
- students know what they need to learn and why
- students articulate what they are learning and how they learn
- holding regular class meetings.

6.5 Programs: Programs that are based on students' interest will engage and motivate them to want to attend school and support higher academic learning. Particular programs will offer learning opportunities to which students may not have had prior access. Programs to consider implementing, in collaboration with community and interagency partnerships include:
- Sports Academy
- Arts programs
- 0-4 year playgroups
- Before and after school programs, such as breakfast club, homework programs, sport
- Science links , such as astronomy, square kilometre array projects in the Murchison
- Family workshops that focus on improving outcomes for students.

6.6 Professional Learning: To support the implementation of the Murchison Education Strategy and to ensure appropriate curriculum provision, targeted professional learning is essential. Professional learning will include:
- Cultural awareness
- Instructional Leadership for school leaders
- Inquiry/project based learning
- Literacy, numeracy and bi-dialectal (ESD) strategies
- Classroom Management Strategies (CMS)
- Instructional Intelligence.

6.7 Networking: Central to the Murchison Education Strategy is the networking between the eight schools. Network opportunities outside the Murchison will also be established to support Indigenous staff, principals, teachers, support staff and the Murchison Education Strategy Committee.

6.8 Sustainability
To ensure the sustainability of the Murchison Education Strategy it is essential to:
- Raise the status of Indigenous staff to become paraprofessionals
- Provide ongoing professional learning programs for teaching and non teaching staff
- Retain high quality principals, teachers and support staff in Murchison schools.

6.9 Murchison Education Strategy Reference Committee: Central to progressing the Murchison Education Strategy is the ongoing involvement of a reference committee. Membership was called for in 2008 and will be maintained with the implementation of the strategy in 2009. Refer to appendix 3 for the list of members.

7.0 MILESTONES

Area for Growth	2009	2010	2011	2012	2013
STATUS OF LOCAL INDIGENOUS STAFF					
Cultural Awareness	Support staff undertake professional learning to deliver/facilitate cultural awareness training.	Support staff deliver/facilitate cultural awareness training to staff new to their school on an on-going basis.			
Local Indigenous Staff	Local Indigenous staff undertake professional learning to teach students academic and non academic skills.	Local Indigenous staff play a significant role in the teaching and learning program.			
STUDENT OUTCOMES – ATTENDANCE, LITERACY AND NUMERACY					
Attendance	Students who attend 80%+ increase from 30% of students to 35% of students	Students who attend 80% + increase from 35% of students to 40% of students	Students who attend 80% + increase from 40% of students to 50% of students	Students who attend 80% + increase from 50% of students to 60% of students	Students who attend 80% + increase from 60% of students to 85% of students
Literacy	All school staff undertake professional learning in literacy acquisition. 12% of students above minimum standard.	All school staff implement effective literacy practice. 17% of students above minimum standard.	22% of students are above minimum standard based on NAPLAN assessments.	27% of students are above minimum standard based on NAPLAN assessments.	35% of students are above minimum standard based on NAPLAN assessments.
Numeracy	All schools identify a suitable approach to numeracy. 16% of students above minimum standard.	All school staff undertake professional learning in numeracy. 21% of students above min st	All school staff implement effective numeracy practice. 26% of students above min st.	31% of students are above minimum standard based on NAPLAN assessments.	36% of students are above minimum standard based on NAPLAN assessments.

ADJUST CURRICULUM TO SUIT MURCHISON STUDENTS

Engagement Learning Program	All school staff undertake professional learning in authentic, integrated, approaches. All school students understand and utilise concepts of 0-18 career development	All school staff implement integrated learning. A tool to measure student success is developed.	Engagement program for all Learning Areas while maintaining literacy and numeracy blocks. All students are successful at inquiry learning. All staff implement a 0-18 career development.
Programs	Identify resources for: Sports Academy Arts programs	Identify resources for an Arts Program. A variety of sports to visit schools.	Embed Sports academy Arts program

EARLY CHILDHOOD

Early Childhood	Identify resources in each town to establish a "Stay and Play" program for 0-4 year olds. Contact made with all school aged parents of 0-4 year olds.	50% of 0-4 year olds attend "Stay and Play" program weekly. Local Indigenous staff coordinate program.	75% of 0-4 year olds attend a "Stay and Play" program for 0-4 year olds weekly.

SENIOR SCHOOLING

Senior Schooling	Develop & implement 3-5 year Individual Pathway Plans. Identify resources to engage senior students in school, training or work. Identify & contact all senior school students.	Notices of arrangement for all 16-17 year olds not engaged in school, training and work. Individual Pathway Plans for all 16-17 year olds	100% of all senior school students engaged in school, training or employment.	All senior school students make a successful transition into employment or training.

THE CONSULTATION

Students not succeeding at school determined the need for consultation. With this in mind a six month consultation process was initiated in July 2008. The purpose was to consult will all stakeholders to establish what needs to occur to improve outcomes for students. Those interviewed including students, families, support staff included Aboriginal Islander Education Officers (AIEOs), teachers, principals, and other interested parties.

Additionally, some Shire Chief Executive Officers (CEOs), Midwest District Education Office staff and the Midwest Aboriginal Education Council were consulted.

The process to gain data involved visits to school communities and interviewing all stakeholders. Interviews were planned in a step-by-step process using a combination of structured and open general questions. This process was used in individual interviews as well as small group surveys. Schools' staffs were encouraged to put forward written submissions.

The employment of a well respected Indigenous educator to conduct the consultation provided a means whereby all stakeholders felt comfortable to suggest directions for schools.

Once the consultation was completed a Murchison Education Strategy Committee was formed. The committee consists of two principals, a teacher, an AIEO, two parents and a local government representative. The committee collated the data and formed the eight areas that require immediate attention. These recommendations will be discussed in the following pages.

Data and areas of need have been presented to the Mid West Gascoyne Human Resource Management Committee and to Cue Parliament with much interest generated.

Recommendations from the Committee:

1. **Positive relationships between and among students, parents and schools.**
   Overwhelmingly all stakeholders consulted viewed positive relationships as a way to move education forward. It was stated consistently that with positive family and school relationships students have a greater chance of success at school.

   > "Where do children learn and grow? At home. At school. In the community. Students develop in all contexts simultaneously and continuously. Thus, the bridges of home, school and community are inevitably interconnected."
   >
   > Joyce Epstein 2001 (p. 161)[1]

   Each Murchison school needs to develop its beliefs on relationships and what this will look like in the school. Strong protocols on positive relationships have to be coherently and consistently implemented across the school and embedded in school actions.

   > "... **if the kids are happy, parents/carers are happy, if the community is happy then the school is happy**." Martin Ross, Principal Cue Primary School

   It is vital to have parents/caregivers and the community involved with education to increase engagement and educational outcomes of students. Teachers need to build positive relationships with students in the classroom. A positive learning environment needs to be established which involves students, parents and school staff in decision making and goal setting with high expectations.

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[1] http://www.curriculum.org/leadingandlearning/main.html#Main

2. Programs that engage students and foster a sense of belonging to improve academic achievement, attendance and retention rates.

Engaging students is a prerequisite for student success at school. To engage students in school learning, tasks need to be interesting, challenging and relevant. Factors for improving student engagement include strong school leadership with a school culture that nurtures parent involvement.[2]

The consultation identified two areas that need a strong focus - behaviour management and school attendance.
It was considered essential that whole school, consistent behaviour management should include parent and student input. It was identified that positive school based programs would assist to improve student behaviour and engage students in learning.

Transparent behaviour management approaches must be in place that are consistent, fair and visual. Students, families and communities need to be involved in establishing approaches.

There is a direct correlation with students' attendance and academic achievement. Exploring strategies to improve student attendance must be done collaboratively with students and parents. Principals and teachers must take a lead in establishing relationships for increased attendance. Suggested strategies from the consultation included:

- Principals must be visible and lead attendance
- Use AIEOs to support students attendance
- Engage students in making helpful choices
- Use incentive based programs.

Children in the Murchison do not come to school with everything they need. Children's basic and emotional needs must be cared for before learning can occur. There are programs that will benefit all children if implemented systematically with school and community support.

"Rather than divert students from meeting their academic goals, studies find that students engaged in extracurricular activities…are less likely to drop out and more likely to have higher academic achievement."

Costen, M. et. al. (2004) p. 223[3]

Parents and AIEOs passionately believe that extra curricula activities will support students to develop into all rounded individuals. Activities suggested by parents include: after school activities. breakfast clubs, homework classes, Follow-the-Dream (Aspiration Program), sport academies, arts and interagency programs implemented at the school level.

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[2] http://www.dest.gov.au/sectors/school_education/publications_resources/schooling_issues_digest/schooling_issues_digest_motivation_engagement.htm# Motivation_and_engagement:_what_do_we_mean?

[3] http://www.curriculum.org/leadingandlearning/main.html#Main

Incorporating physical education as a means of improving attendance, engagement and literacy and numeracy outcomes for students was identified as important. Overwhelmingly students love sporting activities and would like more at school. To capture this desire a sport academy that encourages students to attend school, develop their well being and sense of connection to their school would benefit the Murchison schools.

Students and parents suggested a desire for further engagement in arts projects. The students overwhelmingly want more arts at school, in particular visual art, however they would like all forms of art for example craft, jewellery making and performing arts.

3. Knowledge of teaching and learning involving strategies to improve literacy and numeracy.

The consultation process and NAPLAN data clearly identified the need to improve literacy and numeracy outcomes for students. Indigenous families want their children to be able to read and write when they leave school. They would also like to see Aboriginal languages and cultural experiences at the school.

Teachers in the Murchison need to know how children learn, what needs to be taught, when it needs to be taught, and how to motivate and engage students. The consultation also highlighted that teachers view the Aboriginal Literacy Strategy as being valuable as it provides a structure. Teachers also indicated that they wanted to improve their knowledge of teaching literacy that included using Information and Communication Technology (ICT) in the classroom.

There is an understanding that bi-dialectal learning is central to teaching students who are from English as a Second Dialect backgrounds. It is considered necessary to implement a Murchison literacy strategy across all schools that re-examines the philosophy of ABC – Two-way Literacy and Learning – Accept, Bridge, and Cultivate in culturally appropriate ways.

The three proposed academic learning programs will incorporate uninterrupted learning time for literacy, numeracy and inquiry/project based learning. Students need to be involved in their own learning where they make choices about the classroom environment, their learning, hold class meetings and determine the level of possible achievement.

4. Build the capacity of Aboriginal staff as cultural experts and leaders in the school.

The consultation process revealed that Indigenous staff are a valuable asset to any school. The consultation data suggests that AIEOs:
* require strong support from the principal;
* must have a leadership role to teach and act as cultural advisors; and
* need to be involved in strong school and community liaison – supporting parents with teaching and learning, and attendance strategies.

AIEOs provide the sustainability to school programs as they are the longest serving staff in Murchison schools, and their wealth of knowledge spans decades. AIEOs need to be highly valued, supported to build their skills that will in turn support students' learning. Capacity building of AIEOs would improve outcomes for students and improve parents and community relationships.

5. Professional support for all staff.

The consultation identified the need for professional support mechanisms for principals, teachers and support staff. Leadership teams and teachers articulated that they would like strong networking and mentoring opportunities. Networking and mentoring could improve by using existing technology available including video conferencing or via email.
Principals would like to engage in networking with experienced educators in the form of mentoring, coaching or work shadowing other experienced principals.

With forty-one graduate or teachers in their first three years of teaching a systemic approach is needed for teachers to develop the knowledge, skills and attitudes to teach students in a unique context. Teachers can improve student learning with the right support, skills and resources including expert teachers, principal's leadership and support.

6. Induct new and existing teachers in a sometimes foreign cultural and social context.
Teachers will experience a cultural shock, particularly if it is their first time away from a metropolitan environment. There is a need for teachers to be aware of where their students come from, what to do when new situations arise and the particular learning needs of a largely Indigenous student population.

The consultation process established that cross cultural professional learning is essential for understanding the cultural and social context of the Murchison. Parents and AIEOs believe that cultural awareness professional learning needs to be ongoing throughout the year. Inductions should be contextually based and implemented on an ongoing basis.

7. Improve access and programs for secondary students.
Student access to secondary education programs was identified as an area requiring focus by school staff, parents and Shire CEOs. Access to secondary education in some schools and work placement opportunities in all towns were identified as needing attention. Schools and parents would like to see Aboriginal School Based Traineeships and Vocational Education and Training in schools continue and by supported by the wider community.

There is a need to systematically strengthen partnerships with commercial enterprises to enable success for secondary students with the Murchison Region. The international astronomy projects should provide a point of curiosity for students.

8. Well coordinated interagency collaboration at a local level to address the needs of students and their families.
Interagency collaboration was seen as an essential component to supporting families and children. The consultation process identified interagency coordination with Department of Child Protection, Health Department and the Police Department.
A key strategy realised from the consultation is the need to establish early childhood programs that prepare young children for literacy and numeracy learning. In particular families would like 0-4 playgroups, with paid coordinator positions filled by Indigenous people.

MURCHISON EDUCATION STRATEGY
COMMITMENTS OF STAKEHOLDERS

DIRECTOR SCHOOLS

- Standards Review
- Performance Management
- Crisis Management
- Line manage Mentor Principal
- Line manage school Principals

MENTOR PRINCIPAL

- Lead implementation of Murchison Education Strategy (MES)
- Liaise with Principal Consultants for Murchison Schools

Work with Principals to:

- Implement change management in each school
- Coordinate Literacy, Numeracy and Inquiry Learning professional learning and expert teachers to support planned MES strategies
- Establish relevant, current approaches to behaviour management
- Raise the status and capacity of Indigenous staff
- Support their Instructional Leadership in their school
- Establish collaborative partnerships with mining, local business, Murchison Observatory, shires and other agencies
- Raise community engagement in the school
- Achieve the planned milestones in Literacy, Numeracy and Attendance
- Attend (where possible) and act on recommendations of interagency meetings
- Establish Principal networks
- Support their next career move

PRINCIPAL CONSULTANTS

- Support school self assessment processes
- Support and give advice on school processes
- Liaise with Mentor Principal

PRINCIPALS

Commit to implementation of the Murchison Education Strategy by:

- Working collaboratively with the Mentor Principal
- Align school planning and approaches with Murchison Education Strategy
- Working with school staff and the community to implement the planned strategies
- Participating in network meetings
- Adopting Instructional Leadership approaches

TEACHERS

Commit to implementation of the Murchison Education Strategy by:

- Implementing the planned strategies
- Participating in professional learning and action learning
- Adopting and reflect on new practices
- Working collaboratively with school executive teams and support staff

SUPPORT STAFF

Commit to implementation of the Murchison Education Strategy by:

- Working as cultural ambassadors providing a bridge between community and school
- Becoming paraprofessionals
- Working collaboratively with teachers and school executive teams

MURCHISON EDUCATION STRATEGY REFERENCE COMMITTEE

Barbara Glenister	Mentor Principal	Midwest DEO
Nicki Patterson	Principal Consultant	Midwest DEO
Jenny Kuhn	Director of Schools	Midwest DEO
Lizzy Simpson	Parent	Mullewa
Malissa Simpson	AIEO	Mullewa DHS
Robert Hoare	AIEO	Meekatharra DHS
Beth Walton	Shire President	Sandstone Shire
Norma Tressider	Teacher	Sandstone PS (2008 only)
Katrina van Staalen	Principal	Mt Magnet DHS
Martin Ross	Principal	Cue PS
Gemma Mourambine	Teacher	Yalgoo PS (2009)
Rochelle King	AIEO	Mt Magnet DHS (2009)

15.2 Appendix B: Murchison Network Reference Group

REFERENCE GROUP MEMBERSHIP

Howard Kelly, Chair of REFA. Mr. Kelly is a past principal and senior Victorian senior public servant who led major systemic curriculum changes in Victoria in the 1990's, including the implementation of the Kirby Report recommendations.

Phil Brown, Executive Officer of CEP. Mr. Brown has extensive experience in rural communities, firstly in health administration, then in education. .

Don Boyd, Deputy Chair REFA. Mr Boyd has had a long and distinguished teaching career and in the Western Australian Department of Education.

Emmy Terry, President of SPERA. Ms Terry has significant experience in rural, regional and remote education in Western Australia and is President of the Society for the Provision of Education in Rural Australia.

Michael Henderson. Principal Mount Magnet District High School – principal coordinator of the Murchison Network Pilot.

Barbara Glenister. Mentor principal of the Murchison Network.

Gary Allen, Executive Officer of REFA. Mr. Allen has had ten years experience as a principal in rural Victoria, and is the past chair of Country Education Project Victoria. Detailed Curriculum

15.3 Appendix C: Survey Summary Report

surveygizmo

Online Surveys, Data Collection and Integration
www.SurveyGizmo.com

Summary Report - Nov 2, 2011
Survey: Murchison Network Survey

I was enthusiastic about the possibilities of the online platform at the start of term three.

Moderately disagree 2.5%
Slightly disagree 7.5%
Strongly agree 27.5%
Neutral 15.0%
Slightly agree 20.0%
Moderately agree 27.5%
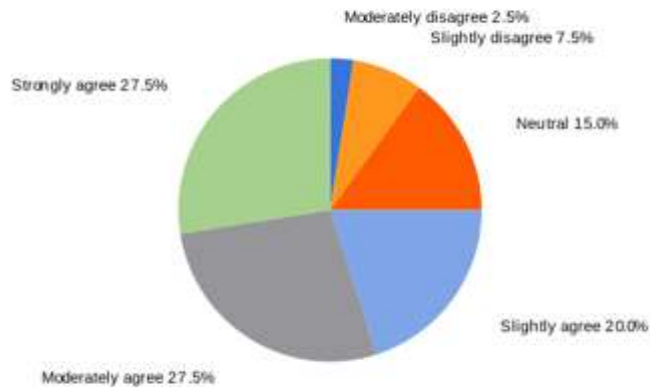
I was enthusiastic about the possibilities of the online platform at the start of term three.

Value	Count	Percent %
Moderately disagree	1	2.5%
Slightly disagree	3	7.5%
Neutral	6	15%
Slightly agree	8	20%
Moderately agree	11	27.5%
Strongly agree	11	27.5%

Statistics	
Total Responses	40
Sum	218.0
Average	5.5
StdDev	1.36
Max	7.0

Optional comment

Count	Response
1	Did not hear about the project until term 4, but do find the possibilities exciting.
1	I was a bit doubtful of happily finding more computer time than I get to already...
1	The possibilty of asking questions to other teachers in similar situations appealled to me strongly. I also found that this forum allowed for questions to be raised and support to be given particualry when many of these schools have only a limited number of staff was extremely beneficial.
1	While appreciate it that it takes some time for every member to access networking participation like this, it took me extra effort and contacts with Jason to enable me gain access to the network.

My view changed by the end of term
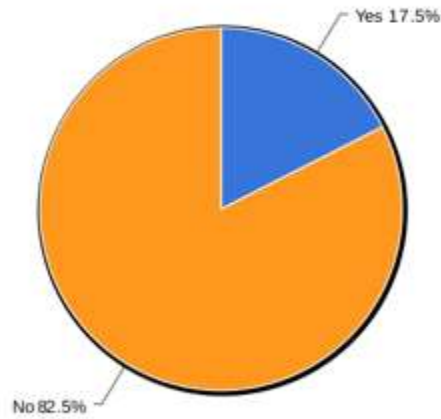
My view changed by the end of term

Value	Count	Percent %
Yes	7	17.5%
No	33	82.5%

Statistics	
Total Responses	40

Please list the factors that you believe influenced your changed view

Count	Response
1	Lack of time to access website
1	lack of high school teachers using the platform
1	time management
1	Being able to access the online site. Finding additional time to access and contribute to online discussion.
1	I did not have time to continuously go on and it was not as easy to use as I thought it would be. I would rather talk to people then email them.

The online platform significantly supported my professional learning.
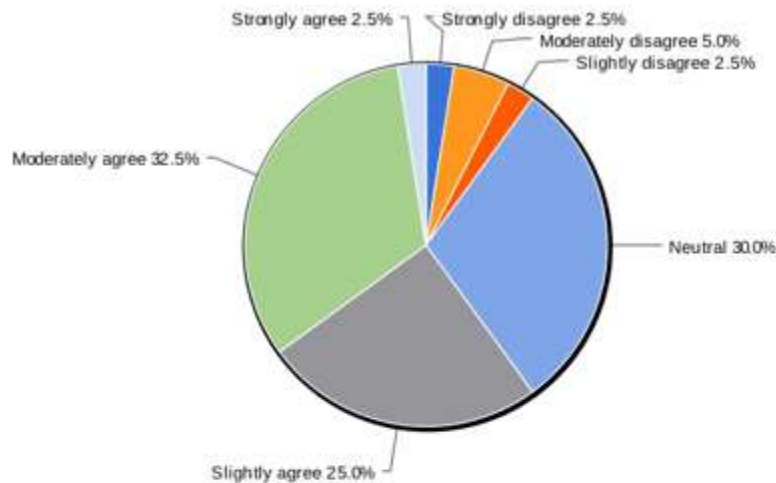
The online platform significantly supported my professional learning.

Value	Count	Percent %
Strongly disagree	1	2.5%

Statistics	
Total Responses	40

Moderately disagree	2	5%	

Sum	191.0
Average	4.8
StdDev	1.27
Max	7.0

Moderately disagree	2	5%
Slightly disagree	1	2.5%
Neutral	12	30%
Slightly agree	10	25%
Moderately agree	13	32.5%
Strongly agree	1	2.5%

Optional comment

Count	Response
1	Good to share successes but didn't find it a comfortable forum to seek help.
1	Mullewa DHS has only just joined the network so it is hard to comment as yet.
1	Only gained access to the platform recently but have already found useful things there.
1	As we have just received our logins this week, I have not had the time to look at the professional learning section.
1	I read all the contributions and responded with an email. I tried to share a comment twice and it did not appear on the network...
1	The support has been in a very general sense. Unfortunately with the complexity of teaching it is may not be possible to may not address those special needs. I may be wrong?
1	People need to become more active on the platform to be of better use. I believe a set time (maybe in collaborative DOTT times) where all teachers/staff must engage with the online forums would work well, especially with sharing resources/professional learning.
1	I think that if I have had more time I would have been able to use the forum to further extend my knowledge and professional development however I found that I like many others ran out of time to contribute ideas as much as I would have liked.
1	Even though I am yet to fully or maximise its benefits, I am convinced it is professional learning supportive and, indeed, very promising.

The collaborative practice across the network was enhanced by using the online platform.
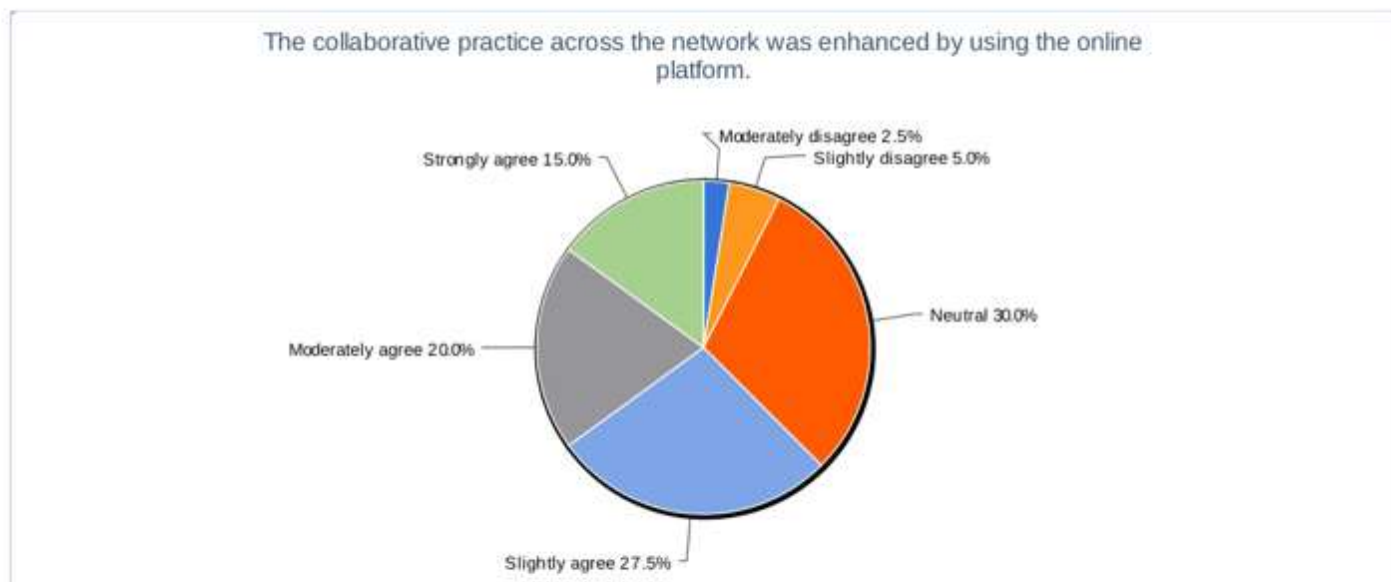
The collaborative practice across the network was enhanced by using the online platform.

Value	Count	Percent %
Moderately disagree	1	2.5%
Slightly disagree	2	5%
Neutral	12	30%
Slightly agree	11	27.5%
Moderately agree	8	20%

Statistics	
Total Responses	40
Sum	201.0
Average	5.0
StdDev	1.23
Max	7.0

Strongly agree	6	15%

Optional comment

Count	Response
1	Good to see the practices happening across the schools - particularly those where our students can attend.

-Engage in professional dialogue.
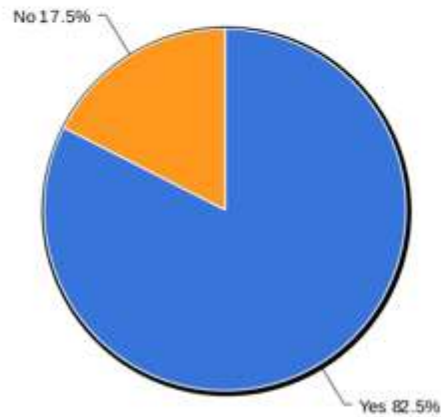
-Engage in professional dialogue.

Value	Count	Percent %
Yes	33	82.5%
No	7	17.5%

Statistics	
Total Responses	40

-Enhance my professional satisfaction.
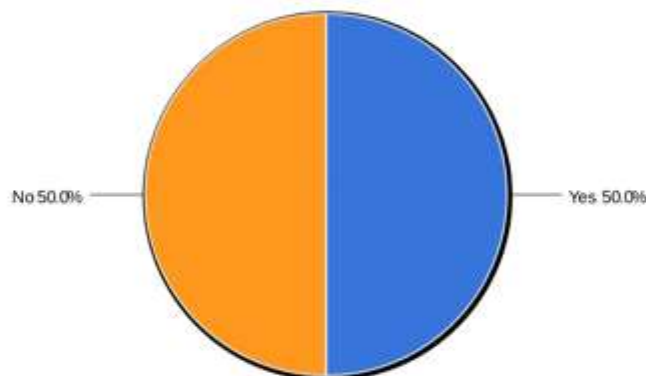
-Enhance my professional satisfaction.

Value	Count	Percent %
Yes	20	50%
No	20	50%

Statistics	
Total Responses	40

-Have improved knowledge of available resources.
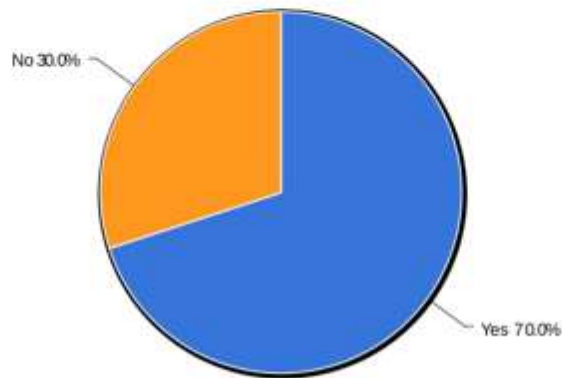
-Have improved knowledge of available resources.

Value	Count	Percent %
Yes	28	70%
No	12	30%

Statistics	
Total Responses	40

-Save Time.
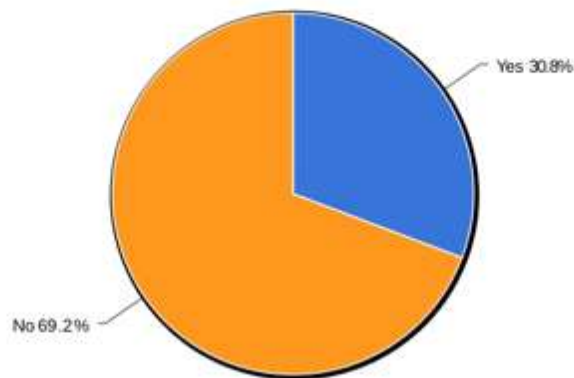
-Save Time.

Value	Count	Percent %
Yes	12	30.8%
No	27	69.2%

Statistics	
Total Responses	39

Comment

Count	Response
1	Definitely with the application of Instructional Tactics - getting ideas of different ways to use them.

Comment

Count	Response
1	Some feedback from other teachers was extremely beneficial and extremely satisfying.
1	Seeing that my classroom is working similarly to others in like contexts is a confidence boost for a graduate.

Comment

Count	Response
1	Most benefical material of the forum I believe. This really aided my professional development.
1	Very isolated so physical resources are limited - to an extent with online resources.

Comment

Count	Response
1	More time was required to read other people's comment which were not relevant to my needs.
1	at this point I still feel I need to improve networking
1	Particularly since other people were able to support me with additional teaching materials that I was not looking for. The other individuals also gave me ideas to try in the classroom that I didnt have to navigate the internet to find.

Access to the online platform was straightforward.

Strongly agree 30.0%
Moderately disagree 10.0%
Slightly disagree 7.5%
Neutral 7.5%
Slightly agree 12.5%
Moderately agree 32.5%
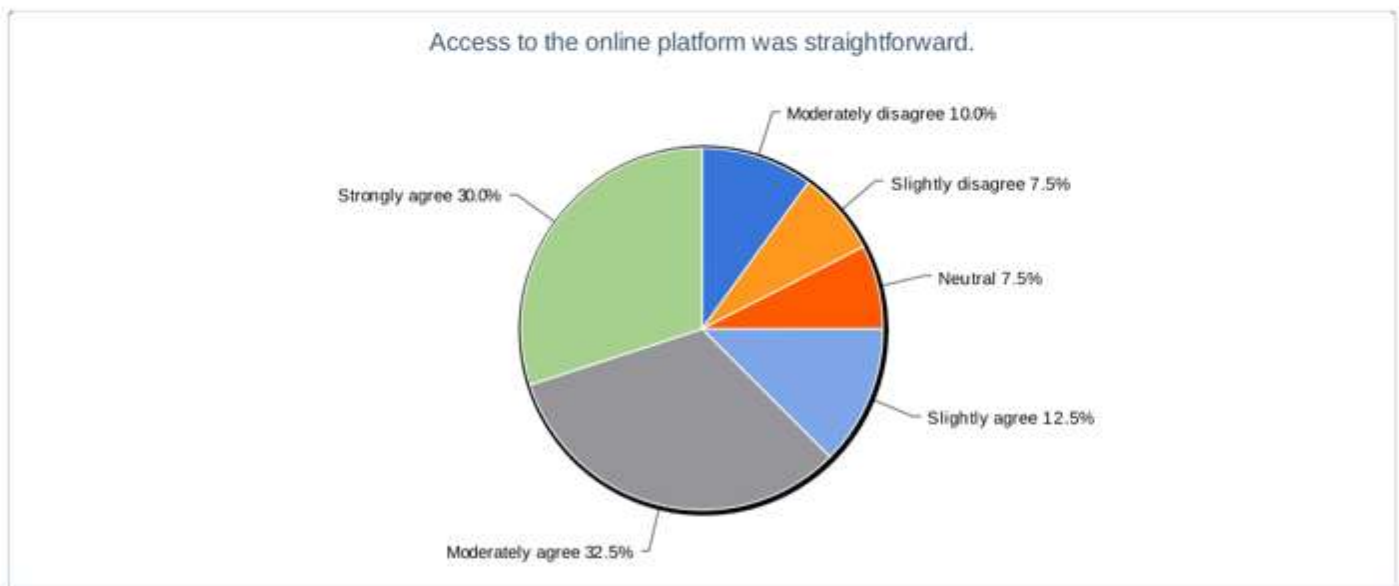
Access to the online platform was straightforward.

Value	Count	Percent %
Moderately disagree	4	10%
Slightly disagree	3	7.5%
Neutral	3	7.5%
Slightly agree	5	12.5%
Moderately agree	13	32.5%
Strongly agree	12	30%

Statistics	
Total Responses	40
Sum	216.0
Average	5.4
StdDev	1.62
Max	7.0

Optional comment

Count	Response
1	I still need to follow up a problem with having message appear
1	Instructions and pictures were very straight forward, and easy to follow.
1	Intermittent internet connection/power in our community can make it hard but generally it is easily accessible.

The online platform was easy to use.
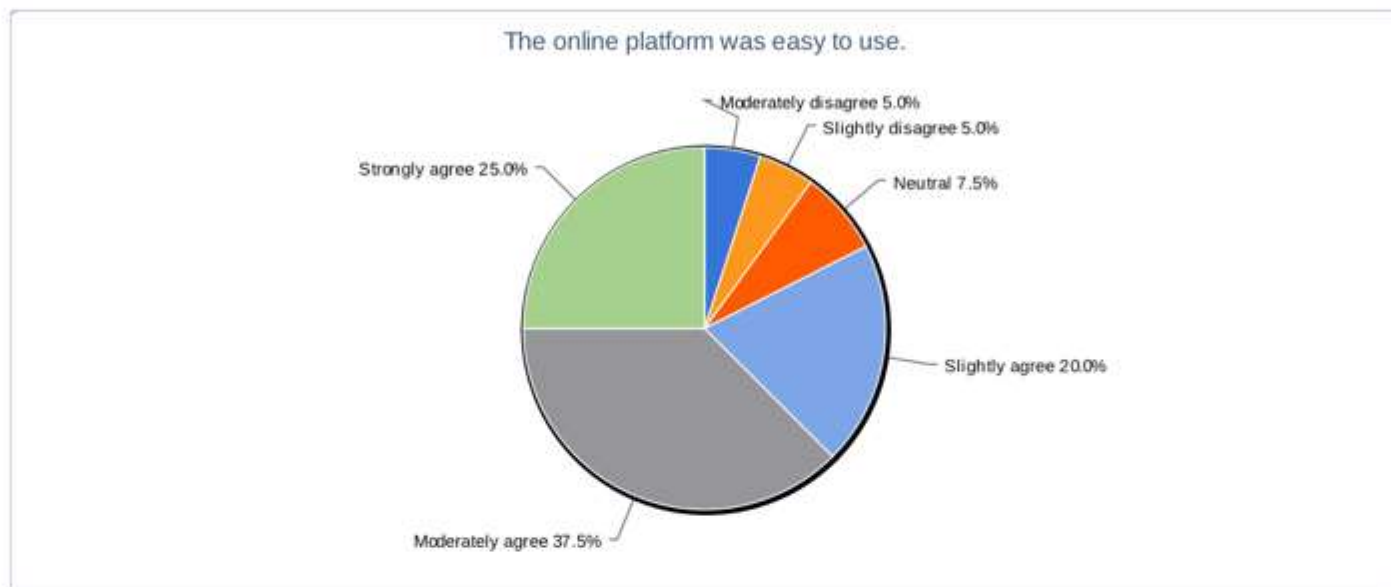
The online platform was easy to use.

Value	Count	Percent %
Moderately disagree	2	5%
Slightly disagree	2	5%
Neutral	3	7.5%
Slightly agree	8	20%
Moderately agree	15	37.5%
Strongly agree	10	25%

Statistics	
Total Responses	40
Sum	222.0
Average	5.6
StdDev	1.34
Max	7.0

Optional comment

Count	Response
1	The recent changes at the start of Term 4 are easier to navigate.

The use of the online platform promoted professional dialogue within our school.
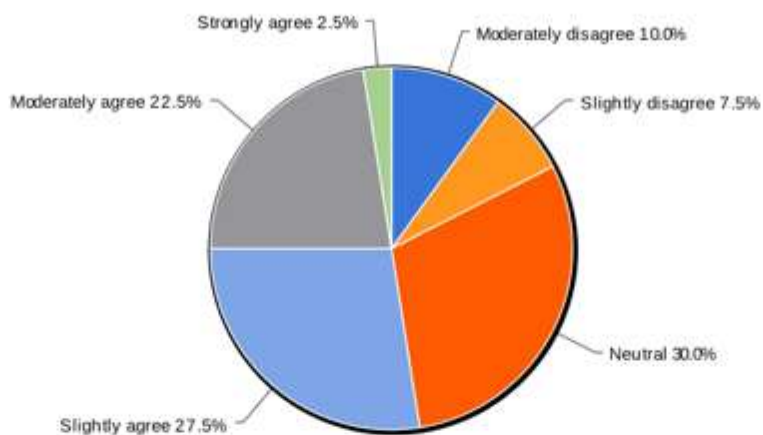
The use of the online platform promoted professional dialogue within our school.

Value	Count	Percent %
Moderately disagree	4	10%
Slightly disagree	3	7.5%
Neutral	12	30%
Slightly agree	11	27.5%
Moderately agree	9	22.5%
Strongly agree	1	2.5%

Statistics	
Total Responses	40
Sum	181.0
Average	4.5
StdDev	1.26
Max	7.0

Optional comment

Count	Response
1	Due to Mullewa DHS only just joining i am unable to agree or disagree.
1	It promoted dialogue between schools
1	Our school has only just begun using the platform.
1	I would say that in our school the potential of the resource (forum) was not maximised and teachers rarely discussed.
1	Our staff have only received our logins this week, therefore we have not engaged in much professional dialogue about the platform.

The use of the online platform promoted professional dialogue within the Murchison Network.

The use of the online platform promoted professional dialogue within the Murchison Network.

Value	Count	Percent %
Moderately disagree	1	2.5%
Slightly disagree	2	5%
Neutral	4	10%
Slightly agree	9	22.5%
Moderately agree	16	40%
Strongly agree	8	20%

Statistics	
Total Responses	40
Sum	221.0
Average	5.5
StdDev	1.20
Max	7.0

The use of the online platform promoted professional dialogue with colleagues outside the Murchison Network.

Value	Count	Percent %
Strongly disagree	3	7.5%
Moderately disagree	4	10%
Slightly disagree	5	12.5%
Neutral	9	22.5%
Slightly agree	4	10%
Moderately agree	9	22.5%
Strongly agree	6	15%

Statistics	
Total Responses	40
Sum	178.0
Average	4.5
StdDev	1.83
Max	7.0

The use of the online platform promoted collegiate mentoring in support of my own professional learning.

The use of the online platform promoted collegiate mentoring in support of my own professional learning.

Value	Count	Percent %
Strongly disagree	1	2.5%
Moderately disagree	2	5%
Slightly disagree	6	15%
Neutral	12	30%
Slightly agree	7	17.5%
Moderately agree	6	15%
Strongly agree	6	15%

Statistics	
Total Responses	40
Sum	184.0
Average	4.6
StdDev	1.53
Max	7.0

The online platform assisted me to self reflect upon my professional learning.
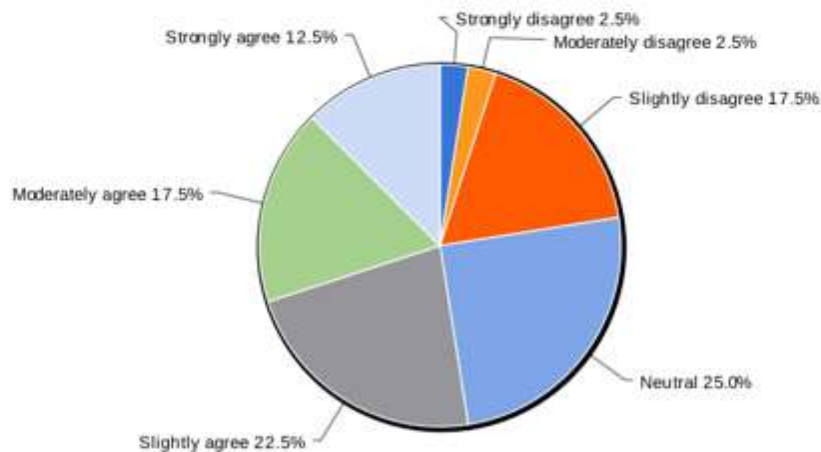
The online platform assisted me to self reflect upon my professional learning.

Value	Count	Percent %
Strongly disagree	1	2.5%
Moderately disagree	1	2.5%
Slightly disagree	7	17.5%
Neutral	10	25%
Slightly agree	9	22.5%

Statistics	
Total Responses	40
Sum	186.0
Average	4.7
StdDev	1.46
Max	7.0

Moderately agree	7	17.5%
Strongly agree	5	12.5%

My use of the online platform can best be described as
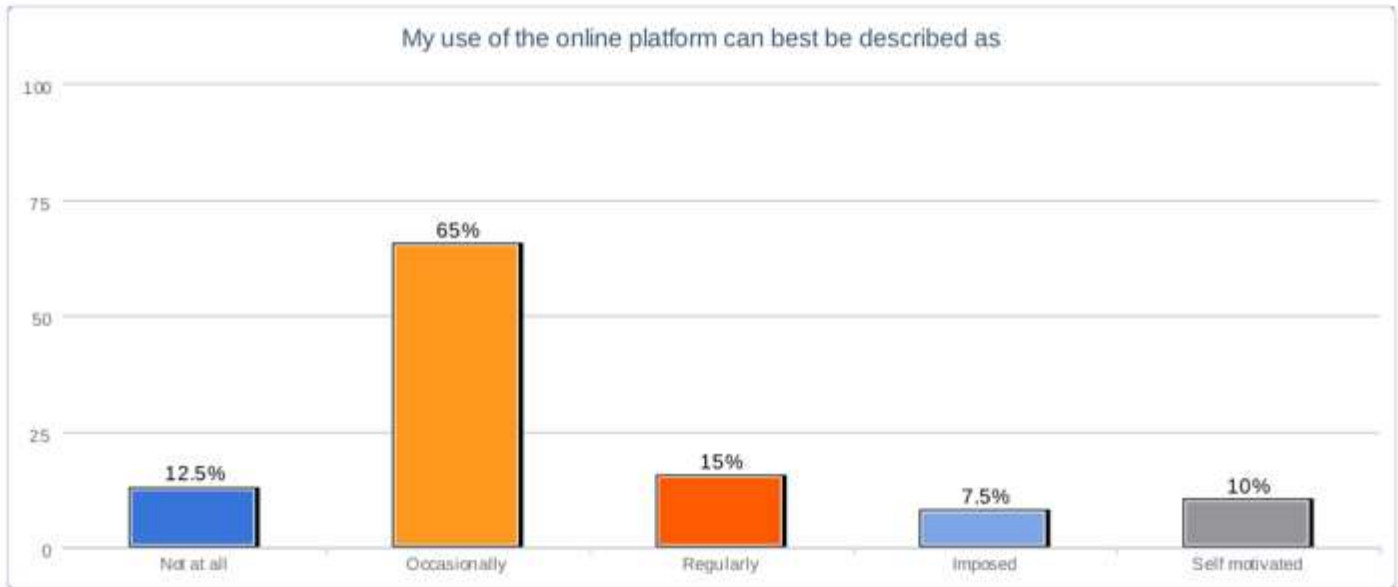
My use of the online platform can best be described as

Value	Count	Percent %
Not at all	5	12.5%
Occasionally	26	65%
Regularly	6	15%
Imposed	3	7.5%
Self motivated	4	10%

Statistics	
Total Responses	40

Optional comment

Count	Response
1	I went on a few times but had trouble navigating the site
1	Due to time restrictions with low staff numbers and doing extra internal relief, I haven't had a lot of time to look through the platform thoroughly.

How do you classify your teaching level?
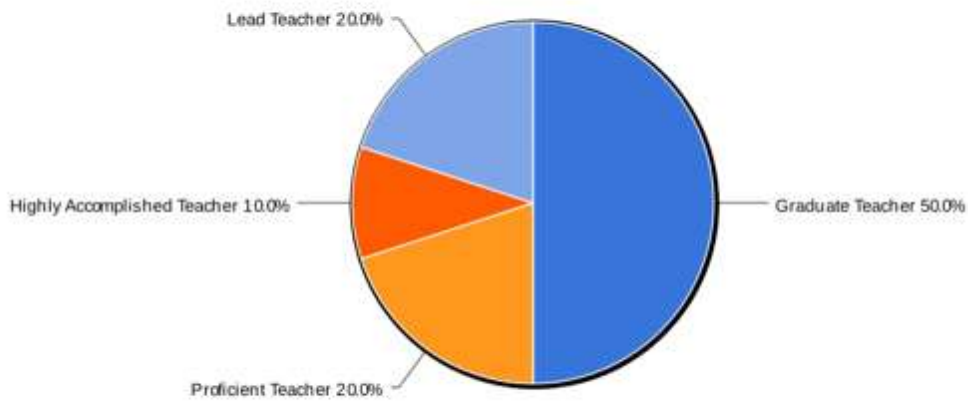
How do you classify your teaching level?

Value	Count	Percent %
Graduate Teacher	20	50%
Proficient Teacher	8	20%
Highly Accomplished Teacher	4	10%
Lead Teacher	8	20%

Statistics	
Total Responses	40

The use of the online platform enhanced my understanding of the individual learning needs of students.
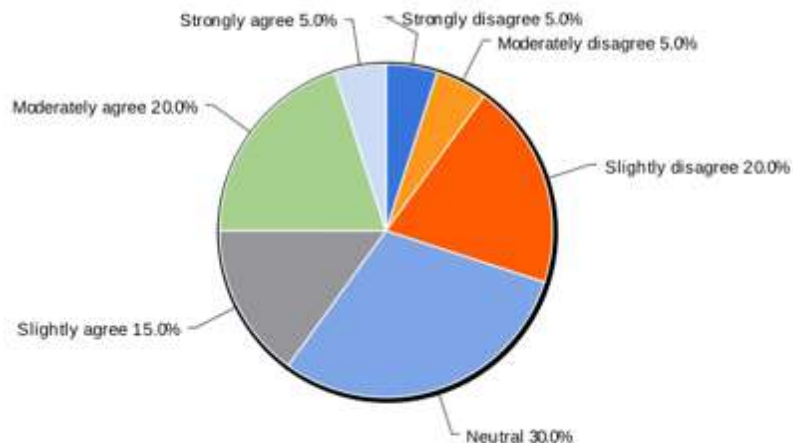
The use of the online platform enhanced my understanding of the individual learning needs of students.

Value	Count	Percent %
Strongly disagree	1	5%
Moderately disagree	1	5%
Slightly disagree	4	20%
Neutral	6	30%
Slightly agree	3	15%
Moderately agree	4	20%
Strongly agree	1	5%

Statistics	
Total Responses	20
Sum	85.0
Average	4.3
StdDev	1.48
Max	7.0

Optional comment

Count	Response
1	Due to Mullewa DHS only just joining i am unable to agree or disagree.

The use of the online platform eased my sense of professional isolation.
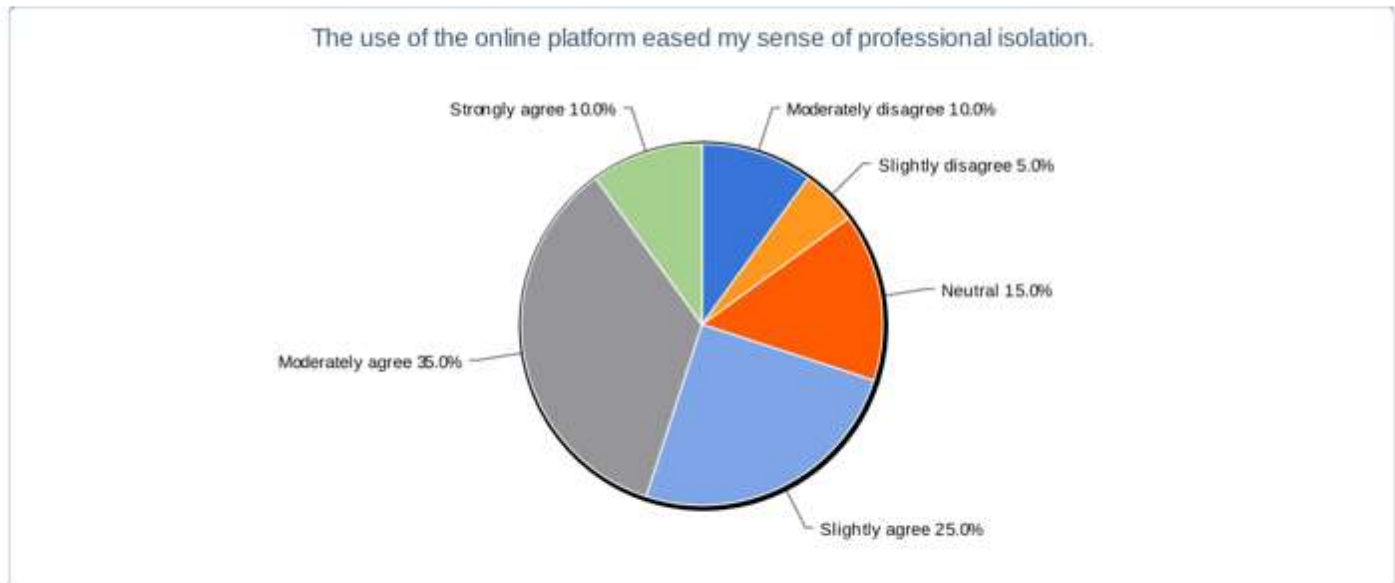
The use of the online platform eased my sense of professional isolation.

Value	Count	Percent %
Moderately disagree	2	10%
Slightly disagree	1	5%
Neutral	3	15%
Slightly agree	5	25%
Moderately agree	7	35%
Strongly agree	2	10%

Statistics	
Total Responses	20
Sum	100.0
Average	5.0
StdDev	1.41
Max	7.0

The use of the online platform assisted me with problem solving.
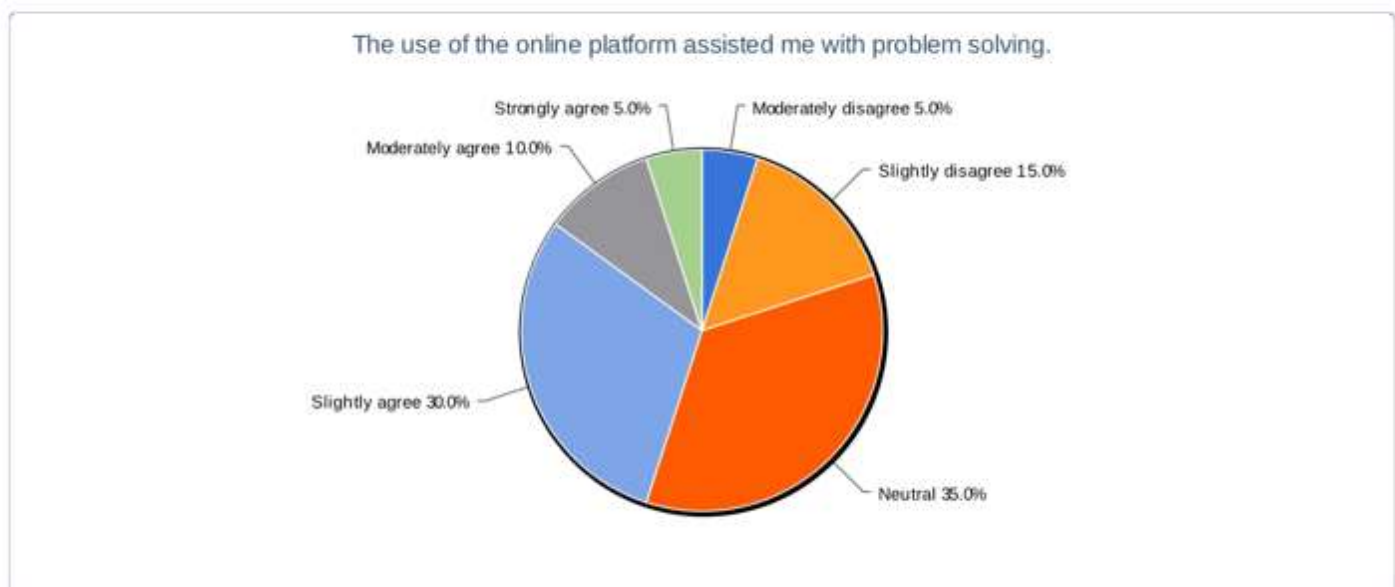
The use of the online platform assisted me with problem solving.

Value	Count	Percent %
Moderately disagree	1	5%
Slightly disagree	3	15%

Statistics	
Total Responses	20
Sum	88.0

Neutral	7	35%	Average	4.4
Slightly agree	6	30%	StdDev	1.16
Moderately agree	2	10%	Max	7.0
Strongly agree	1	5%		

Optional comment

Count	Response
1	Due to Mullewa DHS only just joining i am unable to agree or disagree.
1	Sharing ideas about programmes or ideas that work or not is one area is of particular interest to me. Perhaps this is one area which I need to pursue further.

The use of the online platform improved my understanding of different assessment and reporting techniques.

Strongly disagree 5.0%
Moderately disagree 10.0%
Slightly disagree 15.0%
Neutral 30.0%
Slightly agree 20.0%
Moderately agree 20.0%

The use of the online platform improved my understanding of different assessment and reporting techniques.

Value	Count	Percent %	Statistics	
Strongly disagree	1	5%	Total Responses	20
Moderately disagree	2	10%	Sum	82.0
Slightly disagree	3	15%	Average	4.1
Neutral	6	30%	StdDev	1.41
Slightly agree	4	20%	Max	6.0
Moderately agree	4	20%		

Optional comment

Count	Response
1	Due to Mullewa DHS only just joining i am unable to agree or disagree.

Through the use of the online platform I gained access to a variety of teaching resources.
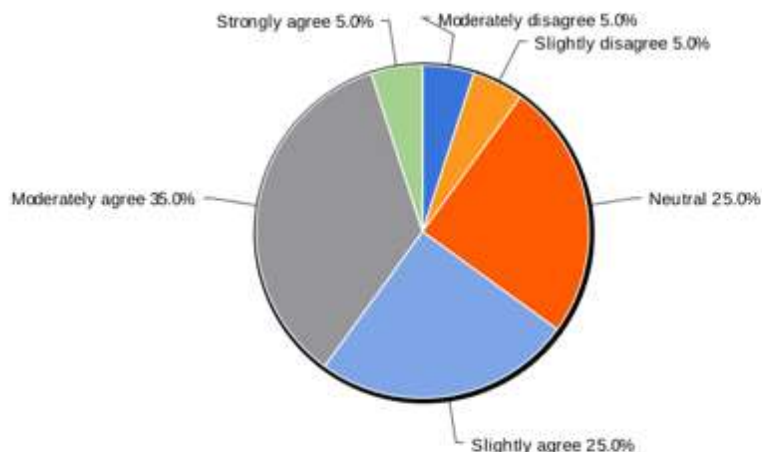
Through the use of the online platform I gained access to a variety of teaching resources.

Value	Count	Percent %		Statistics	
Moderately disagree	1	5%		Total Responses	20
Slightly disagree	1	5%		Sum	99.0
Neutral	5	25%		Average	5.0
Slightly agree	5	25%		StdDev	1.20
Moderately agree	7	35%		Max	7.0
Strongly agree	1	5%			

The use of the online platform enhanced my ability to reflect on my own future professional learning needs.
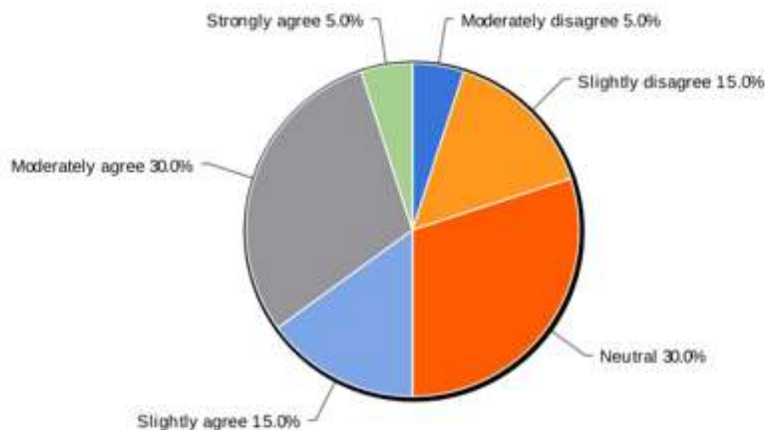
The use of the online platform enhanced my ability to reflect on my own future professional learning needs.

Value	Count	Percent %		Statistics	
Moderately disagree	1	5%		Total Responses	20
Slightly disagree	3	15%		Sum	93.0
Neutral	6	30%		Average	4.7
Slightly agree	3	15%		StdDev	1.31
Moderately agree	6	30%		Max	7.0
Strongly agree	1	5%			

Optional comment

Count	Response
1	Due to Mullewa DHS only just joining i am unable to agree or disagree.

The use of the online platform enhanced my rapport with other teachers in the network.

Strongly agree 10.0%
Moderately disagree 5.0%
Slightly disagree 5.0%
Neutral 25.0%
Moderately agree 35.0%
Slightly agree 20.0%

The use of the online platform enhanced my rapport with other teachers in the network.

Value	Count	Percent %		Statistics	
Moderately disagree	1	5%		Total Responses	20
Slightly disagree	1	5%		Sum	101.0
Neutral	5	25%		Average	5.1
Slightly agree	4	20%		StdDev	1.28
Moderately agree	7	35%		Max	7.0
Strongly agree	2	10%			

The use of the on line platform enabled me to be mentored by other staff in the network.

Strongly agree 5.0%
Moderately disagree 5.0%
Moderately agree 15.0%
Slightly disagree 15.0%
Slightly agree 20.0%
Neutral 40.0%

The use of the on line platform enabled me to be mentored by other staff in the network.

Value	Count	Percent %		Statistics	
Moderately disagree	1	5%		Total Responses	20

Slightly disagree	3	15%	Sum	88.0
Neutral	8	40%	Average	4.4
Slightly agree	4	20%	StdDev	1.20
Moderately agree	3	15%	Max	7.0
Strongly agree	1	5%		

Optional comment

Count	Response
1	I think that this could have been really powerful however as I did not use the platform often it was not maximised.

Through the use of the online platform I was able to improve my professional understanding of the individual learning needs of students.

Through the use of the online platform I was able to improve my professional understanding of the individual learning needs of students.

Value	Count	Percent %	Statistics	
Strongly disagree	1	12.5%	Total Responses	8
Moderately disagree	1	12.5%	Sum	26.0
Slightly disagree	2	25%	Average	3.3
Neutral	3	37.5%	StdDev	1.20
Slightly agree	1	12.5%	Max	5.0

Optional comment

Count	Response
1	Have not yet used the platform enough to comment.
1	I have not completed any of the PD through the platform.

Through the use of the online platform I was able to enhance my provision of a safe learning environment.
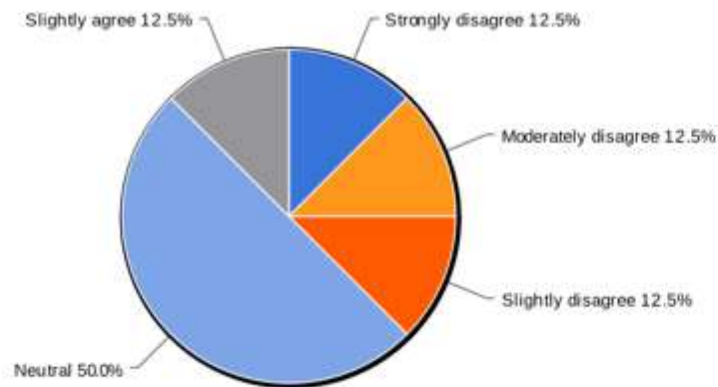
Through the use of the online platform I was able to enhance my provision of a safe learning environment.

Value	Count	Percent %
Strongly disagree	1	12.5%
Moderately disagree	1	12.5%
Slightly disagree	1	12.5%
Neutral	4	50%
Slightly agree	1	12.5%

Statistics	
Total Responses	8
Sum	27.0
Average	3.4
StdDev	1.22
Max	5.0

Optional comment

Count	Response
1	Have not used the platform enough to comment.
1	I found the CMS course more helpful

The use of the online platform improved my knowledge of a variety of teaching programs.
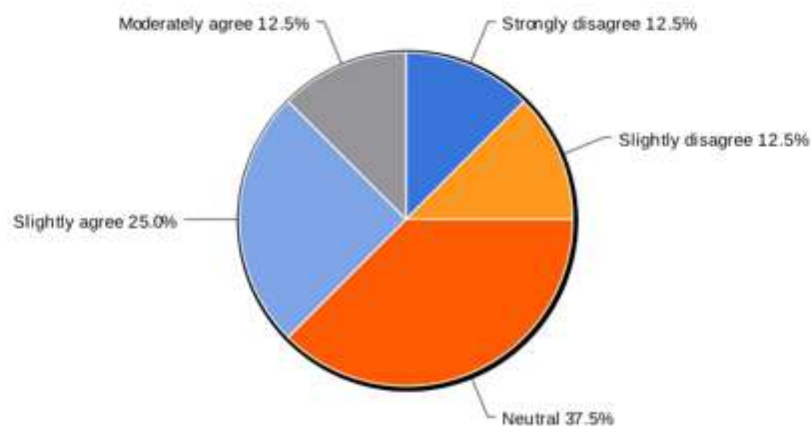
The use of the online platform improved my knowledge of a variety of teaching programs.

Value	Count	Percent %
Strongly disagree	1	12.5%

Statistics	
Total Responses	8

Slightly disagree	1	12.5%	Sum	32.0
Neutral	3	37.5%	Average	4.0
Slightly agree	2	25%	StdDev	1.41
Moderately agree	1	12.5%	Max	6.0

As a result of my use of the online platform I was able to adjust my teaching programs to meet individual student needs.
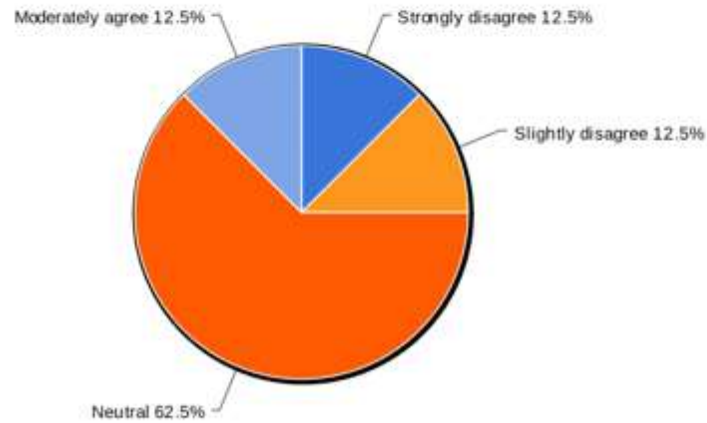
As a result of my use of the online platform I was able to adjust my teaching programs to meet individual student needs.

Value	Count	Percent %	Statistics	
Strongly disagree	1	12.5%	Total Responses	8
Slightly disagree	1	12.5%	Sum	30.0
Neutral	5	62.5%	Average	3.8
Moderately agree	1	12.5%	StdDev	1.30
			Max	6.0

The use of the online platform improved my understanding of different assessment and reporting techniques.
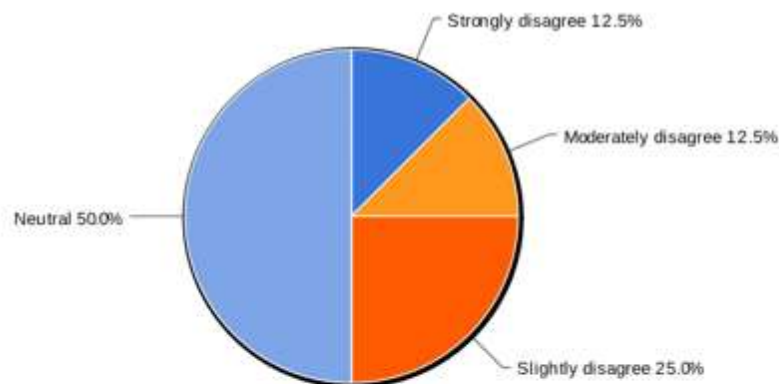
The use of the online platform improved my understanding of different assessment and reporting techniques.

Value	Count	Percent %	Statistics	
Strongly disagree	1	12.5%	Total Responses	8

Moderately disagree	1	12.5%	
Slightly disagree	2	25%	
Neutral	4	50%	

Statistics	
Sum	25.0
Average	3.1
StdDev	1.05
Max	4.0
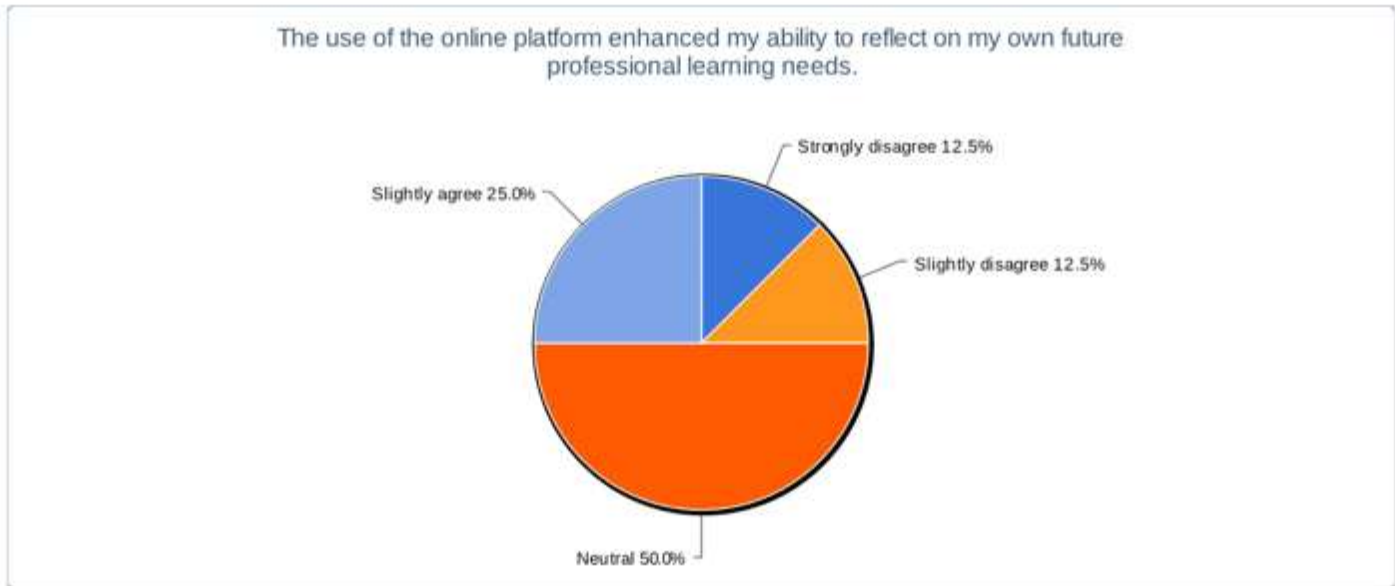
The use of the online platform enhanced my ability to reflect on my own future professional learning needs.

The use of the online platform enhanced my ability to reflect on my own future professional learning needs.

Value	Count	Percent %
Strongly disagree	1	12.5%
Slightly disagree	1	12.5%
Neutral	4	50%
Slightly agree	2	25%

Statistics	
Total Responses	8
Sum	30.0
Average	3.8
StdDev	1.20
Max	5.0

The use of the online platform enabled me to assist my network colleagues in their professional learning.

The use of the online platform enabled me to assist my network colleagues in their professional learning.

Value	Count	Percent %
Moderately disagree	1	25%

Statistics	
Total Responses	4

Slightly agree	1	25%	Sum	20.0
Moderately agree	1	25%	Average	5.0
Strongly agree	1	25%	StdDev	1.87
			Max	7.0

The use of the online platform improved my ability to initiate professional learning dialogue.
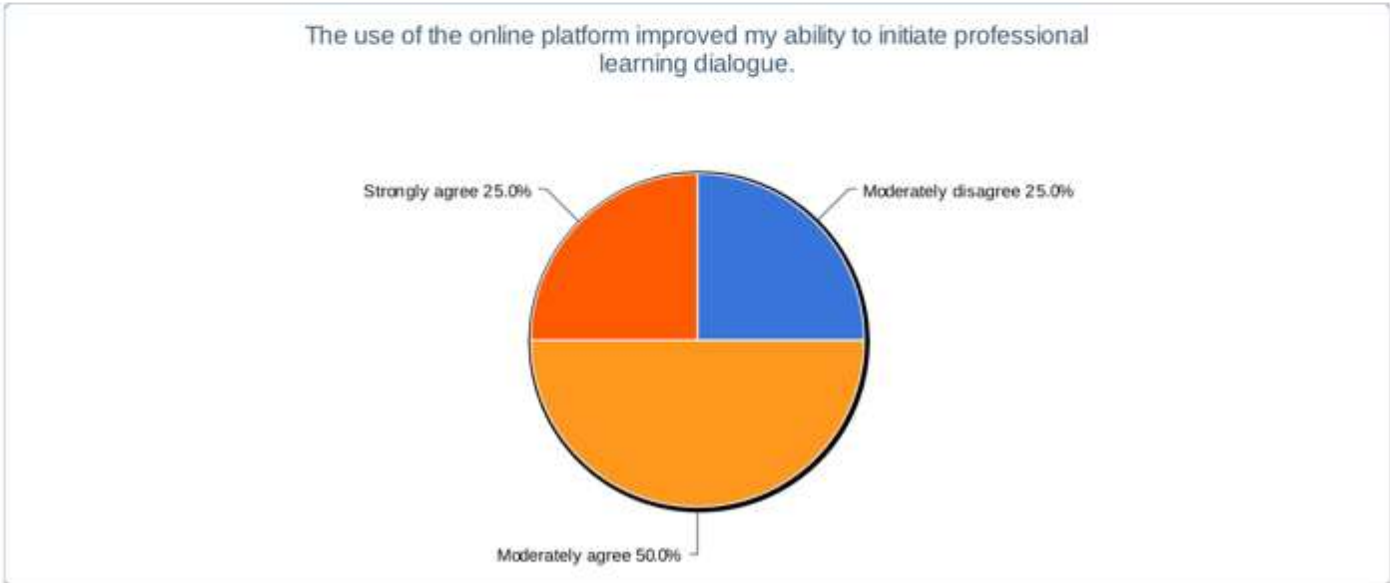
The use of the online platform improved my ability to initiate professional learning dialogue.

Value	Count	Percent %	Statistics	
Moderately disagree	1	25%	Total Responses	4
Moderately agree	2	50%	Sum	21.0
Strongly agree	1	25%	Average	5.3
			StdDev	1.92
			Max	7.0
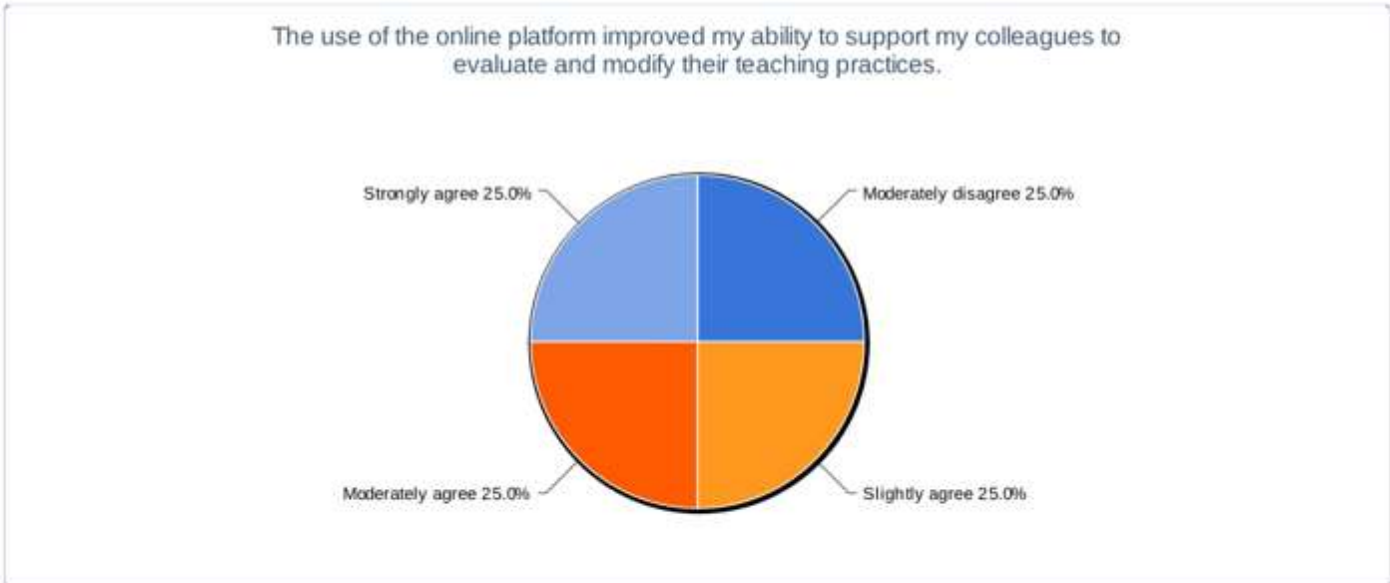
The use of the online platform improved my ability to support my colleagues to evaluate and modify their teaching practices.

The use of the online platform improved my ability to support my colleagues to evaluate and modify their teaching practices.

Value	Count	Percent %	Statistics	
Moderately disagree	1	25%	Total Responses	4
Slightly agree	1	25%	Sum	20.0

Moderately agree	1	25%	Average	5.0
Strongly agree	1	25%	StdDev	1.87
			Max	7.0

The use of the online platform assisted me to keep abreast of the latest content in this term's professional development program.
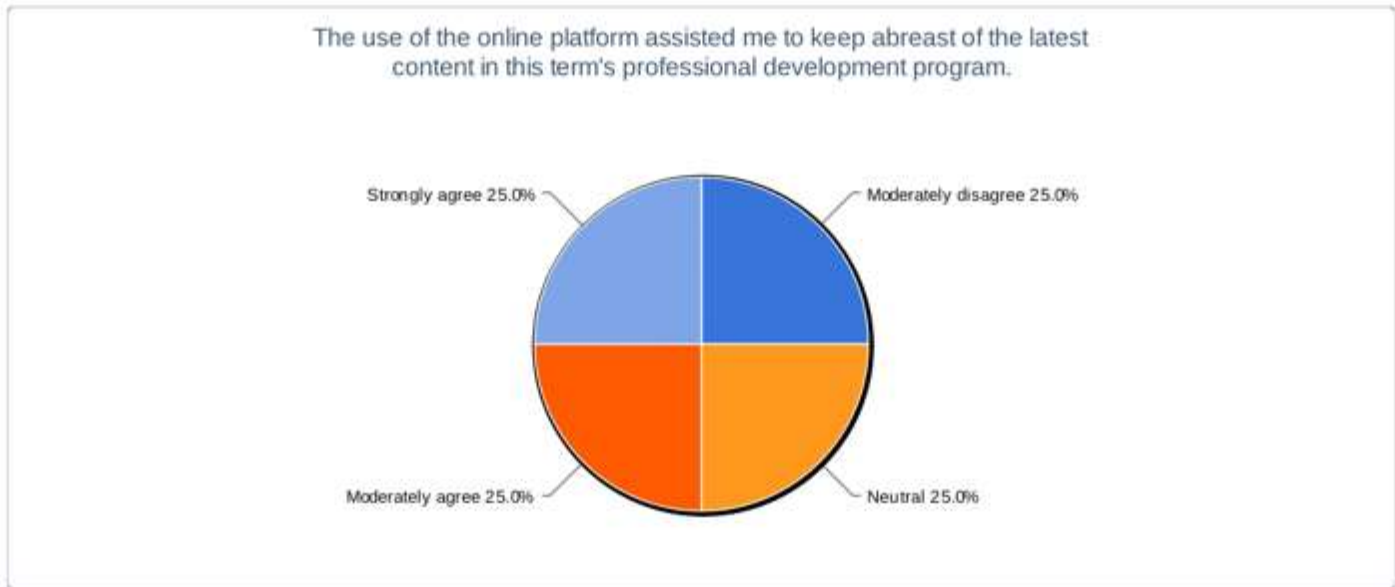
The use of the online platform assisted me to keep abreast of the latest content in this term's professional development program.

Value	Count	Percent %	Statistics	
Moderately disagree	1	25%	Total Responses	4
Neutral	1	25%	Sum	19.0
Moderately agree	1	25%	Average	4.8
Strongly agree	1	25%	StdDev	1.92
			Max	7.0

The use of the online platform led to my accessing current research in this term's professional learning program.
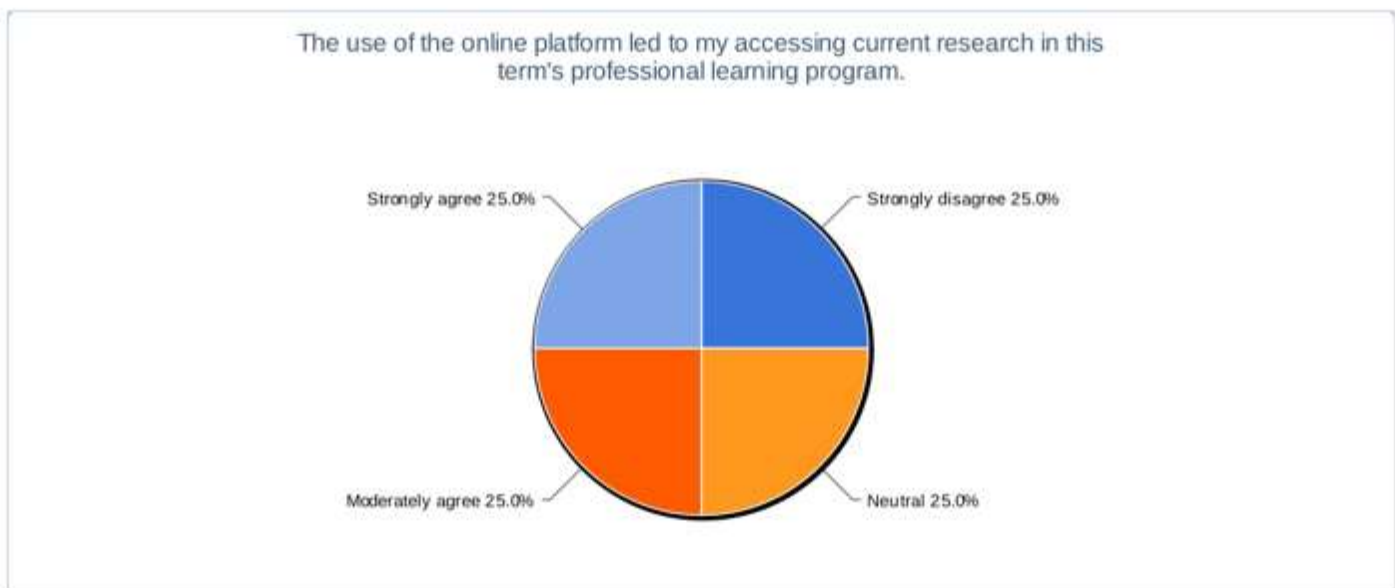
The use of the online platform led to my accessing current research in this term's professional learning program.

Value	Count	Percent %	Statistics	
Strongly disagree	1	25%	Total Responses	4
Neutral	1	25%	Sum	18.0

The use of the online platform enhanced my understanding of my own future professional learning needs.
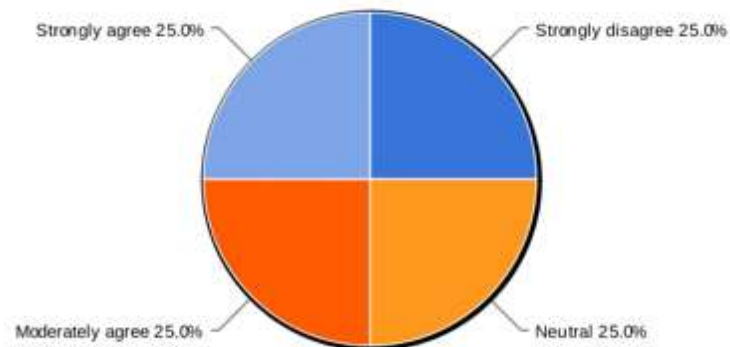
The use of the online platform enhanced my understanding of my own future professional learning needs.

Value	Count	Percent %
Strongly disagree	1	25%
Neutral	1	25%
Moderately agree	1	25%
Strongly agree	1	25%

Statistics	
Total Responses	4
Sum	18.0
Average	4.5
StdDev	2.29
Max	7.0

The use of the online platform enhanced my ability to model innovative teacher practice.
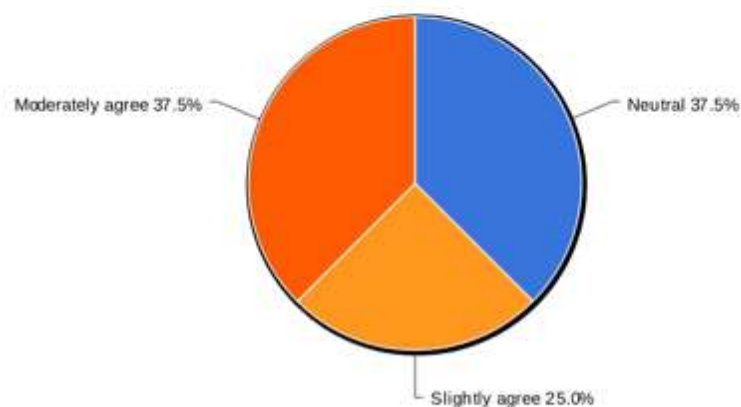
The use of the online platform enhanced my ability to model innovative teacher practice.

Value	Count	Percent %
Neutral	3	37.5%
Slightly agree	2	25%
Moderately agree	3	37.5%

Statistics	
Total Responses	8
Sum	40.0
Average	5.0
StdDev	0.87
Max	6.0

	Count	Percent %
Moderately agree	1	25%
Strongly agree	1	25%

Statistics	
Average	4.5
StdDev	2.29
Max	7.0

Access to the online platform led to the use of more learning forums within the network this term.
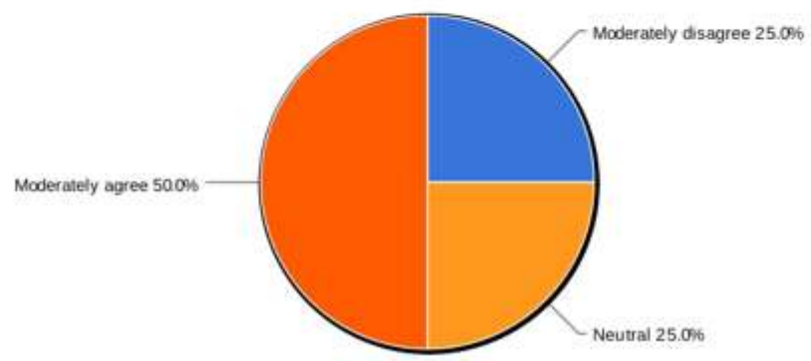
Access to the online platform led to the use of more learning forums within the network this term.

Value	Count	Percent %
Moderately disagree	1	25%
Neutral	1	25%
Moderately agree	2	50%

Statistics	
Total Responses	4
Sum	18.0
Average	4.5
StdDev	1.66
Max	6.0

The use of the online platform led to my sharing different assessment tools with my colleagues.
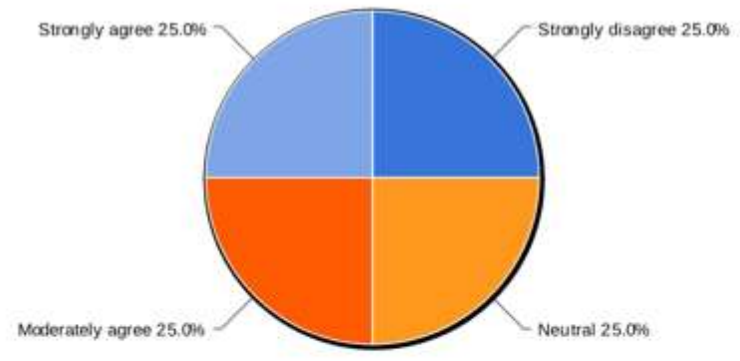
The use of the online platform led to my sharing different assessment tools with my colleagues.

Value	Count	Percent %
Strongly disagree	1	25%
Neutral	1	25%
Moderately agree	1	25%
Strongly agree	1	25%

Statistics	
Total Responses	4
Sum	18.0
Average	4.5
StdDev	2.29

The use of the online platform enhanced my ability to share innovative teacher practice.
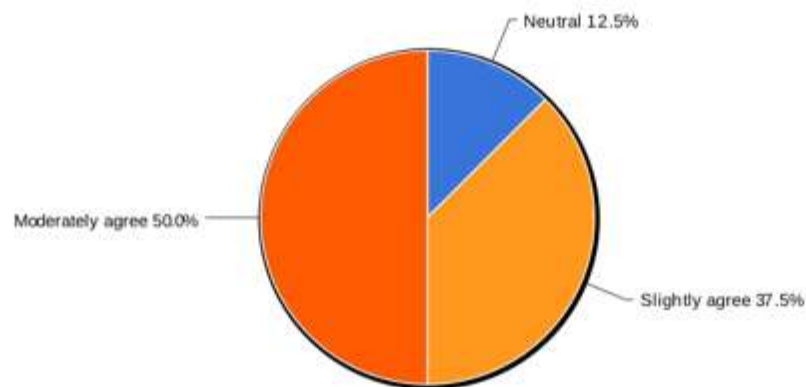
The use of the online platform enhanced my ability to share innovative teacher practice.

Value	Count	Percent %
Neutral	1	12.5%
Slightly agree	3	37.5%
Moderately agree	4	50%

Statistics	
Total Responses	8
Sum	43.0
Average	5.4
StdDev	0.70
Max	6.0

The use of the online platform improved my own understanding of inclusive learning environments.
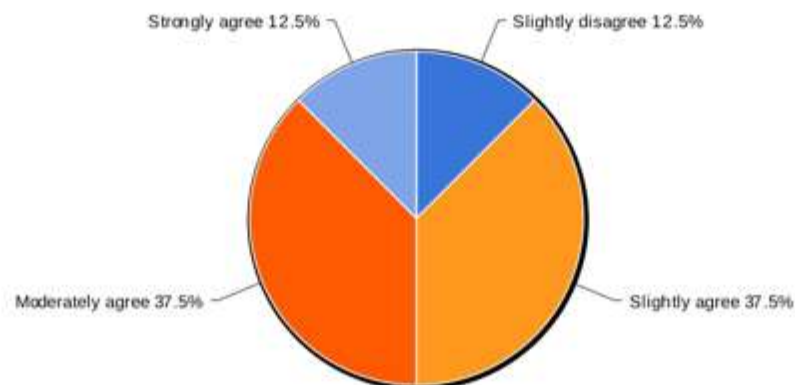
The use of the online platform improved my own understanding of inclusive learning environments.

Value	Count	Percent %
Slightly disagree	1	12.5%
Slightly agree	3	37.5%
Moderately agree	3	37.5%
Strongly agree	1	12.5%

Statistics	
Total Responses	8
Sum	43.0
Average	5.4
StdDev	1.11
Max	7.0

The use of the online platform enabled me to increase my mentoring role.
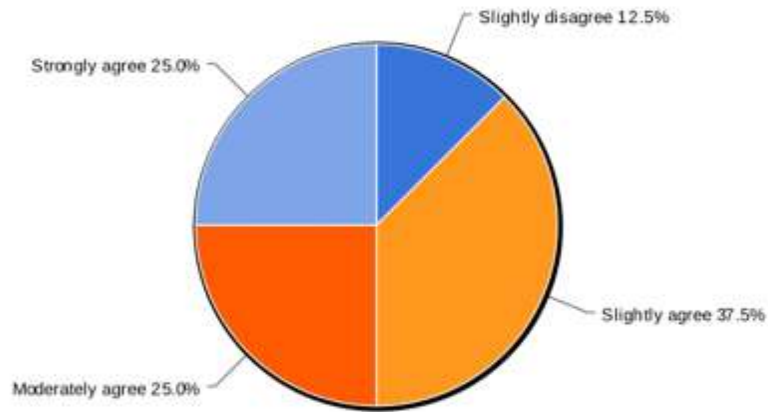
The use of the online platform enabled me to increase my mentoring role.

Value	Count	Percent %
Slightly disagree	1	12.5%
Slightly agree	3	37.5%
Moderately agree	2	25%
Strongly agree	2	25%

Statistics	
Total Responses	8
Sum	44.0
Average	5.5
StdDev	1.22
Max	7.0

The use of the online platform enhanced my ability to evaluate this term's professional learning.

Value	Count	Percent %
Slightly agree	4	50%
Moderately agree	3	37.5%
Strongly agree	1	12.5%

Statistics	
Total Responses	8
Sum	45.0
Average	5.6
StdDev	0.70
Max	7.0

The use of the online platform will enhance my ability to revise future network professional learning.
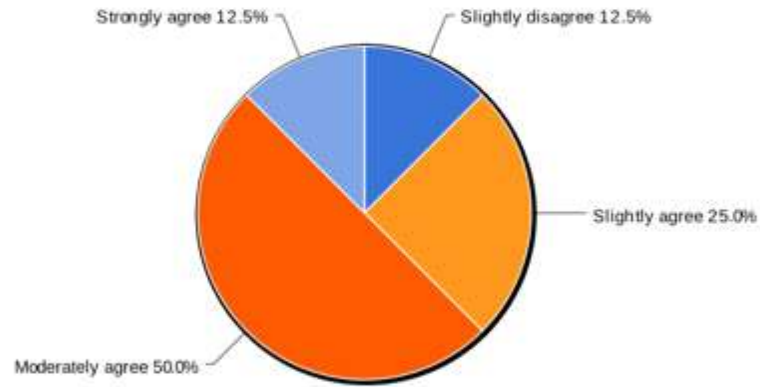
The use of the online platform will enhance my ability to revise future network professional learning.

Value	Count	Percent %
Slightly disagree	1	12.5%
Slightly agree	2	25%
Moderately agree	4	50%
Strongly agree	1	12.5%

Statistics	
Total Responses	8
Sum	44.0
Average	5.5
StdDev	1.12
Max	7.0
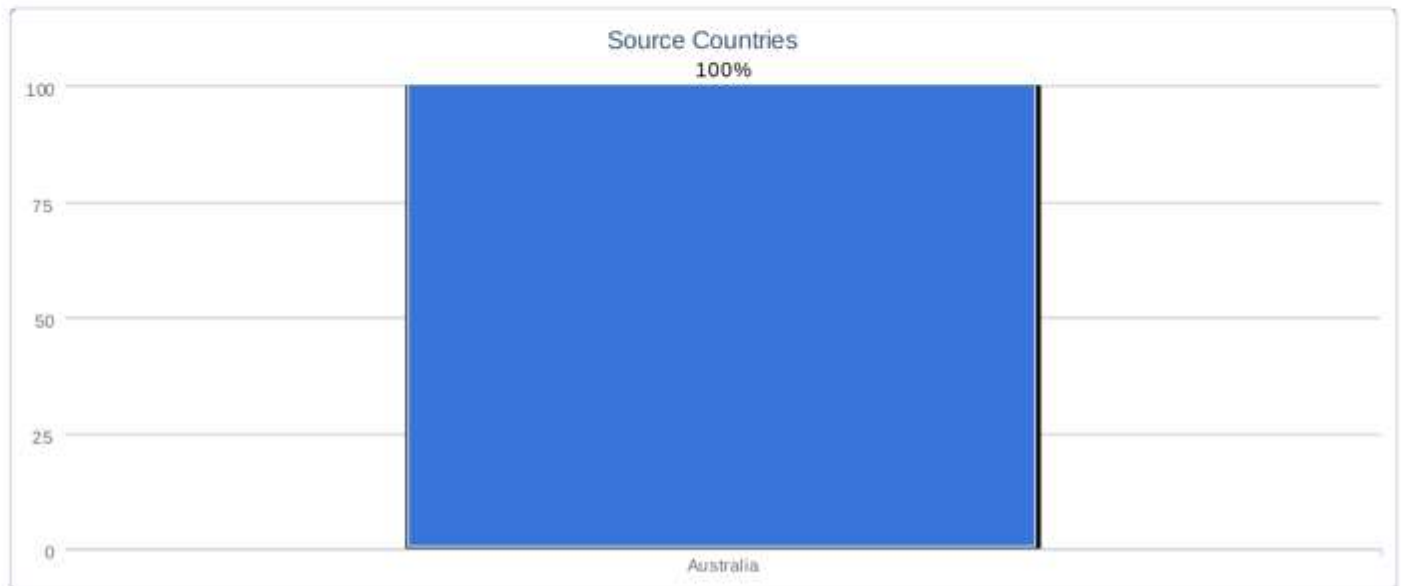
Source Countries

Value	Count	Percent %
Australia	2	100%

Statistics	
Total Responses	2

Source Cities

Source Cities

Value	Count	Percent %
Perth	1	50%
Shepparton	1	50%

Statistics	
Total Responses	2

16 SSI

16.1 Appendix A: Wavell Heights State School, QLD

16.1.1 A.1 School Overview

At Wavell Heights State School we place an emphasis on high expectations. We provide a well balanced curriculum that maintains a strong focus on Literacy and Numeracy. We work hard to meet the needs of our students within a context of significant cultural and linguistic diversity. At present 25% of current enrolments have an ESL background and up-wards of 35 cultural groups are represented. A positive climate exists at the school and collaborative planning is a distinctive feature of the school. The school offers a supportive environment that caters for the needs of the individual student. Wavell welcomes the support of parents and caregivers as well as the wider community.

16.1.1.1 A.1.1 School facts 2010

School sector	Government
School type	Primary
Year range	P - 7
Total enrolments	390
Location	Metropolitan

16.1.1.2 A.1.2 Students 2010

Total enrolments	390
Girls	192
Boys	198
Full-time equivalent enrolments	389.8
Indigenous students	8%
Language background other than English	23%
Student attendance rate	94%

16.1.1.3 A.1.3 Student Background 2010

Index of Community Socio-Educational Advantage (ICSEA)				
School ICSEA value				1019
Average ICSEA value				1000
Data source				Parent information
Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	25%	15%	28%	32%
Australian distribution	25%	25%	25%	25%
Percentages are rounded and may not add up to 100				

16.1.1.4 A.1.4 Links

My School Data:
http://www.myschool.edu.au/MainPages/SchoolProfileRep.aspx?SDRSchoolId=310000001149&DEEWRId=11138&CalendarYear=2010&RefId=XY5R%2f9yofZsnHaL4sN2LRzQoHGU6dw10

School Website:
http://waveheigss.eq.edu.au/wcms/

16.1.2 A.2 Workshop Data

16.1.2.1 A.2.1 Survey Reponses from Teachers

How can the Teacher Standards assist your role in working with Indigenous students and parents?	How do you engage with your Indigenous parents and community members?	What does engagement with Indigenous parents and community mean to you as a classroom teacher and how important is it?	Are you confident to engage with Indigenous parents/carers and community? Why or why not?	What are the attributes of a quality teacher working successfully with Indigenous students?
hopefully positively	invitation in the class room - to share stories, traditions, etc; regular after school conversations/feedback; open door policy	This year it has been important for a particular Indigenous student in my class. His aunty, the admin team and I are all working together to set behaviour standards for this particular child. he has responded well to this knowing there is a consistent approach and that we are all on the same page and working together	yes, have a great deal of respect and interest in Indigenous culture etc	consistent and high expectations, understanding acceptance and respect, compassion towards all students and their circumstances
not sure	the same as all parents - with consideration, understanding and respect	very important - historically, culturally, socially; our Indigenous people are important to Australia and therefore everything we do and discuss should have their perspective	yes, because it is important to engage with everyone from every background	respect, care, concern, expect and set high standards, value
	ring, write, email and talk to parents	parents being involved with their children	Would like to do more. not huge experience	enthusiasm, effort
this will assist me to understand the Indigenous community to build positive and productive relationships	NAIDOC week's celebrations provide our community with a week of activities e.g. Aboriginal dance, boomerang throwing games. We also have a whole school NAIDOC parade	The students in my class are all valued no matter what their background is. Engagement with my parent ensures positive outcomes for my students	I would like to engage more with the Indigenous community. I would like to have them in my classroom for SOSE lessons but have not had success in finding community members who are able to do this	patience, being caring, understanding, using encouragement to achieve success, being fair, being a good communicator
strategies, communications	meeting, seek their help, respect them and show that respect, mentoring students, T/aide work	Highly important, as with all parents and community members. I have lived in an Indigenous community and have firsthand experience which has helped me along my journey as an educator	Yes. I respect them. I have earned their respect.	high expectations, consistency, respect, engage/involve their family/community members
	In past school related as I do any other parent. targeting individual child's needs.	varies depending on school and need	in present and recent situations, yes.	sensitivity, energy, communication, willingness to learn, optimism in regard to ability of all children

help me understand what is expected when working with Indigenous students and parents	We celebrate NAIDOC week and invite elders in to do art, boomerang throwing, fire lighting etc. we do a unit on bush medicine and Indigenous culture/history. Have an open door policy to all cultures. Indigenous staff to assist students, and invite community members in to talk	I personally learn a lot about the Indigenous culture, home life and what they feel about learning and education	yes, I have taught several students in the past and have enjoyed a rewarding and open relationship with them.	showing respect, appreciating differences in learning styles, valuing cultural differences and backgrounds, learning more about Indigenous culture, history, supporting them, caring for them, upholding their special contribution to history, art, science, bush craft
How can the Teacher Standards assist your role in working with Indigenous students and parents?	**How do you engage with your Indigenous parents and community members?**	**What does engagement with Indigenous parents and community mean to you as a classroom teacher and how important is it?**	**Are you confident to engage with Indigenous parents/carers and community? Why or why not?**	**What are the attributes of a quality teacher working successfully with Indigenous students?**
give suggestions on how to involve parents	Participate in school board activities e.g. NAIDOC week. extra support for Indigenous students	very important as some Indigenous students need 'good' role models		All children given equal opportunities in class. high expectations for all students
guide/reminder when planning/communicating	Exactly how I engage/involve all parents. welcoming, positive, understanding	We are a team parent/child/teacher. we need to be to move forward.	yes, vast experience.	flexible, communicative, non-confrontational
	No current parents. I still talk with all Indigenous/community members from past classes and schools	There is respect for the school. Attendance at school events. mutual respect.	Yes! Lots of experience. I have never felt any different	open-minded, respectful, a genuine interest in each student
learning more about culture, traditions and beliefs (I am a new/beginning teacher)	the same as any other parent in my class	it is very important - engagement brings positivity	yes, as much as I am confident to speak with any parent in my class	very similar to a quality teacher for any student - caring, enthusiastic, hard working, listens, know the child and their life, interests etc
can communicate the standards to the parents as parents and students know what the standards are.	communicate with them as school events and invite them to participate in or contribute to the events, either by being involved physically or emotionally	it means that non-Indigenous students get to learn about the culture of Indigenous people	Yes. I have many Indigenous friends who have been a great help to me and the community.	understanding the importance of what culture means to the Indigenous students and that education is important on all levels

16.1.2.2 A.2.2 What is Community Engagement

Teachers' Group – Responses

Individual 1
- Community with others outside school environment
- Encouraging help/support with school activities (classroom/whole school)
- Invite to important events as guests
- Invite to share experience
- Promote local businesses
- Involvement in direction of school

Individual 2
- Community feel like they are part of the school and what happens within the school
- They are involved in decisions that the school make especially if they will affect the community

Individual 3
- Community impact into purpose
- Community assist in/direct purpose
- Sharing of running
- Awareness of differenced in requirements of members

Group
Community Engagement is best achieved when the community feel like they are part of the school and what happens within the school by taking ownership and being consulted on decisions that will affect the community.

Individual 1
- Class/School/Wider Community being involved in decision making and implementation in order to influence the teaching/learning content and environment.
- All members of this community accepting responsibility for its effectiveness

Individual 2
- Having people in the area actively involved and interested in the school and its children
- Community members who act as positive role models for the children
- Working to improve
- Working together

Individual 3
- Utilizing all abilities and life experiences
- Allowing members to understand the greater issues of the community.

Individual 4
- Parents and the broader community members forming partnerships working with the school or becoming involved in school activities
- Active involvement
- Supporting teachers in classrooms
- Supporting school activities/musicals by attendance
- Excursions
- Running workshops etc
- Responsibility
- Partnerships relationship building
- Involvement from everyone
- Interest
- Community engagement involves building partnerships and positive relationships within a community that has an interest and shared responsibility for achieving positive outcomes for the entire community.

Group
Community engagement involves building partnerships and positive relationships within a community that has an interest and shared responsibility for achieving positive outcomes for the entire community.

Individual 1
- Having community involvement
  - Parent night
  - Parents on parade
  - Activities around school e.g. fetes, Christmas cards, swim and disco nights

Individual 2
- Parent helpers in the room
  - Parent input into school – Projects and Calender of events
- Community events become school events
- Teaching and learning from community/ people from outside school teaching students

Individual 3
- Community valuing teachers, school admin systems
- Support via communities – coming to school events, report cards

Group
- ***Parents input into calendar events***
- ***Parents supporting school events***
- ***Community teaching their knowledge and using their skills in school***
- ***Community and admin need a mutual respect.***

Individual 1
- Open door communication
- Valuing everyone's difference
- Respecting everyone's opinion
- It takes a village to raise a child
- Taking responsibility
- Wanting to change

Individual 2
- Parental involvement help within class program and routines
- Good rapport with/between students/parents/community members
- Regular feedback and conversations
- Informed
- Sate
- Respecting/valuing opinions
- Open door policy

Individual 3
- Community members supporting classroom ideas
- Helping in room
- Helping children at home with homework etc
- Parents and friends attending classroom school functions

Group
- ***Parent involvement in children's education (aware of what is going on)***
- ***Feel safe to come to the school to speak about children***
- ***Feel able to ask for help***
- ***Participate in significant days***
- ***Understand expectations of school and upholding those expectations***
- ***Recognition and respecting differences – so feel valued***

Individual 1
- Open door policy and invitation to the community to have access to school facilities
- Invite the community to offer expertise to the school in areas such as sport, males reading to students, specific talents and training to offer kids from the wider community
- A lot of resources in the community are not utilised in schools
  - People (cultural)
  - Facilities
  - Environmental options
  - Art
  - Academic
  - SOSE
  - Science
- People should feel part of the school in the wider community – parents, retires, cultural

Individual 2
- Parent respecting education
- Children wanting support
- Teachers giving respect and support

- Everyone smiling

Individual 3
- Positive involvement by all/some groups from local area e.g.
    - Parents/colleagues
    - Local business
    - Elders
    - 3 levels of government
    - Churches
    - Grandparents and other relatives
    - Local city years
    - Community groups – CWA, Rotary, Lions

Individual 4
- Community key stakeholder in school process
- Essential in school moving forward
- Open do policy to a point where community members use their skills/support to reinforce the value of school/education

Group
- *Positive involvement*
- *Open door policy*
- *Value and use experience*
- *Sharing*
- *inspiring*

Parent and Community Group – Responses

What does Community Engagement look like?

- Supporting kids

- Discussions around home and even if they don't come into the school it doesn't mean they don't care

- Knowing what goes on at home

- Parents may be happy and not need to come to the school

- You know when they are not happy!!Not just engagement within school teachers need to get out to see what makes people different as well as (understand) the similarities

- Pretty good here

- "best start into education"

- Feel welcomed from teachers, kids they say hello to me and the baby.

- my grandson loves coming to school hurrying me up in the morning and when we go home can't get him out of here

- High expectations very high expectations of behavior and academic results

- Principal welcomed us when we came back , smiles kids and principal we felt really welcomed

What else could the school do to improve on Community Engagement?

- Being a part of what others do - their lives

- Morning teas with Murri parents so we can all get to know each other – sometimes it is assumed that we all know each other

- Athletics carnival

- Need to look outside morning teas. Parents may think what will I get roped in to do... no other agenda

- One parent had a strong message about more learning about culture in the curriculum, more dance and chances for kids to feel proud, get parents to share their knowledge.

16.1.2.3 A.2.3 Continuum Process

<div style="border:1px solid #000;">

Parent and Community Group (Note: 1 parent of a Non-Indigenous)

1. **Statement: I feel welcome in my school**

- All in agree
  - Parents and community all agreed they felt very welcomed and they thought it was because the parents are quite close as a group and they feel they can talk to the teachers.
  - The school culture is good
  - A very good school
  - Parent's kids and teachers are all very welcoming the whole school makes you feel welcome.

2. **Statement: The leadership in my school is actively engaging with Aboriginal and Torres Strait Islander parents, carers and community**

- Most people from middle up to agree, not strongly agree but agreed
  - the leadership is trying to engage but obviously not reaching everyone (teacher comment)
  - If there were more cultural activities that were ongoing not just one offs (for NAIDOC week etc) parents may want to be involved.
  - Curriculum needed to be more relevant and that Indigenous perspectives should be embedded in the classrooms.
  - Parents need to participate also as it is a two way street. Same parents who are always involved.

3. **Statement: My child's school works to promote a positive Aboriginal and Torres Strait Islander identity**

- a couple of parents agreed a couple sat on the fence
  - it should happen more
  - NAIDOC is done well though there needs to be more throughout the year
  - Raelene said she was non committal because she has just come back to the school
  - They liked how the whole school is involved in cultural activities, Indigenous and non Indigenous but it is good to build on that

4. **Statement: Stronger is more important than Smarter**

  There was a bit of movement with this one
- V strongly agree
  - if you don't feel strong and proud inside, you won't achieve anything
- 1 sitting on the fence as
  - They believe both are as important as each other and you couldn't have one without the other
- A couple disagreed that they go hand in hand

5. **Statement: Parents and Community members want to be involved in their children's education**

- Everyone agreed they want to be involved in their children's education
  - It is more than just being up here at the school. (Reading notes, knowing what's going on in the school, paying for excursions, helping with homework)
  - It shouldn't be an imposition for the parents …. Parents lack confidence and don't think they are worthy of taking on roles and responsibility schools request or expect of them, and not sure if they can do what the school wants them to do.
  - Suggestions how do we get other parents to come in, looking at having more morning teas to help one another as parents.
  - Schools can be open to be inviting parents but often for a different purpose, agenda

</div>

1. **Statement: I feel I belong in my family**

- Everyone did have a strong sense of belonging in their family and they clearly understood the concept of belong

2. **Statement: I feel I belong in my school**

- Majority Agreed (to strongly agree)
  - they did feel like they belonged in their school with a
- few students who were in the middle (undecided either way)
  - there are ups and down
  - sometimes you do things they don't want to
  - sometimes you haven't learnt something and you have to answer and you don't know the answer
  - sometimes you get put down by the other kids, and other kids pick on you because there is some work you don't know and you haven't learnt it
- Few strongly agreed
  - my relatives and friends go here
  - I like it here
  - you get a good education
  - the teachers help you and are supportive

3. **Statement: I feel valued in my school**

Students spread out along the continuum, diverse range of where people were situated.
- a lot of kids in top half of agree
- one child on the fence
  - they do help me but I don't feel as valued as I could be
- one child towards disagree
  - Sometimes they get left out of games
  - Some of the students aren't very nice and we don't feel very valued.
- Strongly agreed
  - help me to succeed

4. **Statement: My school makes me feel proud to be Aboriginal and Torres Strait Islander?**

- Majority strongly agree
  - no one puts me down
  - they make me feel welcomed
  - the school celebrates NAIDOC and boomerang throwing
  - There are lots of other cultures in the school and they don't expect you to change who you are
  - Everyone participates in celebrations.
- 2 in the middle
  - didn't feel strongly about feeling made to be proud

Teachers

1. Statement: Aboriginal and Torres Strait Islander children can learn as well as other students

- The majority strongly agreed
  - Indigenous kids are like every other kids
  - Every child is an individual
  - Aboriginal and Torres Strait islanders shouldn't be a stigma
  - They can learn All children need different relevant content
- 3 in the middle
  - They have more health problems, low SES, demographic I don't strongly agree depending on their home life   Indigenous versus non Indigenous no difference.
  - We still need to put more there, it is not a level playing field considering they are playing the same field I don't strongly agree
  - 2 half way towards Strongly Disagree
  - can learn depending on school content environmental conditions, positive or negative depending on what is valued and who is teaching

2. Statement: This is reflected in our school data

- No movement, not a significant shift.
  - Our Indigenous kids go ok
  - Teachers hadn't analyzed any data on Indigenous students the principal and deputy were aware of the data but not the teaching staff

3. Statement: It is essential to engage Indigenous parents

- Majority Strongly agree but
- 3 backed off from strongly agreed.
  - Treat those parents like anyone else
  - What is the need?
  - Parents and school on same page
  - Not straight forward
  - Minority of Aboriginal and Torres Strait Islander students
  - Kids do great anyway
  - Those that moved do we have parents willing to come?
  - Parents might be working
- 4 Towards disagree
  - not turned up to interviews but felt kids were succeeding
  - parents obviously value school but engagement maybe at home - not a school level but a homework level
- 1 chose to disagree you can't always engage
  - Children still succeed school environment is nurturing some kids don't even live with their parents.

16.2 Appendix B: Derby District High School, Derby, WA

16.2.1 B.1 School Overview

Derby has a population of 4500 people; the township is situated in the Kimberley region of WA. Derby DHS is located in attractive and well maintained grounds. With an enrolment of over 500 students it provides and education program for students from K-12. Students in Years 10-12 have access to a range of senior school courses and training pathways leading to Yr 12 Graduation. The school works in partnership with the local TAFE campus. School facilities include air-conditioned classrooms and purpose built secondary, specialist and primary learning areas. With the school motto and shared values 'Diligence, Courage and Strength' and the 'Stronger Smarter philosophy', students work towards high standards of academic and social achievement through engagement in the school's inclusive, safe and stimulating learning environments. The mix of very experienced and inexperience staff, creates a dynamic innovative teaching team environment. The school is working in conjunction with the various communities to build on the strong working relationship that exists through a formalised school community partnership. Both the P&C and the School Council play an important and active role in the school.

16.2.1.1 B.1.1 School facts 2010

School sector	Government
School type	Combined
Year range	K - 12
Total enrolments	578
Location	Very Remote

16.2.1.2 B.1.2 Students 2010

Total enrolments	578
Girls	287
Boys	291
Full-time equivalent enrolments	556.5
Indigenous students	79%
Language background other than English	4%
Student attendance rate	70%

16.2.1.3 B.1.3 Student Background 2010

Index of Community Socio-Educational Advantage (ICSEA)				
School ICSEA value				708
Average ICSEA value				1000
Data source				Parent information
Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	31%	40%	28%	0%
Australian distribution	25%	25%	25%	25%
Percentages are rounded and may not add up to 100				

16.2.1.4 B.1.4 Links

My School Data:
http://www.myschool.edu.au/MainPages/SchoolProfileRep.aspx?SDRSchoolId=410000004073&DEEWRId=6679&CalendarYear=2010&RefId=FLdqKCbcABPT0wdpQ6Ablf8udNmASALg
School Website:
http://www.det.wa.edu.au/schoolsonline/main_page.do?displayURL=overview.do&schoolID=4073

16.2.2 B.2 Workshop Data

16.2.2.1 B.2.1 Teacher Survey Responses

How can the Teacher Standards assist your role in working with Indigenous students and parents?	How do you engage with your Indigenous parents and community members?	What does engagement with Indigenous parents and community mean to you as a classroom teacher and how important is it?	Are you confident to engage with Indigenous parents/carers and community? Why or why not?	What are the attributes of a quality teacher working successfully with Indigenous students?
provides guidelines as to how to work with Indigenous students and parents	home visits, face to face calls, phone calls, communication books	Very important; engagement means open and regular communication with parents and community. Providing an open door policy where they can enter the class and feel comfortable. It means involving and encouraging them to be a part of their child's schooling	yes, had experience with it	care, understanding, patience, high expectations, respect, adapting work to suit all students, providing time to connect with community, interested in their lives
give clear guidance and a framework to my own learning and teaching practice	visits, talking, discussing, learning, listening, letters	Shared learning. highly important - we can't function effectively without each other	yes when I have been introduced so that the family/carers know who I am and am not being intrusive in someone else's space	resilience, courage, humour, high standards and expectations, personal strengths, cultural knowledge (shared), excellent teaching and learning skills
it can inform me of different things that I should or had being doing in the schools that I have been teaching at	I am very positive when I meet parents and the community members - I work with them to get them on board and interested about education (how important it is)	Engaging with Aboriginal parents. Community is so important because it plays a role in the outcomes o the students we teach. they believe that you are making a difference and care about them	yes I am confident to engage with Aboriginal parents/carers and community as it is important for understanding what is happening around us	partnership, working and understanding needs, being one in yourself, making a difference
clarify and reinforce beliefs and strategies used when planning and working with Indigenous students and parents	face to face with AIEO or liaison officer, telephone, letter, parent teacher conference at school, social activities (informal), community based activities	It is an integral part of the teacher/student relationship and support structure. parental and community working with teachers/school to support student development and learning is critical	yes, but when going into a new community spend time collaborating with those who know as to the most appropriate way to initiate the engagement then build on this	They care about individual development and build a good working relationship. They identify the student's strengths and build on these. Flexible in their approach but fair and firm in their expectation. Build on real life knowledge. respect and value of culture including language
The teacher standards can help us teachers define and identify those techniques, methods and relationships that we are doing well and those that are lacking. This can help us plan for those aspects that are lacking	I regularly do home visits with an AIEO. I send letters of concern and make phone calls. What is lacking, however, is an involvement in more community events and programs outside of school. to build rapport would help	engagement with the community and Indigenous parents means reaching out, being involved, being culturally sensitive and building rapport	I do not feel I understand enough about Indigenous communities to be adequately culturally sensitive	someone who is: actively involved with the community, plans and develops contextually relevant opportunities for parents to be involved, is educated in the culture and community they are dealing with, maintains a dialogue with the parents and the members of the surrounding community
the standards are a hardcopy and guide on the strategies that I can utilise and implement with my students and relatives	home visits - meeting the parents in the community at their dwelling, phone calls, general conversations in the community, parent nights	Very important component of being regarded as a respected teacher in the community. Building a relationship with your student. Being approachable	Yes, confident in engaging as it allows ability to build relationships. helps to preserve culture and work on respect	Respect for country and culture. Planning and implementing a classroom curriculum that motivates and inspires your students. listening skills

How can the Teacher Standards assist your role in working with Indigenous students and parents?	How do you engage with your Indigenous parents and community members?	What does engagement with Indigenous parents and community mean to you as a classroom teacher and how important is it?	Are you confident to engage with Indigenous parents/carers and community? Why or why not?	What are the attributes of a quality teacher working successfully with Indigenous students?
reminds me of areas of strength/weaknesses in myself and others that will enable me to better address them and plan strategies for improvement	I have done daily and ongoing role in relation to improving communication between teachers/staff and community members. This means regular home community visits and the promotion of these among my staff. also have planned for and promoted increased channels of communication through mid-term reviews, parent evenings, students journals etc	very important in establishing a relationship that can be used as a basis for mutual respect/understanding and act as a platform to influence academic achievement, school behaviour, attendance etc in positive ways	yes, generally, however this is something which I've built over a number of years working in Derby and not something that came in my first few years of working here	A recognition and understanding of the context/culture from which students are coming with an accompanying attitude of having and communication "high expectations" to students and parents/carers. the ability to build respect with students/community
will clarify and reinforce what we are doing and where we can go next	meeting school/home, notes/phone calls, attendance of community events, valuing their ideas/opinions, using their talents	Very important as if parents and community are involved in the education process it makes it more relevant/worthwhile to students. provides a link between classroom - student-home	Yes, as they are like to hear and see how well their children are doing at school. Parents/carers like to know you are interested in their child's well-being. talking to parents/care givers also helps me to understand their point of view/opinions/ideas	encourage, listen, participate in the community, value the culture, using the children's culture in their learning, tapping into students talents
	I am involved in an Indigenous community church where education issues are regularly raised & discussed giving me insight into important issues. I am well respected in the community & am sometimes asked to liaise with the school	I have a good knowledge of the home environment of my students & the impact it may have on their behaviour & learning	I have a good relationship with the community people at Mowanjam & have learnt from my Indigenous colleagues & community friends the best way to engage with Indigenous parents/carers	Takes an interest in the student's life outside school. builds up a rapport with students outside the classroom environment, listens to & respects the input of Indigenous colleagues & assistants
re-check, make sure I am doing my very best	home visits, conversations in the shops/streets, inviting parents into the classroom on a regular basis, planning for activities that involve parent help or involvement	building relationships, extremely important, keeping parents/community in the loop	yes - great experiences	be: culturally aware, respectful, planning for cultural needs, understanding
	home visits, phone calls, parent nights in school meetings, letters	I believe that parents and carers need to be actively involved in their child's education. it is highly important for the development and educational advancement of the child	I am confident, I build relationships with students first, then get parents involved in the education process. I teach every student in the high school , so it can be difficult to communicate with all my students parents/carers	relationships, trust/safety, no judgments, high expectations/standards, accountability
	home visit, letters, phone calls, daily conversations at classroom door, invitations to class events	It is important to have the parents' on-side for the program that is delivered. I believe better outcomes can be achieved if I can work together with the parents	Sometimes yes, sometimes no. home visits can be daunting, when a large group of people are gathered at the house and have been drinking. this is an occasional circumstance and mostly I am confident to communicate with parents	able to build a rapport, mutual respect, genuine interest in the children

How can the Teacher Standards assist your role in working with Indigenous students and parents?	How do you engage with your Indigenous parents and community members?	What does engagement with Indigenous parents and community mean to you as a classroom teacher and how important is it?	Are you confident to engage with Indigenous parents/carers and community? Why or why not?	What are the attributes of a quality teacher working successfully with Indigenous students?
	home visits with an AIEO	very important as it provides a strong support base for the student		patience, persistence, positivity
	home visits, morning tea, phone calls, taking time in the communities e.g. Woolworths	As a teacher, shows I am wanting to understand context of children and am interested in their culture. This reflects in positive relationships. Importance - essential. We then have a strong enough relationship to talk honestly about the children.	Yes, I am not prejudiced or judgmental and have done a considerable amount of work with Indigenous children in Perth.	sense of humour, willingness to learn, flexibility, good behaviour management skills, unconditional love and tolerance
	Mingle; attend community events, volunteers for a lot of school events. don't be shy		get to know one another, be confident	understanding, caring, knowledge, don't be shy, ask the question
shows what we are accountable for	talk, collaborate	highly important, having the community on-board with educational activities and to help in the planning process	somewhat - I don't feel that I know enough about their culture to comment	collaboration with community and parents
give you a framework to develop your career	keeping parents/carers informed with relevant information	Having the full support of parent/community. vitally important as it affects the teachers well-being/confidence	yes	Patience/tolerance, compassion/enthusiasm, you need a genuine passion to work with Indigenous kids!
keep on track	invite into school, organise field trips and invite Indigenous people, consult with traditional owners, include Indigenous perspectives	present in classroom, able to communicate good and bad	yes - do so regularly at shops/pool, give lifts/help out, able to acknowledge Indigenous perspectives and ways of knowing	To be Aboriginal gives the teacher more respect with many of the community. able to acknowledge Indigenous perspectives, able to engage with 'hands on' and interesting tasks that are relevant to them i.e. fishing, football, country
parent contact, develop relationships with community/parents which filters down to the students	contact when something goes wrong	I know it's important but find I have little support/guidance & time to do so.	no. cultural barriers & safety	Guidance, compassion, patience!!!
	yarn with them outside the school, find a connection within a family member, talk a language that they understand	it's very important to get parents and community so that we are able to work together	Yes. I'm here as a teacher who wants the best for all students/carers/parents. To be able to work together in improving a better life for our children	
	Engagement occurs both explicitly in school but also within the community. engage in the context of play-group, home visits, phone calls, special event days	Teachers need to engage with parents & community to learn about their students, to meet their needs, to plan curriculum that is relevant. They need to engage if they want to bring community learning to the school. There is so much knowledge that children bring to school. teachers need to learn from the community to better know the kids	yes - I am confident to engage with parents in the school context but also am frequently in the community	Quality teachers view each child as an individual. They are aware of children's developmental levels and plan according to those needs. Quality teachers make an effort to get to know their students.

How can the Teacher Standards assist your role in working with Indigenous students and parents?	How do you engage with your Indigenous parents and community members?	What does engagement with Indigenous parents and community mean to you as a classroom teacher and how important is it?	Are you confident to engage with Indigenous parents/carers and community? Why or why not?	What are the attributes of a quality teacher working successfully with Indigenous students?
	Becoming an active community member myself & being involved in community events, home visits - ensuring I meet the parents of all students in my class at the beginning of the year. inviting parents into the classroom for special events - mother's day, father's day, harmony day, NAIDOC week, and after class assemblies	it's extremely important and the key to making changes and ensuring the students progress, parents being actively involved in decision making and planning for the improved educational outcomes for their students e.g. school council P&C, assisting teachers with special events, reading programs, cultural program etc, parents working alongside & in partnership to be involved in shared decision making	Yes I feel very confident to do this as I am part of the community - DERBY is my home and also I have been at the school for a considerable time. I have been successful in involving and having parents participate in learning programs in my class	a good understanding of Aboriginal culture, someone who is willing to listen and learn to Aboriginal parents and community members, high expectations & clear goals for students, a quality teacher of all students, a person who works with the AIEO's and Aboriginal teachers in the school. Someone who asks for help and also asks lots of questions
they can provide a framework against which we can judge our performance	I engage through phone communications and letters and home visits	very important but very difficult to achieve with time frames	yes, I have been able to develop good relationships in the past and present	patient, caring, firm, high expectations, interested in each student, forgiving
A great start is to know our students and the parents to help with the standards of the teacher. to help with the goals of our students	an advantage of being Aboriginal you can always start a conversation of where you come from and build from there	very important to gain respect from parents and move forward from there whether its positive or negative	yes, being Aboriginal myself, I can engage with each parent on a regular basis and I know I can be approachable from each side - + or -	Just know them and their background and understand where they come from. Very important start.
I'm not sure	visit homes, welcoming to parents when they do come to school, encouraging parents to come in and participate in community events and engage with all family members on these occasions	Communication with community and parents often. extremely important as this forms strong basis when teaching our students	very confident as I have been a part of this community for so long and am really concerned for Aboriginal people in particular	A good understanding of students and their backgrounds. caring positive personality, knowledge of subject , enthusiasm
as a tool to self-monitor and regulate my practice	Through my AIEO, home visits, parent evenings, invite parents in for morning teas & target specific learning days such as science week etc, invite them in as much as possible. Building and maintaining relationships at community events/places outside of school. developing a good rapport and being approachable	As above, and it's very important part of my approach as a teacher. I value the relationships I have with parents and carers, it gives me better insight to work with and build relationships with their children	Yes, I'm friendly and approachable. I find it easy to build good relationships with people and I ensure that they are ongoing	understanding of culture, persistence and a desire to make a difference, dedication to curriculum, success and every child as an individual
ensure teachers who go to schools with large numbers of Indigenous students receive appropriate PD and support so they have a clear understanding of their students needs	Attend school functions that involve parent participation, contact parents of students I work with for both. positive and negative reporting of student learning and behaviour	it takes time to build a relationship, it cannot be rushed and you need to be prepared to stay some distance if you really believe you can and want to contribute	I am now but it took some time	patience, understanding of culture, good strong curriculum, positive attitudes and high expectations
	home visits, personalised written invites to parents events, respectful always, acknowledge them, invite speakers	engagement would be excellent for students in my class but parents have shown little interest	yes	respectful, flexible, approachable, expects high standards

How can the Teacher Standards assist your role in working with Indigenous students and parents?	How do you engage with your Indigenous parents and community members?	What does engagement with Indigenous parents and community mean to you as a classroom teacher and how important is it?	Are you confident to engage with Indigenous parents/carers and community? Why or why not?	What are the attributes of a quality teacher working successfully with Indigenous students?
checking what I should need to be doing and knowing, how I can be the best teacher I can be	home visits, phone calls	important for building relationships and involving parents/carers in their children's learning	I have not had fantastic experiences, but they have not been terrible. I find the parents don't have much to say	culturally aware, respectful, understanding, plan for them
Myself working towards goals and having a framework to achieve professional. they serve as reminders of the things that are important through the teaching and learning process	Home visits, casual discussions, respectful of all in the communities. invite them in, have meaningful discussions	Vitally important to develop a relationship through engagement. we can increase attendance develop good behaviours, challenge viewpoints, use as a valuable teacher resource, integrate community - the list goes on	Yes, most of the time and if not I find AIEO's a hugely valuable resource for communication. confidence needs to be pulled out from you to understand your students background and the effort that is first put in is soon repaid	Ability to get along with them and understand them as individuals. Have knowledge of their background, home life and interests. you need to be able to have a laugh and gain their respect to know when to work and when to play
	over the years through sport and music I have got to know lots of locals	it's a huge part of the being here experience and is very important	Yes! because I like them	firm but fair, approachable, tolerant
	invites into the class for occasions, home visits, phone calls, chatting to them in the community, letters and notes home	very important, helps you get to know the whole child and value and understand their cultural background which will build relationships but also helps better your planning	yes, Indigenous education is an interest of mine and the more I engage the more I learn	respect, friendliness, understanding, flexibility, knowledge
clearly explains your role (duties) as a teacher	phone calls, letters home, home visits, parent nights	Without engagement students from the parents & the community the classroom in not supported. it feels disjointed from the community	yes, I have built those relationships in a social setting, outside of school, netball, basketball, footy, etc	positive, high expectations, willing to go the extra mile for their students, open to learning from their students
give you ideas of what's involved/required	I don't		no, no experience having done so - would need assistance	
it is a statement of expected standards but that is all	phone, letters, and home visits	present a positive image of education and build a supportive network of caring individuals around the student that values their learning journey and experiences	Some, not all. dependent on family circumstances	Cultural awareness/understanding and everything that makes you a successful teacher to any student. catering for diversity in the classroom
		partnership, cooperation, valued	yes	patience, care, knowledge (pedagogy), parents/carers
	Phone, occasional visits or interviews when they come to parent/teacher evening. e.g. out of 27 students, I had 4 parents visit, one of which did not work at the school	I find it can help with behaviour, however I have also found that some parents are not supportive of teachers, school or education in general	I am and I have. I would also like support from them	someone who cares
I need to spend more time going through the document	I try to make home visits involved in the open days that the school organise. Am involved in camps etc outside class involvement with students.	very important and sometimes gets last because of the business of being a teacher	At times. depends on the support given by the school e.g. access to AIEO's	Engage with the students outside the classroom. Show in what they are interested in. understand that some of them are making a massive effort just to attend school.

How can the Teacher Standards assist your role in working with Indigenous students and parents?	How do you engage with your Indigenous parents and community members?	What does engagement with Indigenous parents and community mean to you as a classroom teacher and how important is it?	Are you confident to engage with Indigenous parents/carers and community? Why or why not?	What are the attributes of a quality teacher working successfully with Indigenous students?
having a general knowledge of the local communities and culture			yeah I suppose I am a local and do understand slang and cultural considerations that make speaking to Aboriginal people	understanding culture
help me set goals and professional standards for my own career	Involved in cultural gatherings such as funerals and have a number of contacts within the local Indigenous community. I also ask AIEO's regarding particular students	Contacting students care givers regarding their performance both positively and negatively. visitation	Not by myself. I usually go to communities with an AIEO.	Mother hen quality. Love and lead. grant students a small feel of success to encourage them to achieve better next time
Teacher has to be professional irrespective of student behaviour and parents attitude. standard assists to keep the teacher	visiting their houses and have good relations with parents and explain importance of education and what are your expectations to the parents and explain how we can succeed if we work together	it helps in controlling behaviour issues and improves their participations in the classroom which is for success of classroom teaching	yes, most times but sometimes we have behavioural problems and parents are not interested in their children's education and so they don't cooperate	knowing their culture and ways of their learning and their inabilities so that we can work hard to be successful
I don't have the understanding of it to give a response		I believe it is no less or more important that engaging with parents and community as a whole, non-segregated population	Not overly. this is my first experience working with people who identify as Indigenous	high standards, consistent, clear routines, recognition but not obsession of/with Indigenous culture
hopefully positively	invitation in the class room - to share stories, traditions, etc; regular after school conversations/feedback; open door policy	This year it has been important for a particular Indigenous student in my class. I, his aunty and admin team are all working together to set behaviour standards for this particular child. he has responded well to this knowing there is a consistent approach and that we are all on the same page and working together	yes, have a great deal of respect and interest in Indigenous culture etc	consistent and high expectations, understanding acceptance and respect, compassion towards all students and their circumstances
not sure	the same as all parents - with consideration, understanding and respect	very important - historically, culturally, socially; our Indigenous people are important to Australia and therefore everything we do and discuss should have their perspective	yes, because it is important to engage with everyone from every background	respect, care, concern, expect and set high standards, value
	ring, write, email and talk to parents	parents being involved with their children	Would like to do more. not huge experience	enthusiasm, effort
this will assist me to understand the Indigenous community to build positive and productive relationships	NAIDOC week's celebrations provide our community with one week a year of activities e.g. Aboriginal dance, boomerang throwing games. We also have a whole school NAIDOC parade	The students in my class are all valued no matter what their background is. Engagement with my parent ensures positive outcomes for my students	I would like to engage more with the Indigenous community. I would like to have them in my classroom for SOSE lessons but have not had success in finding community members who are able to do this	patience, being caring, understanding, using encouragement to achieve success, being fair, being a good communicator

How can the Teacher Standards assist your role in working with Indigenous students and parents?	How do you engage with your Indigenous parents and community members?	What does engagement with Indigenous parents and community mean to you as a classroom teacher and how important is it?	Are you confident to engage with Indigenous parents/carers and community? Why or why not?	What are the attributes of a quality teacher working successfully with Indigenous students?
strategies, communications	meeting, seek their help, respect them and show that respect, mentoring students, T/aide work	Highly important, as with all parents and community members. I have lived in an Indigenous community and have firsthand experience which has helped me along my journey as an educator	Yes. I respect them. I have earned their respect.	high expectations, consistency, respect, engage/involve their family/community members
	In past school related as I do any other parent. Targeting individual child's needs.	varies depending on school and need	In present and recent situations, yes.	sensitivity, energy, communication, willingness to learn, optimism in regard to ability of all children
help me understand what is expected when working with Indigenous students and parents	We celebrate NAIDOC week and invite Elders in to do art, boomerang throwing, fire lighting etc. we do a unit on bush medicine and Indigenous culture/history. Have an open door policy to all cultures. Indigenous staff to assist students, and invite community members in to talk	I personally learn a lot about the Indigenous culture, home life and what they feel about learning and education	Yes, I have taught several students in the past and have enjoyed a rewarding and open relationship with them.	showing respect, appreciating differences in learning styles, valuing cultural differences and backgrounds, learning more about Indigenous culture, history, supporting them, caring for them, upholding their special contribution to history, art, science, bush craft
give suggestions on how to involve parents	Participate in school board activities e.g. NAIDOC week. extra support for Indigenous students	very important as some Indigenous students need 'good' role models		All children given equal opportunities in class. high expectations for all students
guide/reminder when planning/communicating	Exactly how I engage/involve all parents. welcoming, positive, understanding	We are a team parent/child/teacher. We need to be to move forward.	Yes, vast experience.	flexible, communicative, non-confrontational
	No current parents. I still talk with all Indigenous/community members from past classes and schools	There is respect for the school. Attendance at school events. Mutual respect.	Yes! Lots of experience. I have never felt any different	open-minded, respectful, a genuine interest in each student
learning more about culture, traditions and beliefs (I am a new/beginning teacher)	the same as any other parent in my class	it is very important - engagement brings positivity	yes, as much as I am confident to speak with any parent in my class	very similar to a quality teacher for any student - caring, enthusiastic, hard working, listens, know the child and their life, interests etc
Can communicate the standards to the parents as parents and students know what the standards are.	communicate with them as school events and invite them to participate in or contribute to the events, either by being involved physically or emotionally	it means that non-Indigenous students get to learn about the culture of Indigenous people	Yes. I have many Indigenous friends who have been a great help to me and the community.	understanding the importance of what culture means to the Indigenous students and that education is important on all levels

16.2.2.2 B.2.2 Continuum Process

Student Responses

Specific statements are made and participants physically situate themselves along a continuum from Strongly agree to Strongly disagree. The conversations that occur around these statements indicate individual's beliefs and assumptions and facilitate rigorous debate.

1. **Statement: I feel I belong in my school**

- Majority agreed
  - I like school
  - I come to school so I can get a good job
  - I want to finish year 12
- 4 in the middle
  - unsure as to whether they did belong or not
- 1 disagree
- 1 strongly disagree
  - I don't feel as though I belong because I don't want to be here, I just want to get a trade so I can get a job. The teachers don't care about what I think

2. **Statement: I feel valued in my school**

- The majority agree
- 4 in the middle
- 3 disagreed
  - didn't feel valued and felt the teachers didn't care

3. **Statement: My school makes me feel proud to be Aboriginal and or Torres Strait Islander**

- 1 disagree
  - I'm non Indigenous so I don't feel I can comment
- Strongly agree
  - the school makes the students feel proud of who they were
  - Mostly in the middle, some undecided as to whether it is celebrated others thought it could be done better and more ongoing throughout the year.
  -
4.   **Statement: Smarter is more important than Stronger**

- Majority in the middle
  - You need to be both
- 1 strongly disagreed
  - he believed it is was more important to have a stronger sense of identity

Check in and Check out

At the beginning and end of each session working with teachers, parents or community a Stronger Smarter Institute ritual known as Checking in and Checking out is enacted to set the values for the processes and ensure everyone is aware their contributions are all equally valued, honoured and accepted.

A comment of a high school student during his check out demonstrates the impact and value of the day's activities –

> *"This is really worthwhile and I felt valued because it was the first time the school wanted to know what I thought."*

Community members – Seven Aboriginal community members participated

1. Statement: I feel welcome in my school

- 3 strongly agree
- 2 in the middle
- 2 strongly disagree
    - I just don't feel welcomed. Some teachers make more of an effort than others.

2. Statement: Parents and community members want to be involved in their children's education

- Mostly agree
- 2 in the middle
    - Most parents want to but don't know how.
    - They want to but are not
- 2 strongly disagree
    - They could if they really wanted to they can always get a lift into town for other things. It's not about excuses; they have to make the effort.
- 1 participant moved slightly from strongly agrees to agree.
    - Schools and community need to work better together by understanding where each is coming from.

3. Statement: Stronger is more important than smarter

- 1 strongly disagree
- 4 were in the middle because they thought both were important
    - School is about getting smarter but you need to be valued for your cultural identity and schools don't do that very well.
- 1 strongly agree
    - Stronger in culture is more important than smarter

16.2.2.3 B.2.3 Community Engagement - Quotes

What is Community Engagement?

I want parents to have their say so I make a point of not talking too much but listening. I think that this is the most important thing to build relationships with the family to sit and listen to them. It has helped me build relationships with students and it has improved my teaching in the classroom.

Tassie teacher

Community engagement is important because we are all a part of the community, we come from the community whether it be remote or the city and we need to have parents of the children engaged with their learning at school to give them self confidence and encourage them to go further, to accept change and not be just satisfied with how they are but be willing to improve and learn more.

Ritchie - Aboriginal Community Health Worker

Community engagement is important, the main reason because our students need to see our community behind them in everything that they do along with community comes aunty, uncles, lots of knowledge that the school can't give local knowledge about Derby or Kimberley so the more people we get into the school the better it is for all students.

Carmen - AIEO

Community engagement is everybody working together to achieve the best for our students. It is parents in school, people working in shops and us visiting them as well, building up connections- it is making connections.

Anne - Executive DDHS

It is working closely with IEWs and being introduced one by one and I would go and meet everyone and build up a relationship and have a laugh and joke together. Community engagement for me is very real and immediate. I had to work hard going beyond just the families in town and going to homes to meet families just to be introduced and saying nothing necessarily about the child so that we know each other's faces and we know each other in town to say hello-that was the first step.

The second step was inviting parents in for morning tea on a one or two people basis not a big group, sharing biscuits and tea with children coming over so we could have a conversation and being very real. If that is too hard and distressing due to past experiences I would take children's work to their home and share that with parents, grandparents and aunties and anyone else who gathered around and was interested in looking. It is also getting involved in events that are happening in their lives. If a baby was born sending a card or if someone passes away sending a letter to say we are really sorry about their loss and that we won't be coming around for a while, building relationships on a personal level on a real level. Taking the kids out on Country with relatives and giving them the chance to shine.

Anne - Derby DHS

16.3 Appendix C: Fitzroy Valley District High School, Fitzroy Crossing, WA

16.3.1 C.1 School Overview

Fitzroy Valley District High School is located in Fitzroy Crossing which is situated on the northern bank of the Fitzroy River, approximately 400km east of Broome. The town of Fitzroy Crossing has a population of almost 1500 people. The four main traditional language groups are Bunuba, Gooniyandi, Walmajarri and Wangkatjungka. Three of these languages are taught in the school, forming the Traditional Aboriginal Language (LOTE) program. The school has approximately 270 students across Kindergarten to Year 12. The students come from the many communities along the Fitzroy River Valley. Around 95% of the student cohort is Aboriginal; many have English as their second language. The school has 53 staff, 22 non-teaching support staff and 28 teaching staff. Two advanced skilled deputies and a principal comprise the administration team. The school priorities are Numeracy, Literacy, Attendance and Health and Well-being. The School Mission, encompassing the school motto Strong Minds Strong Culture, is to provide students with the opportunity to develop the skills, knowledge and confidence to achieve their full potential and contribute to society

16.3.1.1 C.1.1 School facts 2010

School sector	Government
School type	Combined
Year range	K - 12
Total enrolments	264
Location	Very Remote

16.3.1.2 C.1.2 Students 2010

Total enrolments	264
Girls	111
Boys	153
Full-time equivalent enrolments	250.6
Indigenous students	92%
Language background other than English	49%
Student attendance rate	62%

16.3.1.3 C.1.3 Student Background 2010

Index of Community Socio-Educational Advantage (ICSEA)				
School ICSEA value				694
Average ICSEA value				1000
Data source				Parent information
Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	2%	0%	98%	0%
Australian distribution	25%	25%	25%	25%
				Percentages are rounded and may not add up to 100

16.3.1.4 C.1.4 Links

My School Data:
http://www.myschool.edu.au/MainPages/SchoolProfileRep.aspx?SDRSchoolId=410000004149&DEEWRId=15197&CalendarYear=2010&RefId=FLdqKCbcABOiGrBKbIMbTtuPgSeklJk4
School Website:
http://www.det.wa.edu.au/schoolsonline/main_page.do?displayURL=overview.do&schoolID=4149

16.3.2 C.2 Workshop Data

16.3.2.1 C.2.1 Continuum Process

Students
Students from years 4, 5 & 6 - majority Aboriginal kids and 4 non Indigenous good attendees - They have just done the deadly teacher activity and are outside doing the continuum to elicit responses and stimulate conversations.

1. **Statement: I feel I belong in my family**

- they all agreed, talking about belonging and what does that mean
  - I feel I belong in my school
- Majority in the middle to agree
- 3 strongly disagreed
  - They felt they belonged at home and associated belonging with family and couldn't associate belonging with school (connectedness)

2. **Statement: My school makes me feel proud to be Aboriginal**

- Most of the students agreed (spread out) but agreed we do stuff about culture at school
- I want to go to school every day so I can be smarter
- Mostly yes as they wanted to finish school and get a good job
- 1 disagreed Home makes me feel proud to be Aboriginal
- A couple of kids standing in the middle
  - Some kids go to school because they have to.
- I don't come to school everyday

3. **Statement: My teachers help me**

- 3 disagree
  - I don't need help me because I don't need them to
- majority agreed
- a new student stood in the middle
  - wasn't too sure had only been at the school for a short time

16.3.2.2 C.2.2 Community Engagement

Responses from teachers (5 available) who were willing to participate and were available after school to work with Dyonne to learn about AITSL Standards and engage in rigorous conversation around the meaning of community engagement for them.

What is Community Engagement?

- Families working together

- Encouragement

- Sharing, support, education

- Cultural activities passing on information

- The school is seen as a safe encouraging and important place

- Parent involvement in education

- Partnerships

- Families feeling valued in their child's education

- more family/ community members wanting to come to school

- open classroom for my students families to feel that they are welcome anytime

- being part of the community, hanging out with the kids/adults learning from them

- changing what we as a school value as 'learning'

- to have more school out in the community

- School staff goes into the community to meet parents and caregivers, they need to go more than once and get feedback from the community. (Teacher and parent from FVDHS)

Community Engagement is:

- Listening

- Partnership

- Respect

- shared values

- understanding

- equality

16.3.2.3 C.2.3 Quotes from Workshop Participants

What is a deadly teacher?
A deadly teacher is someone who respects you and pays attention to you and looks you in the eye and tells you that you can do it! My teacher said that I could be a role model and I thank that teacher for believing in me. *Community member from Fitzroy Crossing & AIEO*
A deadly teacher builds relationships with kids, they won't listen to a word you say they will think of you as a nameless Miss or Mr. You have to be a teacher that they want to engage with so you have to listen to them when they tell you about their weekend and go the extra mile and they will know that you care. That is a deadly teacher. *Corey Bridge, AIEO*

Community Engagement
Just because I am a teacher it doesn't give me any special rights to go into an Aboriginal community and expect Aboriginal parents to trust and respect me. I have to earn that trust and respect and that can't be determined by years. I try to make use of our student services and IEOs to help break down those barriers that I sometimes perceive but to also build on relationships so that I can be a more effective teacher. For example by going out to the river with kids and inviting family and community so that I am on their ground and in their environment and I am the guest...because that is what I am. It is really nice to build those relationships without forcing myself on them and once you do build those relationships I have found with the families they are just so warm and giving and very welcoming and it is a privilege. *Mandy Teacher (2nd Yr at Fitzroy Crossing)*
Community engagement is not something that you do today and tick the box and it's done. Once you start it is ongoing, it's every day and it's everything you do. To me it's about your ability to talk to community and have open and honest conversations...things they may not want to hear but also be open to hearing what they have to say and decide whether you respond defensively or with possibility. It is also recognising the complex challenges we do face when it is not just one community but made up of six. You can't just work with one you have to work with all groups. It is also about knowing who the decision makers and being responsive to them but also be aware of those community members who don't talk up. How do you respond to the needs of the school if you continue to work in the way the school always has without engaging the whole of community? *Donna Bridge, Principal*
In small and remote places it is not always easy to engage with community out of school. There are not always lots of opportunities so using football, church and youth group to meet families helps build and develop positive relationships. It is really important that teachers are out and about and that they make the effort to talk to people at the shops. When you develop trust and respect and become a familiar face parents feel that they can come up to you to talk because it's a neutral place. *Graduate Teacher*
Community engagement happens on a number of different levels from the big picture with parents and interagency around town to community engagement at the classroom level. The relationships between the parents and teachers have developed so strongly that we have seen definite outcomes for children involved. *Andy – Deputy Principal*

There is a bit of mistrust in the community because the community can develop positive relationships with the children and their families and then you get up and go, you leave the community. (Most teachers have contracts for 2 & 3 years).

Teacher

Engaging with community is difficult to define if you don't know what you want. Engaging with is participating at assemblies and decision-making it is a combination of so many things. I need to understand the needs of the community from a community perspective. It's about me door knocking, talking with families about what I see the direction for the school will be and do they think it is the right direction to take and doing that on an individual basis building relationships. I would then do it collectively bringing everyone together to share.
For me to expect that community engagement will happen because I want it to is naive at best but also unrealistic. You don't get it without putting in the hard yards..... In 12 months it will look different.

Donna Bridge, Principal

Another layer of complexity is being an Aboriginal principal, there are pros and cons. I am afforded things that non-Aboriginal principals aren't but there is an expectation that I am a black face with a white mentality. I still have to put in the hard yards it is very easy to label me with other failures if I don't succeed. It is really challenging because it buys hope for a lot of people. There is the expectation that I will get it right and it is hard to know what is right but you have to know where you want to go.

Donna Bridge, Principal

16.4 Appendix D: Tullawong State High School, Caboolture, QLD

16.4.1 D.1 School Overview

Tullawong SHS is a diverse, unified, harmonious community enjoying learning through challenge and success. Our statement of purpose is 'to engage all members of the community in a common vision, in an environment that is dynamic, supportive, positive, collaborative, embracing the principles of REACH'. Our community's focus is the embodiment of our values of respect, encouragement, aspiration, caring and honesty. We are a multicultural school. Tullawong SHS has a vibrant Indigenous culture that has partnerships with the Stronger Smarter Institute, government and non-government agencies and neighboring schools; the purposes of these partnerships are foster high expectations and high outcomes for our Indigenous students. Curriculum offerings at our school cater for all students as exemplified by the number of academic and VET pathways offered are valued equally. Curriculum Programs are constructed to cater for differentiated teaching and learning. Our extension programs in Music, Dance and HPE, afford our community many extra-curricular activities such as eisteddfods, competitions, music, dance and drama troupe performances, expos and open days. Our sporting teams excel in competitions of netball, rugby, futsal and basketball. Parents are actively encouraged to participate in our school life through a variety of activities including parent/teacher reporting, competitions, functions, and information sessions. Our P and C are dedicated to assisting and advising in the provision of the best possible outcomes for our whole educational community.

16.4.1.1 D.1.1 School facts 2010

School sector	Government
School type	Secondary
Year range	8 - 12
Total enrolments	1126
Location	Metropolitan

16.4.1.2 D.1.2 Students 2010

Total enrolments	1126
Girls	581
Boys	545
Full-time equivalent enrolments	1125.5
Indigenous students	6%
Language background other than English	0%
Student attendance rate	85%

16.4.1.3 D.1.3 Student Background 2010

Index of Community Socio-Educational Advantage (ICSEA)				
School ICSEA value				943
Average ICSEA value				1000
Data source				Parent information
Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	43%	22%	23%	12%
Australian distribution	25%	25%	25%	25%
Percentages are rounded and may not add up to 100				

16.4.1.4 D.1.4 Links

My School Data:
http://www.myschool.edu.au/MainPages/SchoolProfileRep.aspx?SDRSchoolId=310000002188&DEEWRId=15839&CalendarYear=2010&RefId=z%2fBqDSEh%2bNhSANaxZtwuX6%2bEJwSMbUwv

School Website:
http://tullawongshs.eq.edu.au/wcms/

16.4.2 D.2 Workshop Data

16.4.2.1 D.2.1 Continuum Process

Parents and Community

1. **Aboriginal and Torres Strait Islander students can learn as well as other students**
- One very strongly agree
- One in the middle
- One heading towards agreed, but closer to middle.

Comments:
- We need to employ more support for our students
- Tall poppy syndrome where some of our students don't fully appreciate the hard work that goes into being successful
- We have come a long way but we still have a long way to go
- There needs to be conversations with families about schooling and the importance of going to school everyday

2. **Is this reflected in our school data (not sure of access to school data though they know who has academic success, and attendance and participation rates)**
- No movement
  - They talked about the fact that some students really strive but we have to bring the army with us, it is about all students succeeding not just one student.
  - It is important for the students need to be responsible for their learning.

3. **To significantly impact on Indigenous student learning it is essential to engage Indigenous parents**
- All strongly agree
  - It is important to get valuable and valued input from the community
  - If students see parents are interested and involved students will feel valued
  - Community involvement leads to students being more involved in their own communities and giving back to community.
  - If they see our culture in school mainstream will learn about us , school, at home strong sense of pride in their own culture
  - 'Being deadly is being educated'

4. **I feel welcomed in my school**
- 3 agree towards the end
- 1 in the middle she didn't at first now she is connecting with staff and feel more welcomed

Comments:
- We need more Aboriginal worked to help our kids.
- Relevant Programs in the school to get parents in and make them feel relevant

5. **The leadership in my school is actively engaging with Aboriginal and Torres Strait Islander parents, carers and community**
- 3 In the middle
- 1 Disagree

Comments:
- Not sure with how the leadership is involved with Indigenous parents or Indigenous education
- Need a couple of weeks notice to organize days like this, you need time to be able to get parents can consult with and inform community.
- Setting up ways to work with Elders
- Student leadership, but their needs to be more opportunities for all Indigenous students to learn from Elders and can bring a friend, once a month gatherings
- The school should not be afraid, we have a culture to share and it can look like men's and women's business to be culturally respectful.
- Identity for all Indigenous students not just the leadership team.

- Recommendation let's get together at least once a month about building up leadership for all Aboriginal and Torres Strait Islander students…

6. **My child's school works to promote a positive Aboriginal and Torres Strait Islander Identity**
- 1 disagrees.
    - I'm sure of protocols within the school but I haven't seen it in action.
- 3 Agree
    - It does promote a positive Aboriginal and Torres Strait Islander identity but it is different to doing it.
    - They are failing because they have no recognition, they need to feel safe and supported and there needs to be more work around promoting positive ATSI identity.
    - Torres Strait Islander students felt left out and not necessarily catered for Torres Strait Islander students saying you only support Aboriginal students not Torres Strait Islander students.

7. **Parents and Community members want to be involved in their parents education**
- 2 agree
- Middle

Comments:
- they do want to be involved but don't know how to
- maybe the school doesn't provide enough opportunities
- the school needs to say we want you to be involved to be a part of this
- to make sure there is an open door policy , being more welcoming , some parents are supportive the school needs to open up and saying we want to share this journey with you - with the school saying to parents how can we help you to help your child.
- 1 disagree past mid way
    - Some of the parents say it's your problem not mine, dismiss responsibilities, parents need to be involved and stop making excuses for their kids.
    - School needs to Educate parents that they are welcome and the door is welcome, the fence is a boundary not a barrier the door is always open

8. **Stronger is more important than Smarter**
- 3 agree
    - If you are strong within yourself you can get the smartness along the way
    - It is important to be strong within yourself
    - If you are not strong you can't be successful
- 1 in the middle
    - We need both but you have to be smart to make a choice.

<table>
<tr><td>Student Group
This group is the leadership group within the school who have been selected</td></tr>
</table>

1. **I feel I belong in my family**
Some of the responses were very personal and showed deep consideration of the question - honest in sharing the complexity of their own lives
- 5 strongly agreed
- 7 on the fence
    - Only belong to half of my family - I don't have anything to do with the negative side (drugs, criminal behavior) one side that is nurturing
    - struggling to find where I belong pulled between both sides
    - some religious and want me to be like them and others don't want me to be religious
- 3 disagreed and didn't feel they belonged in their family
    - I don't have anything to do with my immediate family they didn't want to know me so I live with my grandparents
    - My family doesn't want anything to do with me so I don't want anything to do with them, I don't want to belong.

2. I feel I belong in my school

they really knew and understood the concept of belong

- 5 in the middle
  - I sort of feel as though I belong
  - I come to learn and I hope for the best
  - I'm not sure if I do belong.
  - School can be up and down sometimes you fit in and sometimes you don't
- 7 strongly agreed
  - because of their friends and my teachers support me
  - friendships and more Indigenous opportunities with the Wandi room
  - has good support educationally and sometimes feel the pressure and sometimes I do things on my own ….I find my social life is not as good as I want it to be, so I stand out from the others. I try to do my best so I study a lot and that's means I am often on my own.

3. I feel valued in my school

- Everyone felt valued
  - the Indigenous leadership group gives you a say in things
  - it's a good school and it helps us through Indigenous programs and the Wandi
  - The teachers care about what we say and change e.g. the kids wanted to go on a camp and the kids helped organize the day and agenda (having something to contribute)
  - I know what it was (in another school where she had a negative experience) like they didn't pay any attention to us Indigenous kids

4. My school makes me feel proud to be Aboriginal or Torres Strait Islander

- Majority agreed
  - Programs make you feel proud because there are more Indigenous students they can identify with that group
  - School logo, colors and design has a snake on it and makes them feel welcome
  - Teachers make them feel proud and welcome at the school, special celebrations, career days and opportunities to bring Indigenous kids together.
- One in the middle
  - she was standing there because she had only been at the school for a short time so she wasn't confident to answer
- 2 slightly to the left off the middle towards agree
  - He felt he fits in because there is an identifiable group of Indigenous students at my old school there was nothing Indigenous and the only time they knew you were Indigenous is when you had to do a test

5. I want to come to school every day so that I can be smarter

- 4 strongly agree
  - I want to come to school to learn I know that I have to learn to have a good future
  - My family never finished school and I want to be smarter than them
  - I want to learn and get a good job
  - It's about family honour, when I finish year 12 I will be the 2nd grandchild to finish, I feel a bit of pressure but I can deal with it but I want to finish.
  - Aiming high but there is not much to do in school but I drive myself to be the best person that I can be, So that I can learn more, get better marks and get a better job when I leave school.
- 1 agree not strongly
- 5 in the middle
  - I come to school for social reasons but I want to finish year 12
  - Some days you just don't want to come but you want to succeed so you do
  - Friends are important that gets them to school
- 3 who disagree (halfway down the continuum)
- 1 strongly disagree
  - learning is good I just don't like school

6. My teachers help me to be the best that I can

- 6 kids who disagree up near the middle, its more family support not necessarily the teachers, these students saw their family as helping them be the best that they could be
  - my mum tries to help me because she didn't do so good at school
  - some teachers help you
  - Sometimes some are racist and send you out for no reason, my parents dropped out in year 10 so I want to finish
- 5 towards middle of agreeing that teachers do help them
- 1 strongly agreed
- 3 agreed but not strongly
  - Some teachers help you to strive and help you to catch up, and let you do whatever you want to be the best that you can be.
    Discussion follows around who are the best teachers the ones who let you do whatever you like or the ones that expect you to work hard and have rules and boundaries in place. all students were in agreement that the best teachers are the ones who make us work hard and help us to be the best we can)
  - teachers do encourage you to be the best
  - they help you not to be dumb
  - support is really good some teachers give really good support
  - they push you to make you go further
- disagree
  - some teachers are just slack , they come in and write on the board and they don't walk around
  - The best teachers were the ones that asked if you needed help and if you did they explained things and helped all of the students.
  - Some just do the job, they don't care they show up and write on the board and think they have done a good job
  - It should be more than a job.
  - One teacher said to a student go back to the dirt where you came from (perceptions and you know they are racist by the things they say and the way they treat you)

7. **Stronger is more important than Smarter**
- One was halfway towards disagree because he felt smarter was more important
  - Smarter is more important to me because you want to be smarter and get an education, be wise and to get to where I want to be, but I can come back to my culture. I don't worry about some things like what other people think about me, they are just jealous later I will be stronger, I need to be smart to make the right choices
- 8 in the middle
  - Its equal
  - I come to school to be proud and to get a good job
  - You should be strong and smart at the same time
  - You need to be strong to be smart and smart to be strong
  - You have to be proud of who you are and it is way more important than what you have done.
  - You can always get smarter but it is important to be strong
  - You need to be persistent to be stronger and have the strength to carry on and to get past obstacles
  - Courage and strength kept pushing me to be smarter
- 1 towards agree
- 1 strongly agree
- 2 agree

16.4.2.2 D.2.2 Community Engagement

What is Community Engagement?

Discussion at the end of the session with students and community group to gain further insights and definitions of what community engagement actually is.

What does Community Engagement mean?

- Family friends
- More than one culture communicate with each other
- Respected
- Aboriginal
- Indigenous and white people don't get involved as much (not sure if this is referring to whether Indigenous and Non Indigenous people don't get involved together or whether in secondary school parents, carers and community don't get involved much.

P & C for example, not many parents know about it. 5 parents out of 1000s go to the P & C they have their say.

What does Community engagement look like?

- Footy carnival
- NAIDOC kids did cooking for Elders
- Awards attract parents
- Functions that school organize dance and music
- Clean up Australia day
- Anzac March
- Community Action a community group (not Aboriginal)
- Festivals family fun day
- OZtag
- Library at Caboolture has a sacred Indigenous section, is a welcoming place

What could the school do to improve Community Engagement?

- Annual BBQ
- Connect with more families
- Bushwalking with primary schools
- Community Indigenous and non Indigenous friends coming together
- Good to get more support
- Have identity points where people can sit and gather and yarn
- Elders can come in and see kid's artwork
- Open up doors and have more pathways

16.4.2.3 D.2.3 Visualization Process

Student Reponses

The student leadership team were brought together to participate in the days Stronger Smarter activities. Aboriginal and Torres Strait islander students, who have demonstrated high attendance and show potential leadership capabilities, are chosen to become part of this group.

Responses to the visualization activity around think of a deadly teacher you have had and reflect on how they made you feel....

1. Made me feel calm, happy and bright - Tullawong teachers said ' walk thru life and see what you find' AND 'don't give up on your dreams '

2. At another school I was put into an extension math class. I was really good at math but I have to ask a lot of questions to get it, then when I get it I don't have to ask questions, this teacher didn't like me asking questions and made me feel like nothing. Now I hate math and I don't do it anymore... when I used to be really good at it. Another teacher, my dance teacher, believed in everyone. She believed we could all do better than we had and then we can, most teachers make me feel like this.

3. I had teachers at another school that made me feel like nothing, drawing of a black hole. Then I came here and teachers helped me with my work. They take Indigenous kids seriously! They help Indigenous kids

4. I felt left out at another school, I don't know how to describe it , I felt like a like a mini volcano inside

5. Picture of the sun and rainbow.

6. My deadly teacher made me have good feelings, I grew up but there was no exit.

7. I didn't know how to draw angry so I drew a devil

8. when I was in New South Wales I was hit with a wooden ruler and I was too scared to go to school that made me feel no good but here it is positive and it makes pay attention , they treat you the same as the other kids and make it fun.

9. A deadly teacher made me feel happy, bubbly and fun. When it was fun we wanted to do more so we could have fun but learn. Everyone respects you more. If they are nice to us then you get more work done.

10. Deadly teachers make you laugh and say things to you as soon as you come in.

11. My deadly teacher made me feel welcomed she made me feel stronger and didn't make me feel bad... She noticed me.

12. When you are welcomed there is a sense of belonging

13. It is good when they don't have favorites and you don't feel like you get cancelled out.

14. Flowers primary school teachers made me feel comfortable. Most of the teachers make me feel happy and make me laugh

16.4.2.4 D.2.4 Quotes from Workshop

Visualizing a positive teacher

Kim – Parent and Teacher Aide

- Picture with love hearts

- Kind to me

- He would take me to learning support

- 'made me feel like I was somebody and he helped me through primary school'

- Made me feel like learning was really important... I still got that feeling today

- positive memories

- When I walked into school here the supervisor made me feel comfortable, greeted me well, Hello Kim like I was actually somebody '

- Mum always told me mainstream is good you can learn a lot off of them too, so I sometimes go through the mainstream jobs not the blackfulla jobs

Brad – Aboriginal teacher

- Talked of significant people in his life who had believed in him and encouraged him to take different paths.

- Accepting, supportive and caring in and outside the classroom

- Valued in what I am trying to achieve an acceptance of me... always yarning but listening too

Aunty Faye

- Spoke of the experiences she had at school and how they were being prepared to become domestics and that what they did.

- Bright kids became role models and one teacher taught them the difference between Aboriginal English and Standard Australian English (SAE) and from that day she understood they were two different languages, Mission English and SAE.

16.5 Appendix E: Casino Stronger Smarter Learning Communities Schools

16.5.1 E.1 Casino Public School, Casino, NSW

16.5.1.1 E.1.1 School Overview

Casino Public School is located on the North Coast of NSW in a township that is entirely surrounded by a rural shire. The school is situated within 500 metres of the town centre, within easy walking distance to the swimming pool, parks, the town library and sporting fields. The school was established in 1861. Over 60% of students travel to the school by public transport and 15% are within walking distance of the school. There are 590 students enrolled in twenty two regular classes, four Support Unit classes and the Aboriginal Preschool. Aboriginal students make up 17% of the school's total enrolment. We work closely with local the Aboriginal Education Consultative Group. Casino Public School provides a caring, happy and safe educational environment where children can learn and develop as individuals. Our school has a focus on literacy and numeracy with an emphasis on individual learning programs. Effective and extensive support programs are developed for children with identified special needs. These programs are monitored by an experienced learning support team. Our school encourages students, parents, staff and the wider community to work together as a team to enhance the learning experiences of all students. We do this through effective teaching, a positive environment, good discipline and community participation. Students, parents and teachers work together to promote our school expectations of safety, respect, responsibility and cooperation. The school award system is used by staff to recognize and reward students who are following school expectations in the classroom and school settings. We are well resourced and provide students access to the latest technologies. We provide an educational environment that applies information technology effectively, develops sporting and performing arts skills, and allows for valuable cultural experiences and a positive approach to school life. At Casino Public School you can expect: quality literacy, numeracy and technology programs from preschool to Year 6; individual student learning needs to be met; air-conditioned learning spaces; an interactive whiteboard and computers with internet access in every classroom; great extra-curricular activities; band, choir, dance and sport; on-site preschool; active student leadership; state of the art classrooms and learning spaces (current major building and refurbishment program). We are proud members of the 'Hub of Summerland Learning Community', a group of schools committed to working together, 'Giving opportunities, excellence and success' for all students. Our involvement in the National Partnerships has further enhanced our capacity to impact positively on the social, emotional and educational outcomes for students. Please don't hesitate to contact us to find out more information about the great opportunities our school offers. You are welcome to visit the school.

16.5.1.2 E.1.2 School facts 2010

School sector	Government
School type	Primary
Year range	P - 6
Total enrolments	552
Location	Provincial

16.5.1.3 E.1.3 Students 2010

Total enrolments	552
Girls	282
Boys	270
Full-time equivalent enrolments	552
Indigenous students	22%
Language background other than English	1%
Student attendance rate	93%

16.5.1.4 E.1.4 Student Background 2010

Index of Community Socio-Educational Advantage (ICSEA)				
School ICSEA value				867
Average ICSEA value				1000
Data source				Parent information
Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	68%	14%	9%	9%
Australian distribution	25%	25%	25%	25%
Percentages are rounded and may not add up to 100				

16.5.1.5 E.1.5 Links

My School Data:
http://www.myschool.edu.au/MainPages/SchoolProfileRep.aspx?SDRSchoolId=1100535_1526&DEEWRId=9732&CalendarYear=2010&RefId=lBKnCNBzL2aFITUJTcbc0qco8%2fyVkHOs

School Website:
http://www.casino-p.schools.nsw.edu.au/

16.5.2 E.2 Casino High School, Casino, NSW

16.5.2.1 E.2.1 School Overview

Casino is a rural town located on the north coast of New South Wales. The core expectations of the school are showing respect, being cooperative, being safe, being responsible and to be a learner. Casino High School is a socially and culturally responsible learning community with a high regard for equity. Our equity programs are delivered through the Priority Schools Program. The school offers a very broad curriculum, including an extensive vocational education program. Casino High School provides significant opportunities for performance and exhibition in the creative and performing arts area. The school provides many opportunities to succeed beyond school, with close partnerships with Griffith, New England and Southern Cross universities. The number of students entering university through early entry has been gradually increasing over the past few years. Casino High School enjoys an excellent relationship with its community and through its welfare programs has established a reputation as a caring and supportive school. We have a strong tradition of sporting success in both individual and team pursuits

16.5.2.2 E .2.2 School facts 2010

School sector	Government
School type	Secondary
Year range	7 -12
Total enrolments	714
Location	Provincial

16.5.2.3 E.2.3 Students 2010

Total enrolments	714
Girls	347
Boys	367
Full-time equivalent enrolments	711.4
Indigenous students	16%
Language background other than English	2%
Student attendance rate	85%

16.5.2.4 E.2.4 Student Background 2010

Index of Community Socio-Educational Advantage (ICSEA)				
School ICSEA value				893
Average ICSEA value				1000
Data source				Parent information
Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	70%	14%	10%	5%
Australian distribution	25%	25%	25%	25%
			Percentages are rounded and may not add up to 100	

16.5.2.5 E.2.5 Links

My School Data:
http://www.myschool.edu.au/MainPages/SchoolProfileRep.aspx?SDRSchoolId=1100535_8154&DEEWRId=9731&CalendarYear=2010&RefId=lBKnCNBzL2bZGwTyc7ety29qVdKpQT6E

School Website: http://www.casino-h.schools.nsw.edu.au/

16.5.3 E.3 Casino West Public School, Casino, NSW

16.5.3.1 E.3.1 School Overview

The school is a cohesive community with a total commitment to the value of learning of all members. The school emphasises the basic skills of literacy, numeracy and relationship building, treats all students, parents and teachers with honesty, courtesy and care and has a high expectation of student achievement. The parents and staff of Casino West Public School are committed to creating a caring, safe environment in which students can learn and grow to achieve their full potential. Students are encouraged to become productive and effective members of our society through a wide variety of rich academic, social and cultural experiences. The school community plays an active role in determining school priorities and organisational structures. They also make a significant contribution to student learning through the provision of resources and in supporting classroom learning and student welfare initiatives

16.5.3.2 E.3.2 School facts 2010

School sector	Government
School type	Secondary
Year range	7 -12
Total enrolments	714
Location	Provincial

16.5.3.3 E.3.3 Students 2010

Total enrolments	714
Girls	347
Boys	367
Full-time equivalent enrolments	711.4
Indigenous students	16%
Language background other than English	2%
Student attendance rate	85%

16.5.3.4 E.3.4 Student Background 2010

Index of Community Socio-Educational Advantage (ICSEA)				
School ICSEA value				893
Average ICSEA value				1000
Data source				Parent information
Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	70%	14%	10%	5%
Australian distribution	25%	25%	25%	25%
				Percentages are rounded and may not add up to 100

16.5.3.5 E.3.5 Links

My School Data:
http://www.myschool.edu.au/MainPages/SchoolProfileRep.aspx?SDRSchoolId=1100535_5166&DEEWRId=9733&CalendarYear=2010&RefId=lBKnCNBzL2aZEa%2fm5Ja0CYX3S5zAnTay

School Website: http://www.casinowest-p.schools.nsw.edu.au/

16.5.4 E.4 Workshop Data

16.5.4.1 E.4.1 Continuum Process

Community Members from Casino High School, Casino West Public School, Casino Public School Including Aboriginal education workers, parents and grandparents.

1. **Statement: I feel welcome in my school**

- Majority agreed
- 2 Strongly disagreed
    - I feel welcomed at the school and the principal is great and welcoming
    - I feel welcomed there the staff are lovely and (Michael the principal) has a heart as big as the world.
    - Teachers are just friendly and we have conversations with the principal and he doesn't just walk past me
    - Staff are friendly towards parents it is a safe place it is like a family.
    - Mother of 5 children it is only in the last 5 years that I have felt comfortable, I have teacher's phone numbers and when I ring them they ring you back. I have their mobile numbers and they call me at home and we have conversations. The rapport has come a long way
- Disagree
    - I don't have the feeling that the school is welcoming, I don't get that.
    - Staff have changed and teachers should be more welcoming to parents
    - A lot of the teachers just walk past you with angry faces and they don't even give you a smile
    - The atmosphere is different at this school, not a smile from anyone, it is not friendly we want to see things happen

    Notes –
    - Casino West Parents and Community members have consistently commented on how welcoming the school is
    - Casino Public School seemed as though some teachers and some administrators were extremely friendly and welcoming but that was not the experience for everyone. This could have been due to a considerable changeover of staff and the relationships hadn't been established (work to be done there)
    - Casino High School it is difficult to comment, long history associated with the experiences of some of the parents and the handling of complex situations

2. **Statement: The leadership in my school is actively engaging with Aboriginal and Torres Strait Islander parents and community.**

- Majority agree
    - There are many positive changes since we have a new principal so staff are afraid about what to say and are concerned about misunderstandings which impacts on communication.
    - The leadership has changed

3. **Statement: My child's school works to promote a positive Aboriginal and Torres Strait Islander Identity**

- Majority agreeing
    - A lot of parents were coming more involved due to the celebrations, NAIDOC and other special events.
    - They have to learn to teach Aboriginal children and give them time, I haven't seen a good report for any Aboriginal student in my time
- Strongly disagreed
    - teachers need to relax and learn more about Aboriginal culture

Casino Schools Students from across all 3 schools

1. **Statement: I feel like I belong in my family what does belonging mean to you**

- All Strongly agree
  - I love my family
  - Acceptance
  - Supported always there for you.
  - Being together no matter what happens
  - Part of something that you know is important to you
  - Up and downs and in those moments you sometimes don't feel like you belong.

2. **Statement: I feel like I belong at my school**

- Most Strongly agree
  - I'm awesome.
  - Everybody belongs when everyone communicates with you.
  - I think I belong in my school because of my friends and teachers and the things they teach us
  - The surroundings feel right
- Some Disagree
  - I only like doing 2 bits of work and that makes me feel like I don't belong.
- Few Middle
  - Some moments when people bully you or if you are poor or rich

3. **Statement: At my school we celebrate being Aboriginal everyday**

- Most Strongly disagree
  - I don't think we celebrate we
  - People underestimate the power of language and it can be hurtful
  - It is proud to be Aboriginal… but you don't have to celebrate it every day.
- 1 Agreed, I'm proud
  - Personally I celebrate being Aboriginal every day.

4. **Is there strong parent engagement in our school**

- All Middle
  - Engagement means interacting, Coming together and helping.

16.5.4.2 E.4.2 Never Ending Conversation

A conversation is started where each participant adds to the previous persons comment creating an ongoing dialogue around what is community engagement and why is it important

Group of students from all the Casino Schools

What is parent and community engagement in education?
- Getting involved
- Coming together, everybody joining in.
- Show that care in peoples education, people that get involved
- Doing your best

How do you know when the community is getting involved?
- Changes

If I went in to classrooms how would I know they are welcome?
- Eye contact
- Different roles
- Asking for help
- Parents in roles like teachers aides

How are parents engaged, what do they do to help?
- Helping with homework, projects
- Questioning they will give you a response

Has there been any time in your schooling when you think there was a fantastic example of people being involved in your school?
- Assemblies present awards
- Parent teacher nights

How does your family like to be engaged?
- They like to know what is going on in schools
- Read reports
- Reading newsletters and communication
- Ringing the school up
- They would like to hear when things are going well.

What happens at school that you would like your family to know about?
- It would be good if parents helped out with school sports

What about NAIDOC week?
- Celebration
- Parents come in
- Classes where different people are doing different activities, community involved
- Community morning tea

Is there any times when the school goes out into the community?
- We went down the street
- We went to heritage park some students went over with the teachers to a celebration day
- Families coming to school.

- Q E deadly days - all schools came together

What makes it hard for families to be involved?
- Work.
- Distractions in life!! (A lot of things that take people away.)
- Dealing with other people's problems
- Transport
- Work times
- Difficulties with young children

What is the best thing for you about having your family involved
- The support they give you
- Love
- Support you in your learning
- Encouragement
- Encourage you
- They can help
- Making time for you
- They support you
- They give up other things to spend time with you.

What does support mean, How do they support you?
- They try to help you with different things, homework
- Buying you pencils and pens etc
- Problems in life
- Emotional problems with (bullies adults can speak up for us if we feel we are not being heard)
- Support you for getting to schools and home
- They might take you far away when you are representing your region
- Supporting
- Helping you make your goals happen

When you have new teachers come to your school is there anything the community does to Introduce them?
- Welcome them
- Giving them morning tea.

16.5.4.3 E.4.3 Community Engagement

What is Community Engagement?

Part of the never ending conversation to establish what is community engagement – a process where conversation stays on topic of what is community engagement and everyone add comments and builds on what the previous person has said.

- Community and parents coming together as one with the school

- This is the first time I have seen a grandchild introduce their grandmother to his teacher (at the morning tea as part of the SS day.)

- Community engagement is Aboriginal family values included

- Every parent is different and school needs to come out to be with the community.

- Teachers need to get involved in the community

- It just takes 5 minutes in the classroom to make a connection with the teacher.

- I was brought up on a mission where we had closeness and connectedness and when you come to town it is not the same everyone is spread out, we need to visit those kids to show we care and encourage them to go to school making our community strong again… if we can be stronger as a community by remembering what it used to be like, everyone looking out for each other and be more like that the community is better placed to work with the school.

- Strong sense of community, closeness and connectedness that can extend to the school

- School is a happy place and home is not always happy, acknowledging the complexities of kid's lives and how this impacts on the students when they come to school, teachers need to have some understandings and awareness of the complexities.

- Relationships with teachers, parents need to take the time to establish relationships and sport is a good way to.

- Talking about the difference it makes when people make the effort, teachers seek you out in the playground to connect and build relationships.

16.6 Appendix F: Survey Implement

<div style="border:2px solid #4a7ab5; padding:10px;">

National Professional Standards for Teachers &
The Stronger Smarter Institute

Self Reflection

Name:
School:
Position:
Number of Years Teaching:
Are you Aboriginal or Torres Strait Islander:
Have you attended the Stronger Smarter Leadership Program:

</div>

Please circle where you are placed on the continua for career stage and answer each question about your understanding of the National Standards for Teachers.

Graduate	Proficient	Highly Accomplished	Lead

No understanding	Some understanding	accomplished	highly Accomplish
1	2	3	4

Standard 1- Professional Knowledge
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

As a classroom teacher I demonstrate broad knowledge & understanding of the impact of culture, cultural identity & linguistic background on the education of students from Indigenous backgrounds.

1	2	3	4

I design & implement effective teaching strategies that are responsive to the local community & cultural setting, linguistic background & histories of Aboriginal & Torres Strait Islander students.

1	2	3	4

Standard 2- Know the content and how to teach it

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

As a classroom teacher I demonstrate broad knowledge of, understanding of & respect for Aboriginal & Torres Strait Islander histories, cultures & languages

1	2	3	4

I provide opportunities for students to develop understanding of & respect for Aboriginal & Torres Strait Islander histories, cultures & languages.

1	2	3	4

Standard 3-Professional Practice

3.7 Engage parents/carers in the educative process

I use a broad range of strategies for involving parents/carers in the educative process

1	2	3	4

I plan for appropriate & contextually relevant opportunities for parents/carers to be involved in their children's learning.

1	2	3	4

Standard 7- Engage professionally with colleagues, parents/carers and the community

7.3 Engage with the parents/carers

As a classroom teacher I use strategies for working effectively, sensitively & confidentially with parents/carers

1	2	3	4

I establish & maintain respectful collaborative relationships with parents/carers regarding their children's learning & well-being

1	2	3	4

How can the Teacher Standards assist your role in working with Indigenous students and parents?

_____
_____
_____
_____

How do you engage with your Indigenous parents and community members?

_____
_____
_____
_____

What does engagement with Indigenous parents and community mean to you as a classroom teacher and how important is it?

_____
_____
_____
_____

Are you confident to engage with Indigenous parents/carers and community? Why or why not?

_____
_____
_____
_____

What are the attributes of a quality teacher working successfully with Indigenous students?

_____
_____
_____
_____

Thank you for taking the time to complete the questionnaire

16.7 Appendix G: Analysis of Survey Data

16.7.1 G.1 Comparison between Derby District High school and Wavell Heights State School

16.7.1.1 G.1.1 Years teaching across schools

Despite the difference in sample sizes, you can see from looking at Tables 1 and 2 alone the discrepancy between the number of years teaching at each school, Wavell Heights demonstrating greater mean teaching experience. The fact Wavell Heights has a high standard error (relative to Derby) is possibly telling – the variation in the sample, while greater, indicates a wider variety of years of teaching (something supported by the median and mode provided). Compare this to Derby's descriptive where the mode is 2 years , the median is 4.25 years, and the standard error is much lower (relatively speaking) demonstrating the number of young, inexperienced teachers at Derby.

In short, there are a few significant outliers skewing the overall descriptive of mean years of teaching experience at Derby. Without these taken into consideration during analysis, the results are significantly different again. Notably, Derby has eighteen teachers with 3 years or less teaching experience, compared to Wavell Heights' one (with their next lowest at 9 years and all others 10 and above).

Table 1.		Table 2.	
Wavell Heights Descriptives		*Derby Descriptives*	
Mean	18.3	Mean	8.623889
Standard Error	2.989054	Standard Error	1.7045
Median	18.5	Median	4.25
Mode	12	Mode	2
Standard Deviation	9.452219	Standard Deviation	10.227
Range	27	Range	40
Minimum	3	Minimum	0
Maximum	30	Maximum	40
Sum	183	Sum	310.46
Count	10	Count	36

However, this is not to say that Derby does not have teachers with experience, just that they have an inordinate number of teachers with minimal experience (N.B. this should be expected). Table 3 below shows that of those teachers (there are 12) with more than 9 years experience, the mean is 20.75 years, the median is 19.5 years, and the mode is 23 years, figures comparable with Wavell Heights overall teaching group. Further comparison demonstrates that, despite an Indigenous population of 8% (approximately 31 students), Wavell Heights has had no one attend the SSLP, nor were there any teachers who identified as Indigenous within the survey. Related to this, according to the Wavell Heights 2010 Annual Report, there was less than five Indigenous staff.

It is difficult to ascertain what exactly the subjective self-responses to the survey questions on engagement (i.e. questions 2, 3 and 4 of the free-response section) mean – interpretation is left to the reader. For example, in response to the question *"How do you engage with your Indigenous parents and community members?"* several respondents from Wavell Heights have indicated that they "...treat the Indigenous community in the same way they would treat the non-Indigenous community...". Responses such as this pose several potentialities and difficulties; several possibilities are apparent in the context – one being a possible lack of identification of the relevance of the cultural context in which engagement is made (even in an urban setting), while another is the issue of socially desirable responding i.e. to appear egalitarian, something that potentially ignores the importance of the cultural context in which engagement is made. There may also be other factors at play.

Table 3.		*Table 4.*	
Derby – teaching experience above 9 years		*Years teaching of those who don't feel confident engaging community - Derby*	
Mean	20.75	Mean	3.428571
Standard Error	2.646109	Standard Error	1.172241
Median	19.5	Median	3
Mode	23	Mode	3
Standard Deviation	9.166391	Standard Deviation	3.101459
Sample Variance	84.02273	Sample Variance	9.619048
Kurtosis	0.205446	Kurtosis	0.573944
Skewness	0.71988	Skewness	1.034326
Range	31	Range	9
Minimum	9	Minimum	0
Maximum	40	Maximum	9
Sum	249	Sum	24
Count	12	Count	7

16.7.1.2 G.1.2 How does this teaching inexperience affect community engagement, Does it?

There is a potential disjunct between the standard and the associated qualitative response, with scale results on Professional Teacher Standard 3.7 (to use as an example) not necessarily being reflected in the free-response feedback about confidence in engaging community. All Wavell Heights' respondents stated that they were confident to engage with the Indigenous community, with only one respondent declining to answer this question. This is in contrast to Derby where one quarter of respondents stated they didn't feel confident or comfortable engaging with the community. This is probably related to the differing environments and contexts within which the teachers are operating and is possibly expected. As Table 4 insinuates, a relative lack of teaching experience appears to go hand in hand with the lack of confidence in community engagement. This goes hand in hand with scale ratings on the two standards (3.7 & 7.3) that focus on engagement of the community, with both having a mean rating around 2.3, or just above "*some understanding*".

As Table 5 demonstrates, the mean years of teaching experience is around 9 for those who state they are confident in their ability to engage the community. However, there are (as per previous Derby data) a few significant outliers whose years of teaching experience tend to skew the data a little. Accordingly, the median is significantly lower at 5, and the most common number of years experience is only 2. Accordingly, the validity of the results should be examined more closely to determine more precisely what criteria the two groups differ on. Additionally, mean scale ratings are practically identical for "confident to engage community" group ($M = 2.35$) as the "not confident" group on National Professional Standard 3.7, and only marginally higher for 7.3 ($M = 2.8$).

Table 5.

Years teaching of those who feel confident engaging community - Derby

Mean	9.159286
Standard Error	1.975071
Median	5
Mode	2
Standard Deviation	10.45109
Sample Variance	109.2254
Kurtosis	1.474969
Skewness	1.41441
Range	39.5
Minimum	0.5
Maximum	40
Sum	256.46
Count	28

16.8 Appendix H: National Professional Standards - Wavell Heights State School, 2011 Cohort Data & Results

16.8.1 H.1 Descriptives

16.8.1.1 H.1.1 Career Stage
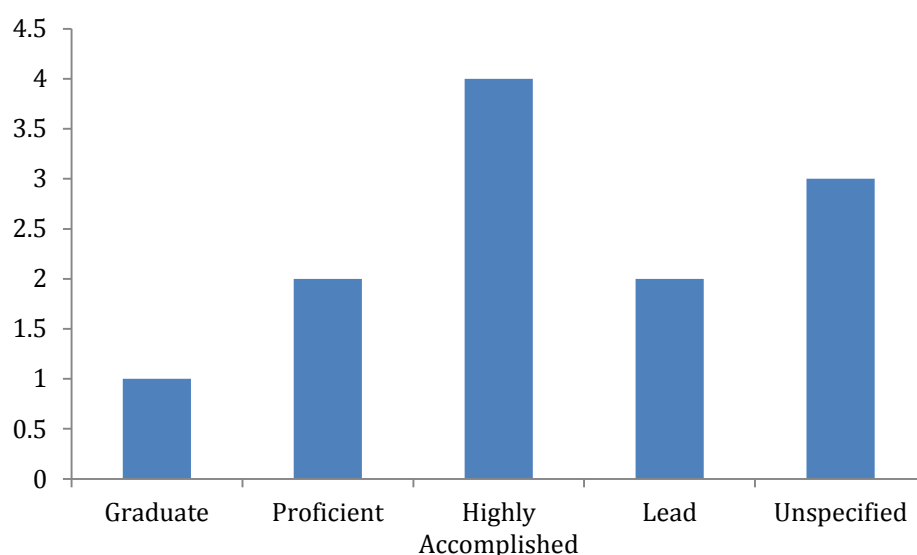
Figure 1: *Teacher frequency by career stage*

16.8.1.2 H.1.2 Teaching experience

In the context, Table 2 demonstrates a moderately large standard deviation. This generally indicates that there is a large amount of variation in the sample and that it is a relatively small sample. Two candidates did not enter their teaching experience, but there are no significant outliers. The general balance in the sample is reflected in the relative proximity of the mean and median to each other, with the mode not too far behind.

Table 1.
Wavell Heights Years of Teaching Experience

Mean	18.3
Standard Error	2.989054
Median	18.5
Mode	12
Standard Deviation	9.452219
Range	27
Minimum	3
Maximum	30
Sum	183
Count	10
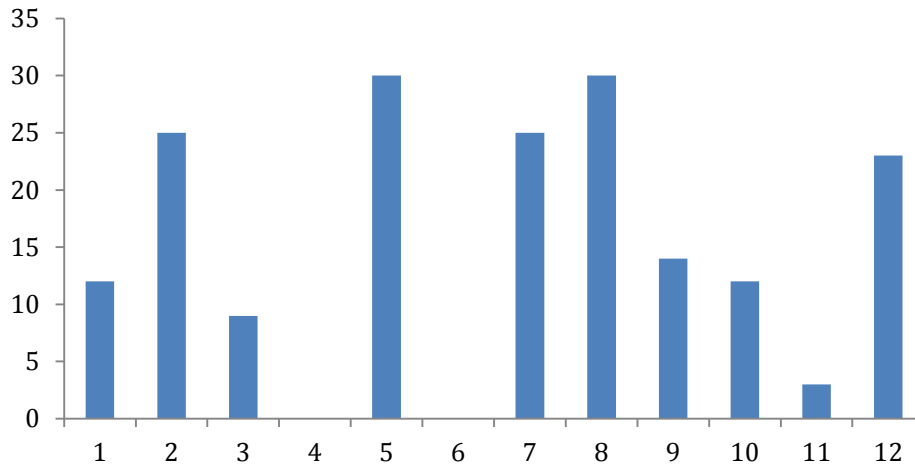
Figure 2: Teaching experience in years

16.8.1.3 H.1.3. Comparison of career stage (subjective response) vs. Years of experience

Figures 3, 4, 5, 6 and 7 demonstrate participants subjective, self-rating of where they consider themselves to be on a continuum (consisting of the ratings "Graduate", "Proficient", "Highly Accomplished", and "Lead"). However, the lack of clear criteria for each rating lends itself to ambiguity. While not necessarily attributable to this, Figure 7 demonstrates a potentially questionable response (i.e. participant considers themselves a graduate after three years of teaching experience). However, no other such discrepancies exist across the other continuum ratings.
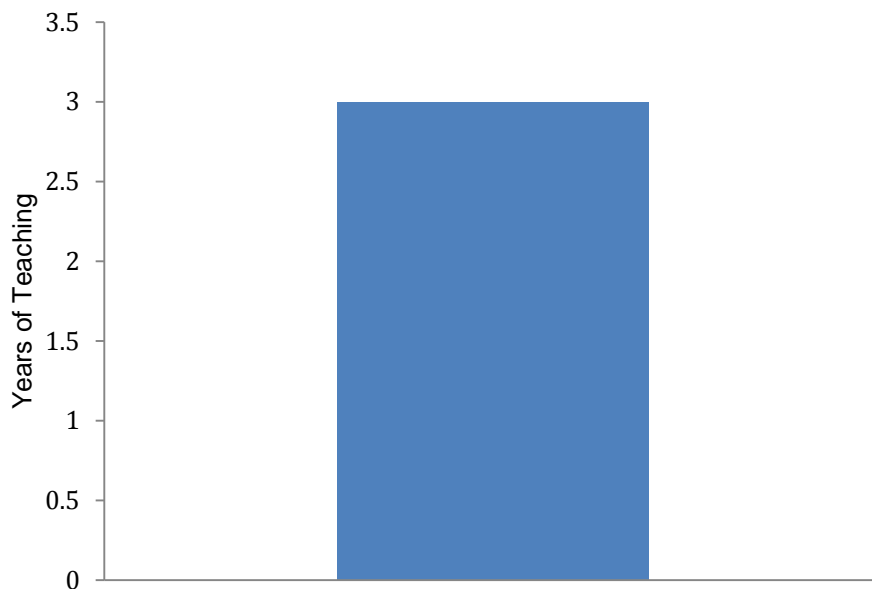
Figure 3: Teaching experience at Graduate level
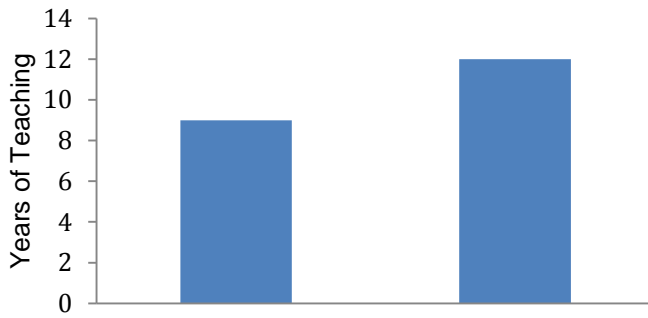
Figure 4: *Teaching experience at Proficient level*
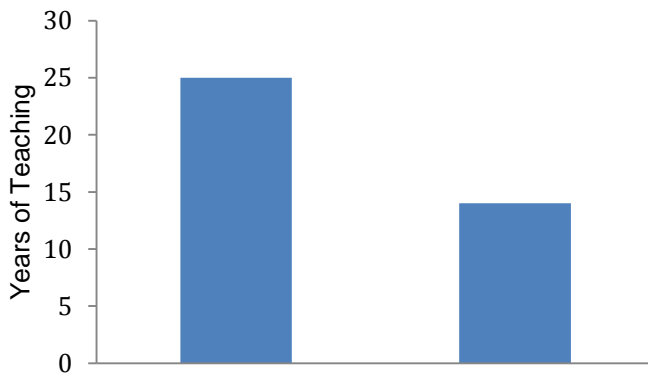
Figure 5: Teaching experience at Highly Accomplished level
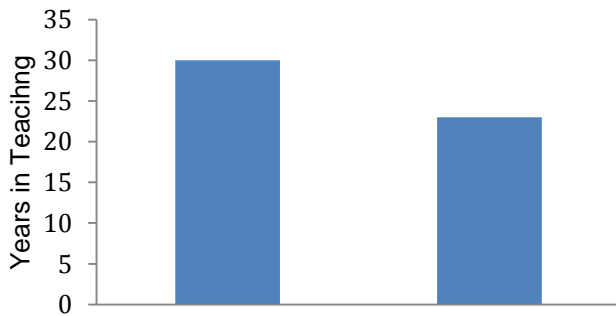
Figure 6: Teaching experience at Lead level
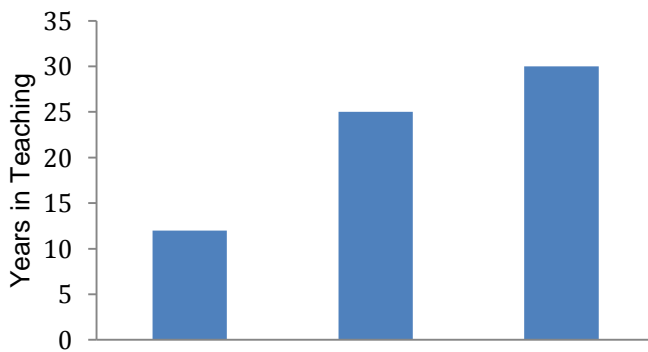
Figure 7: Teaching experience at unspecified level

16.8.1.4 H.1.4. National Professional Teacher Standards – mean ratings

Below are the mean ratings for the overall, aggregated scale, each individual sub-scale and the number of years teaching experience. From here, it is apparent that Wavell Heights score higher on the NPTS aggregated scales and subscales in comparison to Derby. The cause of this is difficult to determine at this preliminary stage, however less experienced teachers, younger teachers and differing educational, social and environmental circumstances (potentially altering perceptions of ability to engage community) are all factors that should be considered. There may also be other related and causative factors not considered in this analysis.

<table>
<tr><td colspan="4" align="center">Table 4.</td><td colspan="4" align="center">Table 5.</td></tr>
<tr><td colspan="4" align="center">Subscale Descriptives - cohort</td><td colspan="4" align="center">Aggregated Subscale Descriptives - cohort</td></tr>
<tr><td></td><td>Mean</td><td>Std. Deviation</td><td>N</td><td></td><td>Mean</td><td>Std. Deviation</td><td>N</td></tr>
<tr><td>Number of years worked</td><td>18.3</td><td>9.45</td><td>10</td><td>Number of years worked</td><td>18.3</td><td>9.45</td><td>10</td></tr>
<tr><td>Standard 1.4</td><td>2.58</td><td>0.66</td><td>12</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Standard 2.4</td><td>3.15</td><td>0.68</td><td>12</td><td>Mean Rating across all Standards</td><td>3.01</td><td>0.57</td><td>12</td></tr>
<tr><td>Standard 3.7</td><td>2.94</td><td>0.76</td><td>12</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Standard 7.3</td><td>3.35</td><td>0.71</td><td>12</td><td></td><td></td><td></td><td></td></tr>
</table>

16.8.1.5 H.1.5. Correlation

Tables 6 and 7 indicate all significant and non-significant correlations between the number of years teaching experience and each sub-scale, and the number of years teaching experience and the aggregated mean of each sub-scale respectively. As the tables indicate, no significant correlation was found between years teaching and mean scale ratings. Additionally, no significant correlation was found between years teaching and any of the National Professional Standards subscales. However, it should be noted that the correlation between Years Teaching and Standards 1.4 approached significance; given the sample size ($N = 12$), it's possible the group is too small to determine significance. Accordingly, as there were no significant correlations across these factors, no correlations have been graphed. Additionally, though they do exist in this sample, no significant correlations between the standards themselves have been graphed (see Table 6) - these are probably outside the scope and context of this particular analysis.

Correlations between number of years worked and mean National Teacher Standard ratings by subscale – all groups

	Number of years worked	Standard 1.4	Standard 2.4	Standard 3.7	Standard 7.3
Number of years worked	-	.61	.27	-.23	-.18
Standard 1.4	.61	-	.89**	.24	.59*
Standard 2.4	.27	.89**	-	.32	.70*
Standard 3.7	-.23	.24	.32	-	.59
Standard 7.3	-.18	.59*	.70*	.59	-

*Note. *p < .05, **p < .01*

Table 7

Correlation between years worked and mean National Teacher Standard ratings

	Number of years worked	Mean rating (all subscales)
Number of years worked	-	.12
Mean rating across all standards	.12	-

16.9 Appendix I: National Professional Standards - Derby District High School, 2011 Cohort Data & Results

16.9.1 I.1 Descriptives

16.9.1.1 I.1.1 Indigenous compared to Non-Indigenous

Question: Are you Aboriginal or Torres Strait Islander?
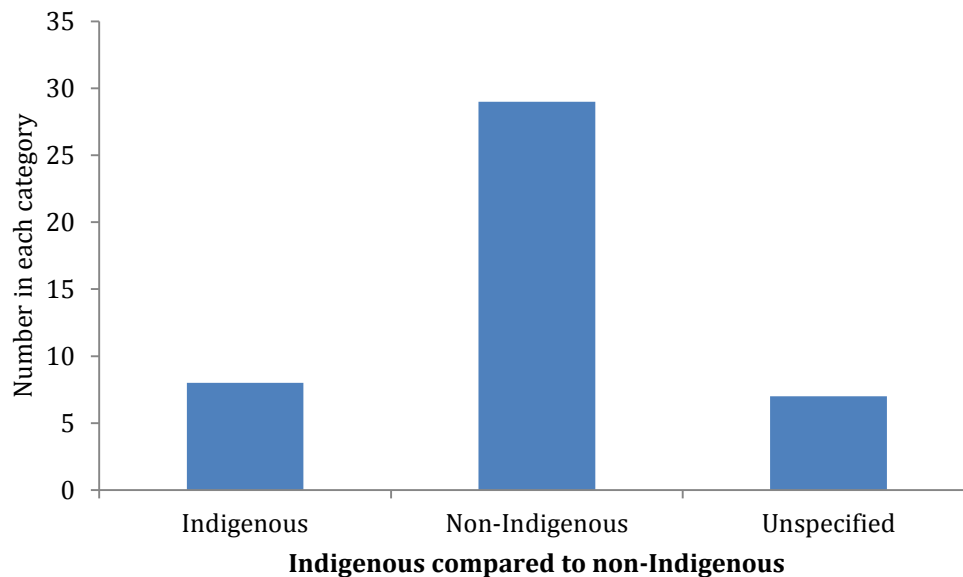
Figure 1: Teachers categorised by type: Indigenous, non-Indigenous and unknown

16.9.1.2 I.1.2. SSLP vs. Non-SSLP Participants
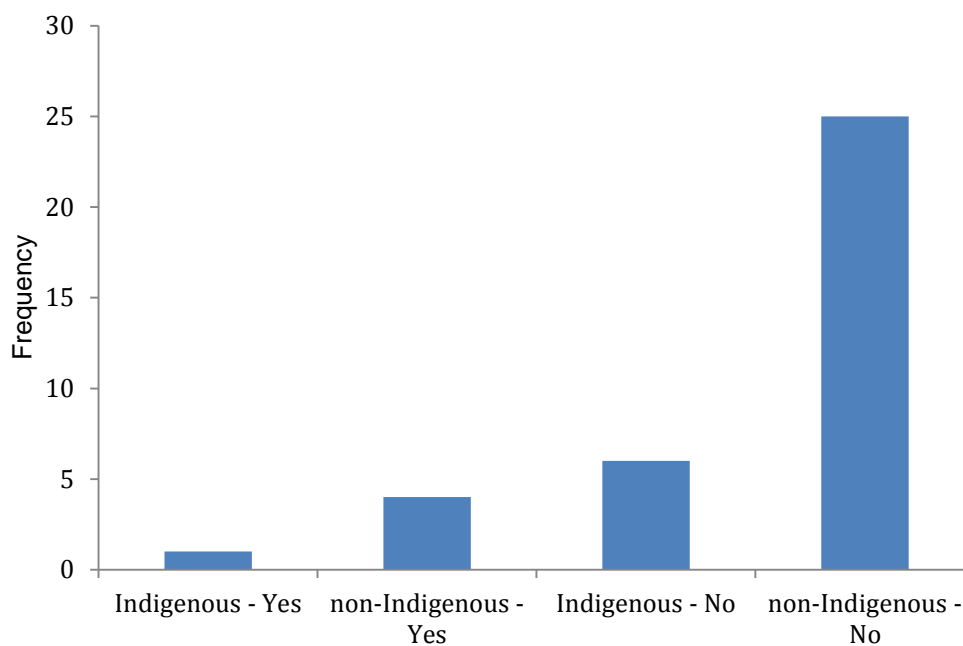
Figure 2: Teachers categorised by SSLP Attendance and Indigenity

16.9.1.3 I.1.3. Career Stage
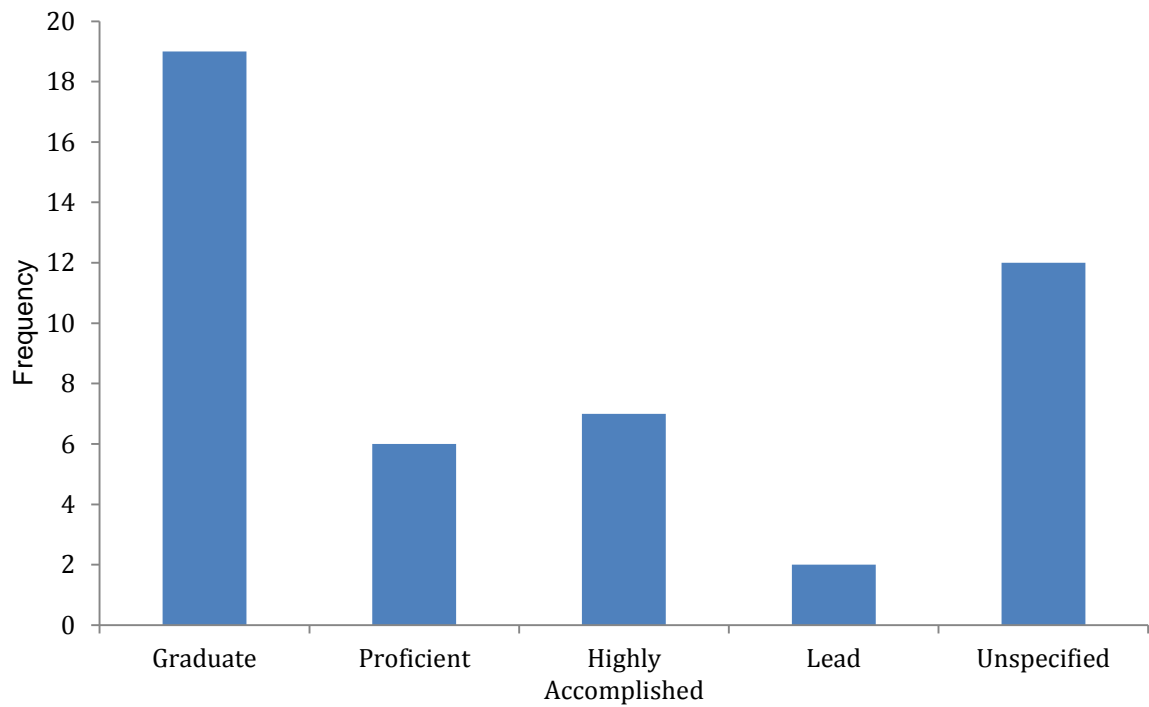
Figure 3: Teacher frequency by career stage

16.9.1.4 I.1.4. Teaching experience

Question: Number of Years Worked
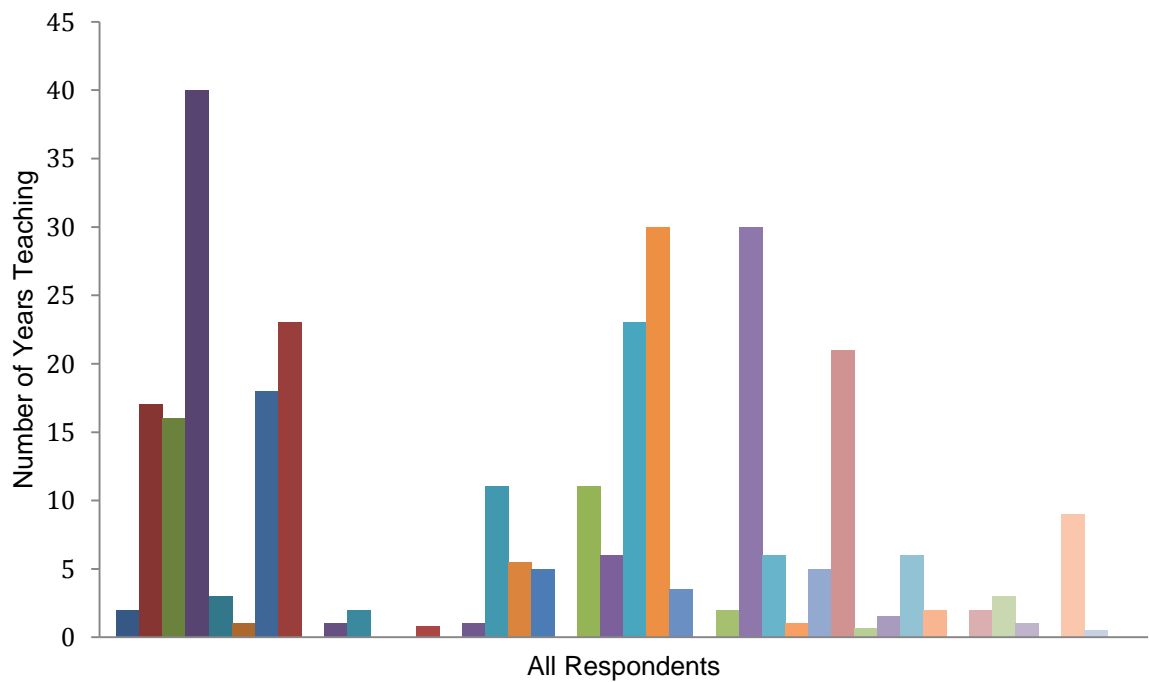
Figure 4: Teaching experience in years – all categories (Indigenous, non-Indigenous, unspecified)

Table 1.			_Table 2._	
Number of Years Teaching - group descriptive statistics			_Number of Years Teaching - Indigenous descriptive statistics_	
Mean	8.62		Mean	12.08
Standard Error	1.71		Standard Error	6.1
Median	4.25		Median	7.25
Mode	2		Mode	1
Standard Deviation	10.23		Standard Deviation	14.94
Range	40		Range	39
Minimum	0		Minimum	1
Maximum	40		Maximum	40
Count	36		Count	6
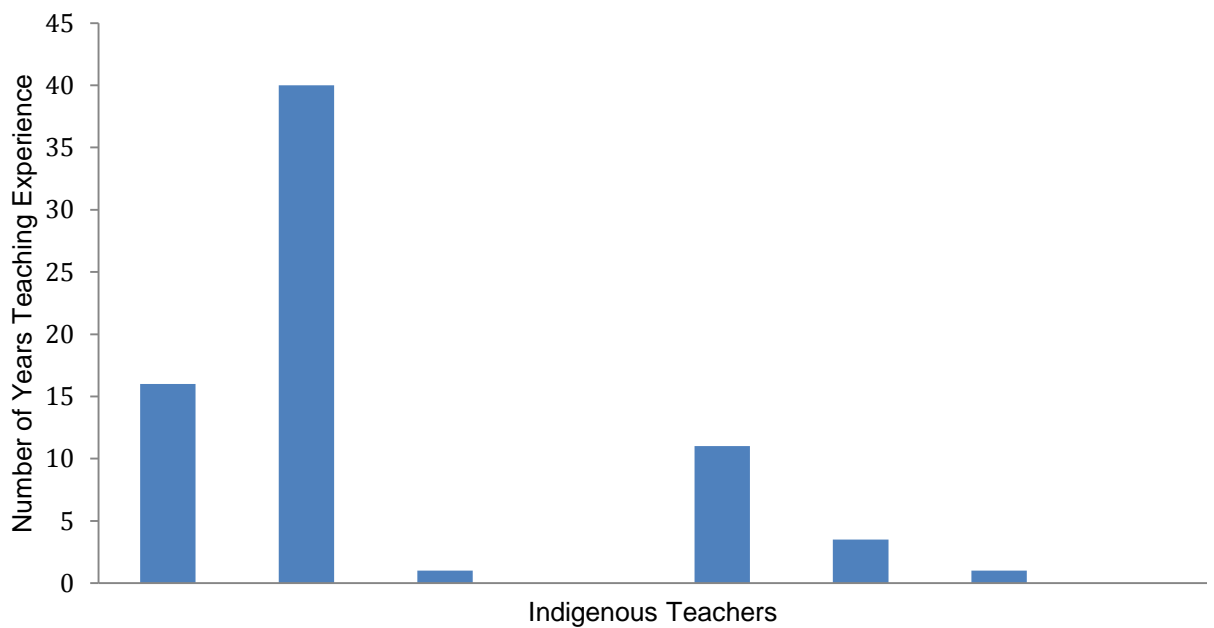
Figure 5: Teaching experience in years – Indigenous

In the context, Table 2 demonstrates a very large standard deviation. This generally indicates that there is a large amount of variation in the sample and that it is a small sample. In relation to this, we should keep in mind that two candidates did not enter their teaching experience and there is also one highly significant outlier (i.e. 40 yrs experience). These two things, particularly the outlier in conjunction with the small sample skew the result somewhat, particularly the mean and standard deviation. Accordingly, it is probably wiser to look at the median as a more accurate representation of the number of years teaching.
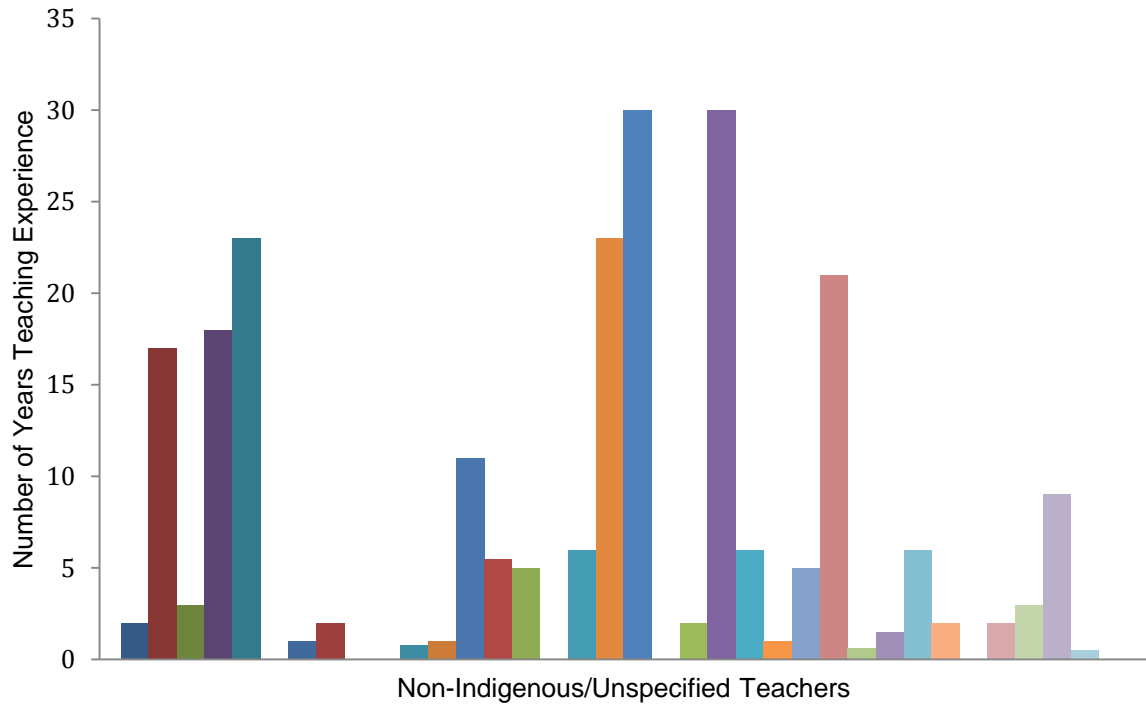
Figure 6: Teaching experience in years – non-Indigenous/unspecified

Table 3.

Number of Years Teaching - non-Indigenous &
unspecified

Mean	7.93
Standard Error	1.68
Median	4
Mode	2
Standard Deviation	9.21
Range	30
Minimum	0
Maximum	30
Count	30

16.9.1.5 I.1.5. Comparison of career stage (subjective response) vs. Years of experience

Figures 7, 8, 9, 10 and 11 demonstrate participants subjective, self-rating of where they consider themselves to be on a continuum (consisting of the ratings "Graduate", "Proficient", "Highly Accomplished", and "Lead"). However, the lack of clear criteria for each rating lends itself to ambiguity. While not necessarily attributable to this, a few questionable responses are observed, such as in Figure 7 (participant considers themselves a graduate after three years of teaching experience), Figure 8 (participant considers themselves only proficient after 20 years of teaching) and Figure 9 (participant considers themselves highly accomplished after 5 years of teaching experience).
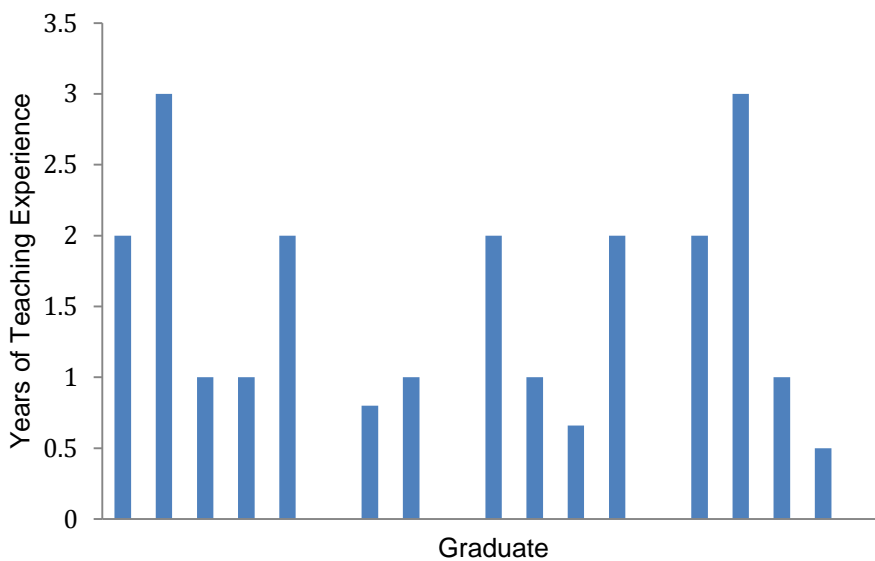
Figure 7: Teaching experience at Graduate level
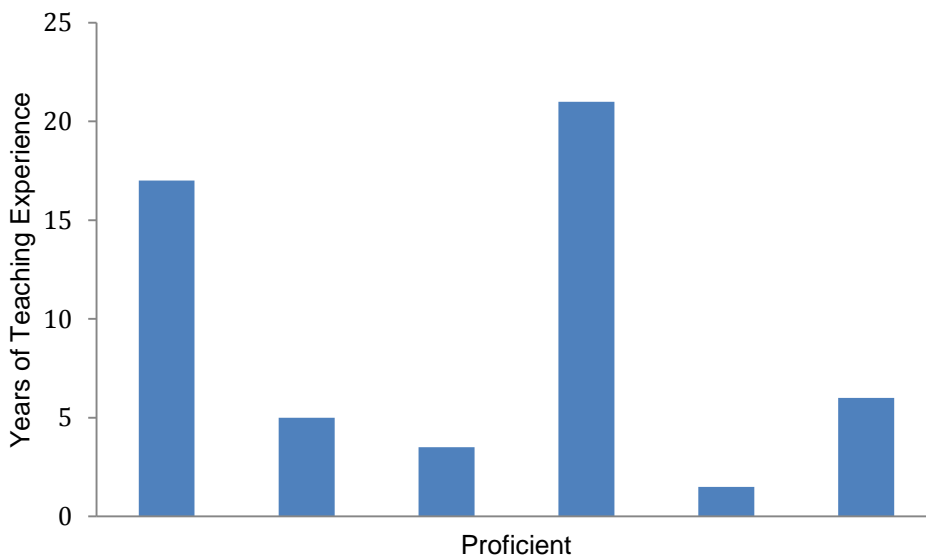
Figure 8: Teaching experience at Proficient level
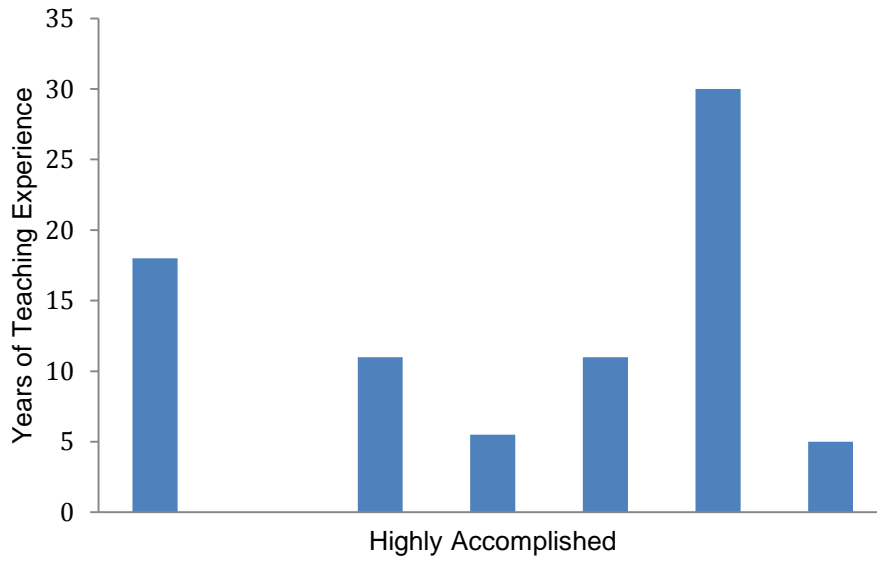
Figure 9: Teaching experience at Highly Accomplished level
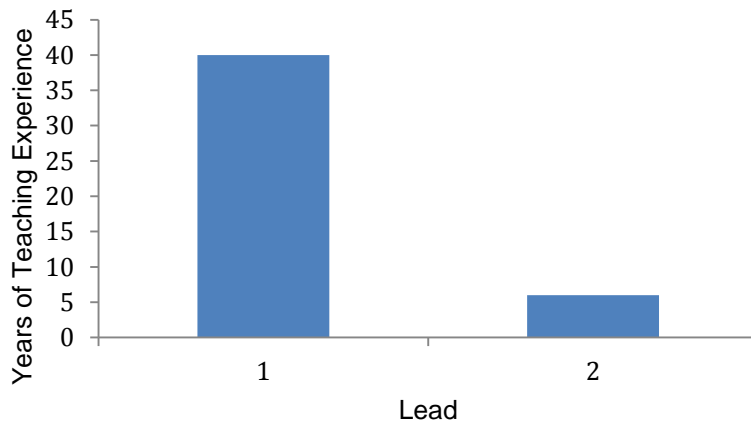
Figure 10: Teaching experience at Lead level
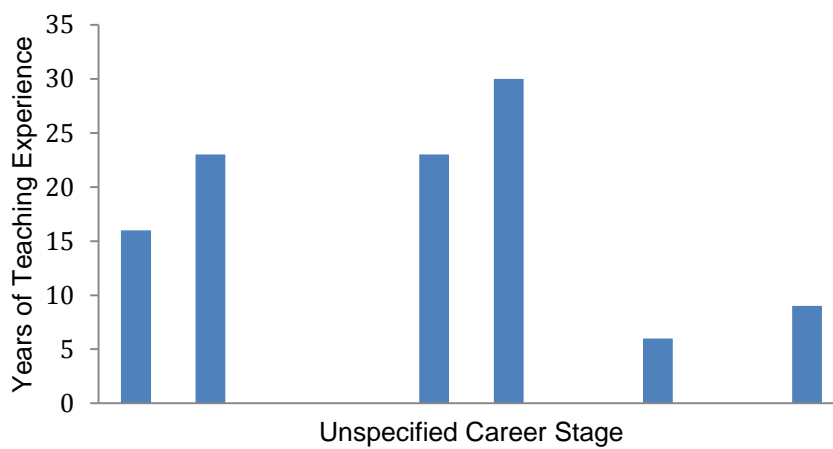
Figure 11: Teaching experience at unspecified level

16.9.1.6 I.1.6. National Professional Teacher Standards – mean ratings

Below are the mean ratings for the overall, aggregated scale, each individual sub-scale and the number of years teaching experience. This has been done across categories (i.e. entire cohort, Indigenous teachers, and non-Indigenous teachers) so as to highlight any differences between demographic groups, as well as to indicate the extent to which each group's responses potentially impact the overall response.

Table 4

Subscale Descriptives - cohort

	Mean	Std. Deviation	N
Number of years worked	8.62	10.23	36
Standard 1.4	2.48	0.76	44
Standard 2.4	2.58	0.79	43
Standard 3.7	2.32	0.77	41
Standard 7.3	2.75	0.77	42

Table 5.

Aggregated Subscale Descriptives - cohort

	Mean	Std. Deviation	N
Number of years worked	8.62	10.23	36
Mean Rating across all Standards	2.56	0.66	40

Table 6
Subscale Descriptives - Indigenous

	Mean	Std. Deviation	N
Number of years worked	12.08	14.93	6
Standard 1.4	3.00	0.80	8
Standard 2.4	3.50	0.58	7
Standard 3.7	2.75	0.82	6
Standard 7.3	3.07	0.84	7

Table 7.
Aggregated Subscale Descriptives - Indigenous

	Mean	Std. Deviation	N
Number of years worked	12.08	14.93	6
Mean Rating across all Standards	3.21	0.65	6

Table 8
Subscale Descriptives- non-Indigenous

	Mean	Std. Deviation	N
Number of years worked	6.36	7.24	28
Standard 1.4	2.34	0.61	29
Standard 2.4	2.41	0.60	29
Standard 3.7	2.34	0.75	29
Standard 7.3	2.64	0.80	28

Table 9.
Aggregated Subscale Descriptives - non-Indigenous

	Mean	Std. Deviation	N
Number of years worked	6.36	7.24	28
Mean Rating across all Standards	2.45	0.56	28

16.9.2 I.2 Correlation

16.9.2.1 I.2.1 Correlation within overall group

Tables 10 and 11 indicate all significant and non-significant correlations between the number of years teaching experience and each sub-scale, and the number of years teaching experience and the aggregated mean of each sub-scale respectively. Only significant correlations have been graphed demonstrating the positive relationships between number of years teaching and each participants scale ratings, Figures 12, 13 and 14 depicting these relationships. Note that no correlations between the standards themselves have been graphed; although they do exist (see Table 10), these correlations are probably outside the scope and context of this particular analysis.

Table 10.
Correlations between number of years teaching experience and
mean National Teacher Standard ratings by subscale – all groups

	Number of years worked	Standard 1.4	Standard 2.4	Standard 3.7	Standard 7.3
Number of years experience	-	0.41*	0.33	0.22	0.37*
Standard 1.4	0.41*	-	0.80**	0.52**	0.63**
Standard 2.4	0.33	0.80**	-	0.52**	0.47**
Standard 3.7	0.22	0.52**	0.52**	-	0.64**
Standard 7.3	0.37*	0.63**	0.47**	0.64**	-

*Note. *p < .05, **p < .01*
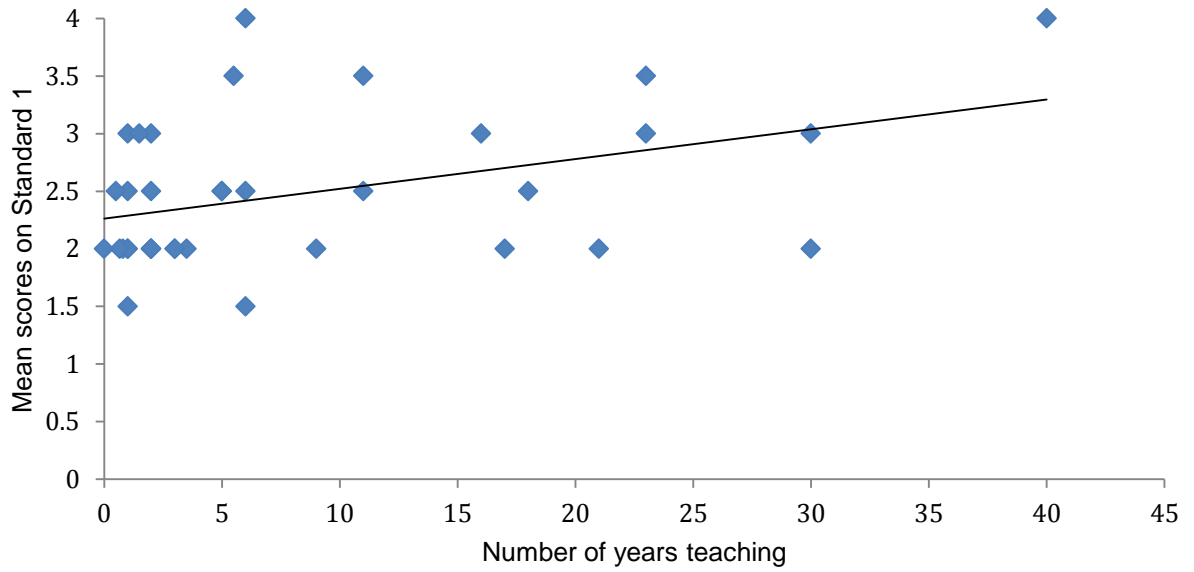
Figure 12: Correlation between number of years teaching and scores on National Professional Standard 1.4
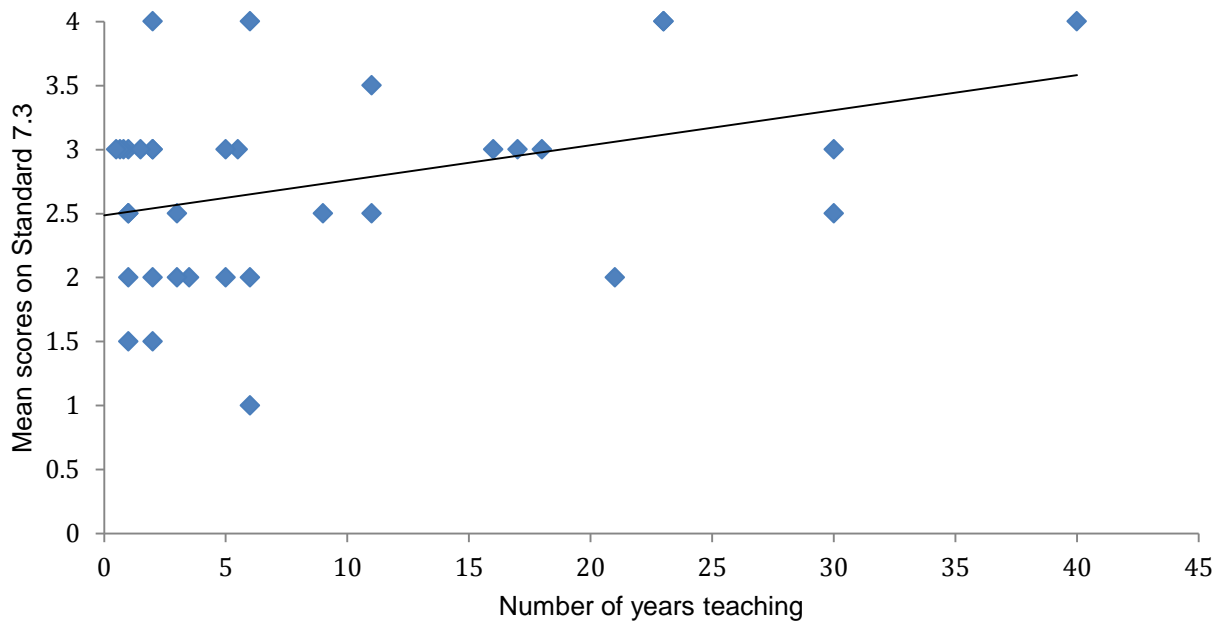
Figure 13: Correlation between number of years teaching and scores on National Professional Standard 7.3

<u>*Table 11.*</u>

Correlation between years worked and mean National Teacher Standard ratings

	Number of years worked	Mean rating (all subscales)
Number of years worked	-	0.47**
Mean rating across all standards	0.47**	-

*Note. **p < .01*
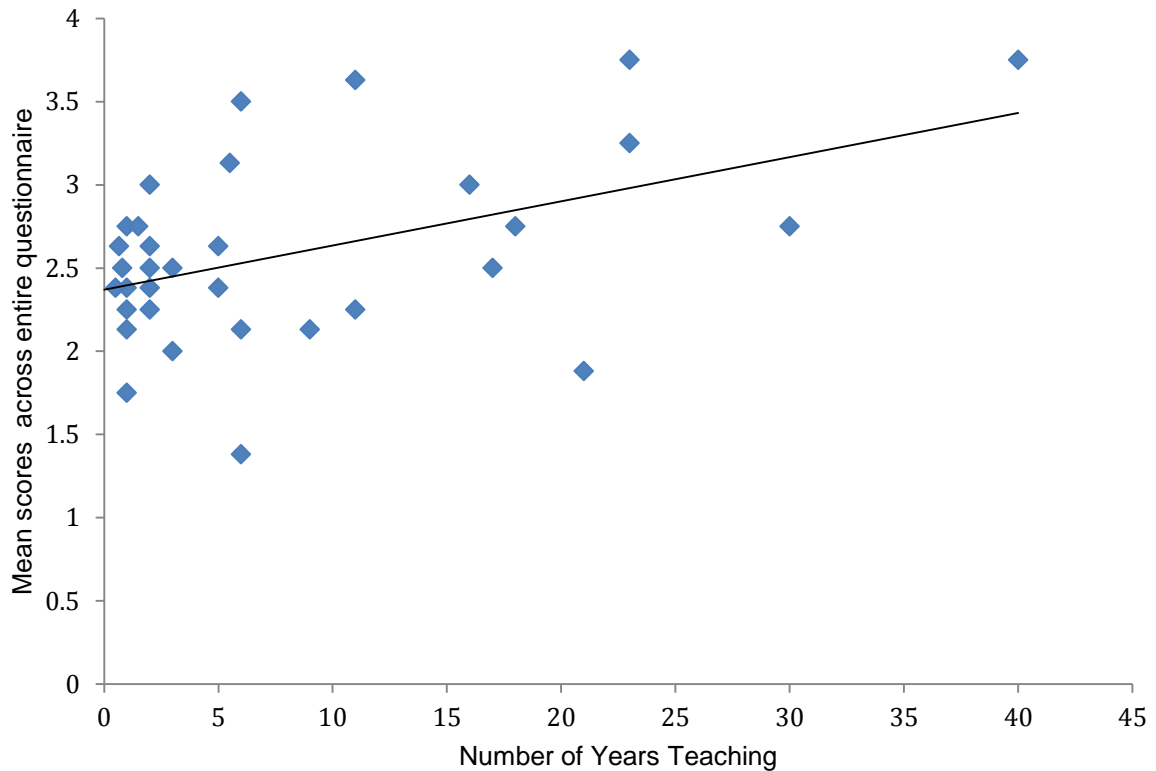
Figure 14: Correlation between number of years teaching and scores on aggregated mean of National Professional Standard's 1.4, 2.4, 3.7 and 7.3

16.9.2.2 I.2.2 Correlation within Indigenous group

No correlations were found between years teaching and mean scale ratings (as scored by Indigenous teachers). Additionally, no correlation found between years teaching and any of the National Professional Standards subscales. However, it should be noted that correlations between Years Teaching and Standards 1.4 and 7.3 approached significance; given the sample size it's possible the group is too small to determine correlations should they actually exist.

16.9.2.3 I.2.3 Correlation within non-Indigenous group

Similarly, no correlations were found between years teaching and mean scale ratings (as scored by non-Indigenous teachers). Additionally, no correlation found between years teaching and any of the National Professional Standards subscales. As such, only the overall group as a whole demonstrated significant correlations, presumably buoyed by the "approaching significance" weight of the Indigenous sub-group's significant correlations on Standard's 1.4 and 7.3. However, further investigation would need to be undertaken to clarify the factors that differentiate the two groups.

16.10 Appendix J: Stronger Smarter Leadership Program – Regional Broome, WA

Participants from the 2011 Regional Stronger Smarter Leadership Program held in Broome WA. Group consist of Principals, Teachers, School leaders and Community Members.

16.10.1 J.1. Workshop Data

16.10.1.1 J.1.1 Community Engagement

What is Community Engagement?

- Establishing programs that are contextually relevant with the help of parents/carers and educators that will encourage and enable community to be involved in student learning.

- Parents/Caregivers as partners in education
- Parents/Caregivers as a resource in education
- Community recourses included in education (Human and Physical)

Community engagement From a teachers perspective looks like:
- Participation/Involvement
  - Meetings – council/decision making & student/teacher

Classroom Level:
- Involvement with their children – curriculum content

- The community to be involved within the school
- Parent meetings
- Decision making
- Working side by side with staff for students

Having ownership of their school (remote) having a partnership with the school (town).

Community engagement = participation/involvement of all aspects of community in the operation/decision making of their school. Ownership!!!

Community Engagement... meaningful involvement of parents and community members in planning, participating with schools to facilitate/strengthen educational activities.

- Participating in school activities
- Assisting in school events
- Leading cultural and historical learning in school
- Regular consultation between community members
- Partnerships
- Working alongside teachers
- Collaboratively involved in school planning

School and community working together to achieve active engagement and meaningful involvement in school decisions and activities. All stakeholders have a vital role and need to work together as one to facilitate and strengthen.

Community engagement is the involvement of parents/carers and organisations in the community in school decision making and activities.

Community and school working together... partnership!

Shared respect, ownership and partnership shown through honest open exchanges, conversations and actions between school and the wider community that enables and encourages community involvement in student learning.

Active engagement and meaningful involvement in school decisions reflections and activities.
- All stakeholders have a vital role.
- School and community working together/ alongside each other.

Comes from admin/teachers being culturally competent understanding behaviours, practices, filters and the enable genuine relationships that build sustainable education of outcomes in response to student and community aspirations.

- Partnership centred around the students involving the community (school students, staff, parents, organisations etc)
- Expecting the same from non-Aboriginal parents and Aboriginal parents.
- Individual families not community first.

Mutually beneficial partnerships and the presence (the school within the community and the community within the school)

All aspects of community members and agencies whether they are parents or not being involved in school process re:
- Meetings which could be:
  1. SCPA Process Meetings – community surveys
  2. A specific community concern
  3. Cultural campo planning as organisers or helpers
- Open communications between parents and teachers of their child's progress and having input into engaging in classroom activities.

Community engagement is involvement and participation in the community's school environment and activities, either as organisers or helpers. They belong to the school as much as their community.
Decision making
- NADIOC Week
- Camps
- P&C
- Cultural Activities
- Classrooms
- Meetings

16.11 Appendix K: QUT First Year Education Students - Caboolture Campus

16.11.1 K.1 Workshop Process

16.11.1.1 K.1.1 Community Engagement

What is Community Engagement?
• Having an understanding if the surrounding community then using this knowledge to contribute to the community.
• Community engagement to me means to be an active citizen in my surroundings be involved in things such as clean up day etc
• Being an active member of the community, going out, organising events being part of "it"
• Getting to know and making an effort to be active with the community.
• Having awareness and understanding of the issues within your community and being actively involved in these as well as ensuring all are included.
• Involving everybody, learning about each other, accepting everybody's differences and uniqueness, cohesion and collaboration.
• Being active in your community
• Being involved in various aspects through you community
• Volunteer time in your community
• Actively participating in matters of the community in order to impact positively on the people, land and other living things within the community for a more sustainable future.
• Taking part of and embracing the community surrounding you
• Knowing members of your community and all working together for the benefit of the community. Your community can include schools, business, groups and people.
• Is becoming involved, and informed about, the community in which you are teaching in through active participation
• Being active in the community and people you live in.
• Participation in a variety of communities you're involved with.
• Listening to community and people in the community
• Builds relationships and partnerships
• Being involved in the school community, being involved in the local community and being a participant instead of an observer.
• Acknowledge people of the community and the knowledge they bring, incorporate and utilise the learning's and people.
• Advocate for rights and equity of all in the community
• Being an active part of your community
• When the community actively participates in an event or activity
• Getting the wider community involved in whatever activity/program/project/event concerned

16.12 Appendix L: Images

16.12.1   L.1 Stronger Smarter Leadership Program Posters

16.12.2   L.2 Map of sites where data was collected

16.12.3   L.3 Conceptual overview from MCEECDYA Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014

16.12.4   L.4 Student Drawings from Workshops – Casino SSLC Schools, NSW

16.12.5   L.5 Student Drawings from Workshops – Tullawong State High School, QLD

16.12.6   L.6 Wordle from Workshop – Fitzroy Valley District High School

16.12.7   L.7 AITSL National Professional Standard for Teachers, 2011

From Page 13

Standard 3 – Plan for and implement effective teaching and learning

Focus area	Graduate	Proficient	Highly Accomplished	Lead
3.7 Engage parents/carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.

From Page 19

Standard 7 – Engage professionally with colleagues, parents/carers and the community

Focus area	Graduate	Proficient	Highly Accomplished	Lead
7.3 Engage with the parents/carers	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.	Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

17 VIT

17.1 Appendix A – Program for August Workshop

National Professional Standards for Teachers: Pilot Study

Workshop 3 August 2011

9.00 am	Registration
9.30 am	Welcome and Setting the Scene
9.45 am	Who is participating?
	What are the National Standards for Proficient Teachers
	Looking at the National Standards for proficient Teachers in more detail
11.00– 11.20	MORNING TEA
	Exploring the Standards in more detail.
	Expectations of the project
	Developing a focus for action
1.00 pm	LUNCH
1.45 pm	Planning a Case Study .
3.00 pm	The next steps .
3.30 pm	Day concludes

National Professional Standards for Teachers: Pilot Study

9.00 am	Registration
9.30 am	Welcome and Setting the Scene Introduction and background to the project, concurrent projects of a similar nature across Australia. Fran
9.45 am	Who is participating? Gathering information about the participants, both mentor and mentee: background, role, teaching and other responsibilities. For the mentor: past experience as a mentor for provisionally registered teachers. Relationship building. Who am I?
10.00 am	What are the National Standards for Proficient Teachers?
10.15 am	Looking at the National Standards for proficient Teachers in more detail Individual assessment of the standards. For PRTs a reflection on their own practice; for mentors on the PRT. How to use them as a lens for PRT practice. Quick response. Not too much thought. Scale of 1 to 5. Will collect. We ask of the name so that we can return to the document as part of the visits?
10.45– 11.10	MORNING TEA
11.10 am	Exploring the Standards in more detail What are the strengths of the Standards and the challenges? Questions. Sharing within and across groups. Back up activity based on those used for the VIT standards.
11.45 am	Expectations of the Project Outline of a truncated process – modified approach using the VIT guidelines and the National Standards. Developing a background statement including a biography of participants. Discussion of documentation around design of a case study and the role of the mentor.
12.15 pm	Developing a focus for action Working through the details based on the school and individual contexts. Beginning on the Case study pro forma to complete the first component of the plan. Beginning with the end in mind. What is an artefact?
1.00 pm	LUNCH
1.45 pm	Planning a Case Study Continue on Pro forma. Collect copy from participants Time for discussion

	between mentor and PRT. Sharing and discussion of the plans
	What a case study look like. What elements need to be consistent? Discussion for the majority of time with feedback to the table and then one per table to report
3.00 pm	The next steps Reflecting on the timelines and the school visits
3.30 pm	Day concludes

17.2 Appendix B – Development of a Case Study

Context: School setting, learning environment, students.		
Focus: identification of practice engaging students, assessing student learning, feedback to students, catering for student diversity, maintain safe and supportive learning environment, classroom time management,	Artefacts	Fitting in with the VIT guidelines
Approach Preparation and understanding What to do? Rationale? Why?		Conversation
Implementation		2 collegial classroom visits
Review		Conversation
Reflection and Evaluation		Individual Reflection Evidence of student learning

Artefacts: samples of student work, planning documents, worksheets commentary on a conversation, video; other artefacts?

17.3 Appendix C – Briefing notes for the visit

Rationale for the National Professional Standards for Teacher: VIT Pilot provided to participants.

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

The Institute has developed and implemented an evidence-based process for provisionally registered teachers (PRTs) to gather evidence from their teaching practice in schools to meet the VIT standards. This process has been in place since 2004 and has been recognised by both PRTs and mentors to be an authentic way of demonstrating the standards and of supporting professional learning.

This project investigates the use of the National Professional Standards for Teachers within the processes and practices established by the Victorian Institute of Teaching.

The questions that will focus the investigation are:

- How are the National Professional Standards for Teachers at the proficient level understood and used by provisionally registered teachers (PRTs) for full registration?
- How are they used by mentors to support PRTs to do this?
- How do the standards support the development of PRT practice?
- What professional learning benefits are there for mentors?

The project will provide examples of the ways teachers can use the national standards and the learning that can arise for both PRTs and their mentors.

Outline of the visit

Participants are expecting a visit. What was put to them at the workshop is below

Broad outline:

•How they are going
•What has been produced
•Opportunity to address issues
•Aid in collection of data
•Listen

We may be able to give aggregated data on what we termed benchmark data.

What it might look like:

Go into the classroom (we are a helper) to:

- Understand the context
- How the class is operating in relation to the focus

Talk and listen to mentors and school leaders
Interview mentor and PRT
Round off with discussion with Principal or delegate if appropriate.

They have completed an action plan to develop a case study in one of two forms. Both ask them to provide a focus for their work.

We have discussed the term artefacts: samples of student work, planning documents, worksheets commentary on a conversation, video. Perhaps our conversation could be recorded in some way.

Some of the issues they might wish to highlight or discuss as part of the reflection on what they are doing:
•Adaptation of task (e.g., "on the run"/modification/flexibility)
•Teachable moments – response
•Intervention (strategies, for whom)
•Engagement/Interest
•Links to other lessons/tasks
•Links to students' lives/other Key Learning Areas

Follow up::
•interviews about what had transpired in the lesson
•relationship to other lessons.

Review this plan on the usb provided as a basis for observation in the classroom and questions on progress or next steps.

Preparatory process: -

- telephone contact and confirmation the day before, request that they invoice for another day's CRT. Principal or delegate involvement on the day?
- Whether the focus is on track or might be modified
- **discussion of format of the visit -** When we can access the classroom, how we can help, what feedback they would want (we will focus on the students), whether we can sit in on a debrief of the lesson or the project so far. Discussion with the PRT and mentor on what might be recorded, what we might take away.
- what we bring –
  - o National Professional Standards for teachers booklet, (pdf on the usb)
  - o A project timeline (Gantt chart)
  - o An outline of the AITSL project and the VIT pilot that includes a synopsis of all other projects.
  - o the usb with their action plan,
  - o the school and participant information and recording sheet,
  - o camera, privacy release form
  - o and an evaluative questionnaire that we will also send via e mail.

While we are at the school:

- Reminder to invoice the institute for one more or three (if no invoice so far) days.
- Commentary on to fill the My students section (it could come from the action plan background statement)
- Discussion of the evaluative questionnaire and how we will collect this. Self addressed envelope is attached and an electronic copy on the usb)
- What to expect as part of the follow up a the beginning of term 4 (surveys sent to them on Survey Monkey)
- Some questions we may ask:
  - o What is going well; what needs to be adjusted or modified; how are they feeling; what

support do you require?

- What we are taking from the visit. Any Artefacts? Are these artefacts able to be annotated against the national standards?
- Professional conversations Email correspondence; blog; video.
    - Professional conversation. Evidence of practice: sequence of learning; artefact of student work annotated. How can we make the school visit part of the evidence?
- That there will be a post after the visit an e mail with agreed actions.

Post visit debrief and report to the branch:

Teachers, action to date,

Next steps, artefact types that might be available.

Potential for a case study, stand alone or combined?

17.4 Appendix D – Survey 1

National Professional Standards for Proficient Teachers

Please complete the following details:

NAME:	
SCHOOL:	
PROVISIONALLY REGISTERED TEACHER ☐ MENTOR ☐ (Tick one)	
SUBJECTS/GRADE TAUGHT:	

There are seven National Professional Standards for Proficient Teachers. These are interpreted through 37 descriptions of knowledge, practice and engagement that reference each of the standards.

On the following pages are the standards and descriptions of practice. Underneath is a numerical scale where 1 is least and 5 is greatest.

For each of the descriptors indicate your or your provisionally registered teacher's current level of proficiency. If the descriptor is not applicable to your or your PRT's teaching situation, indicate with N/A next to the descriptor.

Professional Knowledge

Standard 1: Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

| 1 | 2 | 3 | 4 | 5 |

1.2 Understand how students learn

Structure teaching programs using research and collegial advice about how students learn

| 1 | 2 | 3 | 4 | 5 |

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

| 1 | 2 | 3 | 4 | 5 |

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

| 1 | 2 | 3 | 4 | 5 |

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

| 1 | 2 | 3 | 4 | 5 |

1.6 Strategies to support full participation of students with disability

Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements

1	2	3	4	5

Standard 2: Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area

Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

1	2	3	4	5

2.2 Content selection and organisation

Organise content into coherent, well-sequenced learning and teaching programs.

1	2	3	4	5

2.3 Curriculum, assessment and reporting

Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

1	2	3	4	5

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

Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

1	2	3	4	5

2.5 Literacy and numeracy strategies

Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

1	2	3	4	5

2.6 Information and Communication Technology (ICT)

Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

1	2	3	4	5

Professional Practice

Standard 3: Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals

Set explicit, challenging and achievable learning goals for all students.

1	2	3	4	5

3.2 Plan, structure and sequence learning programs

Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

1	2	3	4	5

3.3 Use teaching strategies

Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

1	2	3	4	5

3.4 Select and use resources

Select and/or create and use a range of resources, including ICT, to engage students in their learning.

1	2	3	4	5

3.5 Use effective classroom communication

Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.

1	2	3	4	5

3.6 Evaluate and improve teaching programs

Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

1	2	3	4	5

3.7 Engage parents/ carers in the educative process

Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.

1	2	3	4	5

Standard 4: Create and maintain supportive and safe learning environments

4.1 Support student participation

Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

1	2	3	4	5

4.2 Manage classroom activities

Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

1	2	3	4	5

4.3 Manage challenging behaviour

Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

1	2	3	4	5

4.4 Maintain student safety

Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.

1	2	3	4	5

4.5 Use ICT safely, responsibly and ethically

Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

1	2	3	4	5

Standard 5: Assess, provide feedback and report on student learning

5.1 Assess student learning

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

1	2	3	4	5

5.2 Provide feedback to students on their learning

Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

1	2	3	4	5

5.3 Make consistent and comparable judgements

Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

1	2	3	4	5

5.4 Interpret student data

Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

1	2	3	4	5

5.5 Report on student achievement

Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

1	2	3	4	5

Professional Engagement

Standard 6: Engage in professional learning

6.1 Identify and plan professional learning needs

Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.

1	2	3	4	5

6.2 Engage in professional learning and improve practice

Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

1	2	3	4	5

6.3 Engage with colleagues and improve practice

Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

1	2	3	4	5

6.4 Apply professional learning and improve student learning

Undertake professional learning programs designed to address identified student learning needs

1	2	3	4	5

Standard 7: Engage professionally with colleagues, parents/carers and the community

7.1 Meet professional ethics and responsibilities

Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

1   2   3   4   5

7.2 Comply with legislative, administrative and organisational requirements

Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.

1   2   3   4   5

7.3 Engage with the parents/carers

Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.

1   2   3   4   5

7.4 Engage with professional teaching networks and broader communities

Participate in professional and community networks and forums to broaden knowledge and improve practice.

1   2   3   4   5

17.5 Appendix E – Survey 2 (Evaluative Questionnaire)

School:

Mentor:

Provisionally Registered Teacher:

Descriptors identified in the case study plan:

We are seeking information on the descriptors that you were able to address and provide evidence for as part of your case study.

The standards and descriptors are listed below. Please indicate which of these descriptors were:

- a major focus and easily,
- were able to be evidenced in the case study
- and those which you could not evidence.

Professional Knowledge

Standard 1: Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

Could not evidence   able to evidence   Major focus

1.2 Understand how students learn

Structure teaching programs using research and collegial advice about how students learn

Could not evidence   able to evidence   Major focus

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Could not evidence   able to evidence   Major focus

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

Could not evidence   able to evidence   Major focus

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

Could not evidence   able to evidence   Major focus

1.6 Strategies to support full participatio   with disability

Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements

Could not evidence   able to evidence   Major focus

Standard 2: Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area

Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

Could not evidence   able to evidence   Major focus

2.2 Content selection and organisation

Organise content into coherent, well-sequenced learning and teaching programs.

Could not evidence   able to evidence   Major focus

2.3 Curriculum, assessment and reporting

Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

Could not evidence   able to evidence   Major focus

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

Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Could not evidence   able to evidence   Major focus

2.5 Literacy and numeracy strategies

Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

Could not evidence   able to evidence   Major focus

2.6 Information and Communication Technology (ICT)

Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Could not evidence   able to evidence   Major focus

Professional Practice

Standard 3: Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals

Set explicit, challenging and achievable learning goals for all students.

Could not evidence   able to evidence   Major focus

3.2 Plan, structure and sequence learning programs

Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

Could not evidence   able to evidence   Major focus

3.3 Use teaching strategies

Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

Could not evidence   able to evidence   Major focus

3.4 Select and use resources

Select and/or create and use a range of resources, including ICT, to engage students in their learning.

Could not evidence   able to evidence   Major focus

3.5 Use effective classroom communication

Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.

Could not evidence   able to evidence   Major focus

3.6 Evaluate and improve teaching programs

Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

Could not evidence   able to evidence   Major focus

3.7 Engage parents/ carers in the educative process

Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.

Could not evidence   able to evidence   Major focus

Standard 4: Create and maintain supportive and safe learning environments

4.1 Support student participation

Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

Could not evidence   able to evidence   Major focus

4.2 Manage classroom activities

Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

Could not evidence   able to evidence   Major focus

4.3 Manage challenging behaviour

Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

Could not evidence   able to evidence   Major focus

4.4 Maintain student safety

Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.

Could not evidence   able to evidence   Major focus

4.5 Use ICT safely, responsibly and ethically

Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Could not evidence   able to evidence   Major focus

Standard 5: Assess, provide feedback and report on student learning

5.1 Assess student learning

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

Could not evidence   able to evidence   Major focus

5.2 Provide feedback to students on their learning

Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

Could not evidence   able to evidence   Major focus

5.3 Make consistent and comparable judgements

Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

Could not evidence   able to evidence   Major focus

5.4 Interpret student data

Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

Could not evidence   able to evidence   Major focus

5.5 Report on student achievement

Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Could not evidence   able to evidence   Major focus

Professional Engagement

Standard 6: Engage in professional learning

6.1 Identify and plan professional learning needs

Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.

Could not evidence   able to evidence   Major focus

6.2 Engage in professional learning and improve practice

Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

Could not evidence   able to evidence   Major focus

6.3 Engage with colleagues and improve practice

Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

Could not evidence   able to evidence   Major focus

6.4 Apply professional learning and improve student learning

Undertake professional learning programs designed to address identified student learning needs

Could not evidence   able to evidence   Major focus

Standard 7: Engage professionally with colleagues, parents/carers and the community

7.1 Meet professional ethics and responsibilities

Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

Could not evidence   able to evidence   Major focus

7.2 Comply with legislative, administrative and organisational requirements

Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.

Could not evidence   able to evidence   Major focus

7.3 Engage with the parents/carers

Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.

Could not evidence   able to evidence   Major focus

7.4 Engage with professional teaching networks and broader communities

Participate in professional and community networks and forums to broaden knowledge and improve practice.

Could not evidence   able to evidence   Major focus

17.6 Appendix F: Survey 3 - PRT

Survey of National Standards for Teachers - PRT October 2011

This is the final piece of information that we ask you to complete. Thank you for all your work so far.

The survey is important for the Institute to evaluate the use of the National Standards for Teachers as they relate to Provisionally Registered Teachers and the professional learning that may arise from this.

If you have any questions or concerns regarding this survey, please contact:
email: keith.woodward@vit.vic.edu.au

Use of the data
The data collected in this survey will be stored and used by the Institute. No individual will be identified in any reports. All information is treated with the strictest confidence. This information will be used only for this project and presented as aggregated data.

How long is the survey? What happens if I run out of time to complete it?
The survey is in two parts. The first set of responses is a repeat of the survey you completed as part of the workshop where you provided a response on your level of proficiency as a Provisionally Registered Teacher. The second is a set of questions that ask you to reflect on your use of the National Professional Standards for Teachers. Some of these only require you to tick a box, others ask you to provide further detail. We encourage you to provide detailed responses if possible. You can revisit the survey if you begin it and have to exit before you complete the questions. We estimate the survey will take about 30 minutes.

1. School name

Now go to part one.

differentiated strategies to meet the specific learning needs of students across the full range of abilities.

1.6 Strategies to support full participation of students with disability. Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

○　　　○　　　○　　　○　　　○　　　○

*3. Standard 2: Know the content and how to teach it

	1	2	3	4	5	N/A
2.1 Content and teaching strategies of the teaching area Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	◯	◯	◯	◯	◯	◯
2.2 Content selection and organisation Organise content into coherent, well-sequenced learning and teaching programs.	◯	◯	◯	◯	◯	◯
2.3 Curriculum, assessment and reporting Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	◯	◯	◯	◯	◯	◯
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians. Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	◯	◯	◯	◯	◯	◯
2.5 Literacy and numeracy strategies Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	◯	◯	◯	◯	◯	◯
2.6 Information and Communication Technology (ICT) Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	◯	◯	◯	◯	◯	◯

*5. Standard 4: Create and maintain supportive and safe learning environments.

	1	2	3	4	5	N/A
4.1 Support student participation Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	◯	◯	◯	◯	◯	◯
4.2 Manage classroom activities Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	◯	◯	◯	◯	◯	◯
4.3 Manage challenging behaviour . Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	◯	◯	◯	◯	◯	◯
4.4 Maintain student safety Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.	◯	◯	◯	◯	◯	◯
4.5 Use ICT safely, responsibly and ethically Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	◯	◯	◯	◯	◯	◯

*6. Standard 5: Assess, provide feedback and report on student learning

	1	2	3	4	5	N/A
5.1 Assess student learning Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	○	○	○	○	○	○
5.2 Provide feedback to students on their learning Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	○	○	○	○	○	○
5.3 Make consistent and comparable judgements Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	○	○	○	○	○	○
5.4 Interpret student data Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	○	○	○	○	○	○
5.5 Report on student achievement Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	○	○	○	○	○	○

*7. Standard 6: Engage in professional learning.

	1	2	3	4	5	N/A
6.1 Identify and plan professional learning needs Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	◯	◯	◯	◯	◯	◯
6.2 Engage in professional learning and improve practice Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	◯	◯	◯	◯	◯	◯
6.3 Engage with colleagues and improve practice Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	◯	◯	◯	◯	◯	◯
6.4 Apply professional learning and improve student learning Undertake professional learning programs designed to address identified student learning needs	◯	◯	◯	◯	◯	◯

*8. Standard 7: Engage professionally with colleagues, parents/carers and the community.

	1	2	3	4	5	N/A
7.1 Meet professional ethics and responsibilities Meet codes of ethics and conduct established by regulatory authorities, systems and schools.	◯	◯	◯	◯	◯	◯
7.2 Comply with legislative, administrative and organisational requirements Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.	◯	◯	◯	◯	◯	◯
7.3 Engage with the parents/carers Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.	◯	◯	◯	◯	◯	◯
7.4 Engage with professional teaching networks and broader communities Participate in professional and community networks and forums to broaden knowledge and improve practice.	◯	◯	◯	◯	◯	◯

We now move onto some questions that ask you to reflect on you and your mentor's use of the National Standards for Teachers and the development and implementation of the Action Plan.

*10. *Please indicate a level of agreement with the following statements:*

	Did not assist	Some assistance	Valuable	Highly valuable	N/A
Working with the National Standards for Teachers supported the discussion of effective professional practice with my mentor.	◯	◯	◯	◯	◯
Working with the National Standards supported me to receive feedback about my practice in the classroom.	◯	◯	◯	◯	◯
Discussion with my mentor assisted me to understand my practice in relation to the National Professional Standards.	◯	◯	◯	◯	◯
Working with the National Professional Standards for Teachers supported a focus on improving professional practice.	◯	◯	◯	◯	◯
Working with the National Professional Standards for Teachers supported a focus on improving student learning.	◯	◯	◯	◯	◯

14. Who?

☐ teaching colleague

☐ team/faculty leader

☐ teacher coach or expert

☐ Principal/ assistant or deputy Principal

☐ Librarian

☐ teaching colleague outside your school

Other (please specify)

[   ]

15. To what extent did the development of the case study assist you in improving your professional knowledge to assist student learning?

◯ Not at all

◯ To a minor extent

◯ To a moderate extent

◯ To a major extent

Please elaborate

16. To what extent did the development of the case study assist you in improving your teaching practice to assist student learning?

◯ Not at all

◯ To a minor extent

◯ To a moderate extent

◯ To a major extent

Please elaborate

17. We will now address any professional learning benefits you have gained from undertaking this process.

Please elaborate on anything you have gained from using the National Professional Standards for Teachers to guide your development of practice.

18. In using the National Professional Standards for Teachers, select up to 3 standards which were the easiest to collect evidence and to make decisions about? Why?

	Standard	Standard	Standard
Standard	▼	▼	▼

Why? You could mention specific descriptors in these comments

19. In using the National Professional Standards for Teachers, select up to 3 standards which were the hardest to collect evidence and to make decisions about? Why?

	Standard	Standard	Standard
Standard	▼	▼	▼

Why? You could mention specific descriptors in these comments

20. Has using the National Professional Standards for Teachers and their descriptors given direction for your further learning?

◯ Yes

◯ No

◯ Not sure

21. If yes, please elaborate what you feel will be the next step in your development as a teacher:

Thank you for taking the time to complete this survey. The Institute values your responses.

Please do not hesitate to contact Keith Woodward if you have any queries about this survey.

17.7 Appendix G: Survey 4 - Mentor

Survey of National Standards for Teachers - Mentors October 2011

This is the final piece of information that we ask you to complete. Thank you for all your work so far.

Why?
The survey is important for the Institute to evaluate the use of the National Standards for Teachers as they relate to Provisionally Registered Teachers.

If you have any questions or concerns regarding this survey, please contact:
email: keith.woodward@vit.vic.edu.au

Use of the data
The data collected in this survey will be stored and used by the Institute. No individual or school will be identified in any reports. All information is treated with the strictest confidence. This information will be used only for this project and presented as aggregated data.

How long is the survey? What happens if I run out of time to complete it?
The survey is in two parts. The first set of responses is a repeat of the survey you completed as part of the workshop where you provided a response to the level of proficiency of the Provisionally Registered Teacher. The second is a set of questions that ask you to reflect on you and your Provisionally Registered Teacher's use of the National Standards. Many of these only require you to tick a box, others ask you to provide further detail. We encourage you to provide detailed responses if possible. There are also questions that address other aspects of the National Standards for Teachers. We estimate the survey will take about 30 minutes. You can revisit the survey if you begin it and have to exit before you complete the questions.

1. School Name

differentiated strategies to meet the specific learning needs of students across the full range of abilities.					
1.6 Strategies to support full participation of students with disability Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements	◯	◯	◯	◯	◯	◯

*4. Standard 3: Plan for and implement effective teaching and learning

	1	2	3	4	5	N/A
3.1 Establish challenging learning goals Set explicit, challenging and achievable learning goals for all students.	◯	◯	◯	◯	◯	◯
3.2 Plan, structure and sequence learning programs Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	◯	◯	◯	◯	◯	◯
3.3 Use teaching strategies Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	◯	◯	◯	◯	◯	◯
3.4 Select and use resources Select and/or create and use a range of resources, including ICT, to engage students in their learning.	◯	◯	◯	◯	◯	◯
3.5 Use effective classroom communication Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	◯	◯	◯	◯	◯	◯
3.6 Evaluate and improve teaching programs Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	◯	◯	◯	◯	◯	◯
3.7 Engage parents/carers in the educative process Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	◯	◯	◯	◯	◯	◯

*6. Standard 5: Assess, provide feedback and report on student learning

	1	2	3	4	5	N/A
5.1 Assess student learning Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	◯	◯	◯	◯	◯	◯
5.2 Provide feedback to students on their learning Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	◯	◯	◯	◯	◯	◯
5.3 Make consistent and comparable judgements Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	◯	◯	◯	◯	◯	◯
5.4 Interpret student data Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	◯	◯	◯	◯	◯	◯
5.5 Report on student achievement Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	◯	◯	◯	◯	◯	◯

✱7. Standard 6: Engage in professional learning

	1	2	3	4	5	N/A
6.1 Identify and plan professional learning needs Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	○	○	○	○	○	○
6.2 Engage in professional learning and improve practice Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	○	○	○	○	○	○
6.3 Engage with colleagues and improve practice Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	○	○	○	○	○	○
6.4 Apply professional learning and improve student learning Undertake professional learning programs designed to address identified student learning needs	○	○	○	○	○	○

*8. Standard 7: Engage professionally with colleagues, parents/carers and the community

	1	2	3	4	5	N/A
7.1 Meet professional ethics and responsibilities Meet codes of ethics and conduct established by regulatory authorities, systems and schools.	◯	◯	◯	◯	◯	◯
7.2 Comply with legislative, administrative and organisational requirements Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.	◯	◯	◯	◯	◯	◯
7.3 Engage with the parents/carers Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.	◯	◯	◯	◯	◯	◯
7.4 Engage with professional teaching networks and broader communities Participate in professional and community networks and forums to broaden knowledge and improve practice.	◯	◯	◯	◯	◯	◯

Please indicate a level of agreement with the following statements:

*9. The National Professional Standards for Teachers...

	Strongly Agree	Agree	Disagree	Strongly disagree	N/A
..were used as the basis for professional discussions with my Provisionally Registered Teacher	◯	◯	◯	◯	◯
...were used as a basis for feedback to my Provisionally Registered Teacher	◯	◯	◯	◯	◯
...were a valuable way of determining my Provisionally Registered Teacher's professional knowledge, practice and engagement	◯	◯	◯	◯	◯
...provided a common language for me to discuss teaching practice with my Provisionally Registered Teacher	◯	◯	◯	◯	◯
...highlighted areas of professional learning for my Provisionally Registered Teacher	◯	◯	◯	◯	◯

GENERAL COMMENTS

11. To what extent did you see improvement in the professional knowledge of the Provisionally Registered Teacher?

- ◯ Not at all
- ◯ To a minor extent
- ◯ To a moderate extent
- ◯ To a major extent

Please elaborate

12. To what extent did you see improvement in the professional engagement of the Provisionally Registered Teacher?

- ◯ Not at all
- ◯ To a minor extent
- ◯ To a moderate extent
- ◯ To a major extent

Please elaborate

13. To what extent did you see improvement in the professional practice of the Provisionally Registered Teacher?

- ◯ Not at all
- ◯ To a minor extent
- ◯ To a moderate extent
- ◯ To a major extent

Please elaborate

17. In using the National Professional Standards for Teachers which were the most difficult to collect evidence and to make decisions about? Why?

	first	second	third
Standard Descriptor	▾	▾	▾

Why? You might mention particular descriptors in these comments.

19. If yes please elaborate:

22. Please review the professional capabilities at the four career stages in the National Professional Standards for Teachers booklet pp 5-7.

Please nominate a level that you believe you are currently working at:

◯ Proficient

◯ Highly Accomplished

◯ Lead

Any other comments?

Thank you for taking the time to complete this survey. The Institute values your responses.

Please do not hesitate to contact Keith Woodward if you have any queries about this survey.

17.8 Appendix H – Focus of case studies and snapshot of progress to date (25 October)

Ballarat

Alfredton Primary School

Prep class management guided reading coordination and collaboration

The response from both PRT and Mentor is that the National Standards are easy to address.

Artifact provided.

Set of material that will be very useful to collect.

Provided evidence of a number of reflections of lessons.

Taken video using a flip camera, These videos are short snapshots of before and after in relation to what successful collaborative groups look like.

There are also records of conversations between mentor and PRT.

Completed a paragraph commenting on each standard.

- collegial classroom activities and record of conversations between RT and mentor

Positive response regarding the use of the national standards as a signpost and means of developing a conversation.

Ballarat South Community Learning Precinct

Algebra – sense of self and to see the students in other classes. Self reflective and assisting others in the work.

Plan remained on track and all elements addressed. Students worked in small groups in both cooperative and competitive activities. Testing brought up things that teacher was not aware of in particular what capacity they had. addressed the literacy component to address student understanding of written questions with specific vocabulary causing problems for students.

Artefacts available:

Debra provided information including class plans and activities. She provided a review of the standards and how the action plan addresses each standard.

The reflections on the standards are at high level.

Ballarat Grammar

Mathew - **Different times in the day**. Year 9 engagement - context, seating, attitudes to learning

Mathew` tried different ways of addressing concepts in games and puzzles. He kept his responses to this element and contained the evidence to this area. He provided a lesson by lesson analysis of his teaching over a three week period. It could be annotated against the national standards. It is an example that could be used with PRT on reflection of your teaching practice.

Kerrie - **Individual student engagement**, work on focus and implement a few different things.

Kerrie kept a log of activity that outlines the ways that she has worked to gain trust of a particular student.

Artifacts available.

Provided a commentary on the development of engagement with one student who is disengaged from the class in general both peers and class work.

- Log of conversations and interactions with student in an attempt to assist in improving student engagement and cooperation
- Reflection of the tasks and activities provided to students to improve engagement and extend students on top of the usual classroom practice of textbook teaching and learning.

Beaufort Primary

Year 2/3 crosses two VELS levels.

Focus on questioning and learning and engaging. How do you know if things are better?

Artefacts available:

Fiona provided a range of working documents including a checklist of activities in term 3class assessment grid, a weekly planner, a student weekly checklist against work habits and a science/SOSE planner. She provided a reflection against the national standards and how her work links to them.

Addressed teaching to Koorie students.

St Columba's

Year 3 and 4 class

Time management – stepping stones, CAMS calculating and mathematical strategies) Maths streaming groups, teacher's aide, and special needs students.

The focus remained; time management in the maths classroom.

The work allowed PRT to restructure his maths lessons. He commented that the restructure allowed him to develop valuable time for student reflection and sharing. He also made comment that restructuring his maths lesson has given him more 'valuable' time during the lesson to monitor students. His mentor commented that the restructure was allowing for better planning and organisation. They have also redeveloped their planner to aid with the time management.

Artefact available (see Appendix 10 A - meeting the standards)

Lesson plans, video, children's work. Numerous artefacts provided including survey, student survey instrument and student comments, lesson studies of PRT and mentor, revised case study plan, weekly planner and old plans

His presentation was organised around the national standards. There is potential for a standalone case study.

Damascus College

Year 11 methods class. Students are motivated but getting low results.

Mark used student learning groups - to break up the traditional learning styles. Give a chance for questions to percolate into the class. A focus on self and peer learning.

Mark completed the action plan including review and evaluation

Artefact types available.

- Scanned responses to peer feedback of student presentations in group.
- Survey of student test preparedness
- Discussion of specific topics and activities about what evidence there is of student learning?

Melbourne Metropolitan Area

Alphington Primary School

Shannon - Grade 1 mathematics – lower ability students scaffolding numeracy.

Shannon provided us with Mathematics online assessment for three students, two of which she is still working with. Data covers a two month period.

There are then reflections after key lessons on the students' progress in key areas. Shannon used the mathematics continuum to guide her work with the students. Shannon has also begun reflection on the standards and will focus on the review and evaluation component of the action plan.

Provided a commentary on the class work with a focus on two of the students that included reflection on successes and challenges activities and student assessment that assisted in planning to address student needs.

Jaclyn – Grade 2 - Mathematics – extending and challenging the more able students.

Jaclyn has also focussed on two students who are working above the expected levels. She also provide some student reports, pre and post assessment worksheets, and an reflections the case study wit purpose statement , expended context and the standards she will be exercising throughout the case study.

Jaclyn offered her view that she enjoyed working with the standards.

She provided her reflections against the standards in the style of a news article illustrated with student assessment data and work (see Appendix 10A).

Caulfield Primary School

Prep guided reading - special needs - using planning to assess and address needs.

Suzy has focussed on four students who are having learning or social difficulties in the Literacy classroom. She has video of a student in different settings, who refuses to speak English in the class. She provided a discussion around the use of testing, conversations, background information in regard to 4 students. Artefacts include literacy planner guided reading planner, guided reading assessment record and individual student reports. Also included were reflections on the implementation, review and evaluation of the plan.

Ivanhoe Girls Grammar School

Using ICT - year 8 or year 9 Mathematics to improve engagement and feedback.

 Alison's evidence included

- a completed action plan including national standards addressed
- results of a student questionnaire, the rationale and reflection,
- samples of student work
- lesson routine
- lesson linked to software used at the school.

A strong focus remained on the use of ICT in the unit or work.

Loyola College

Year 7 Indonesian – using assessment to identify student needs and monitoring progress.

The action plan was further developed to include the concept of students taking greater responsibility for their

learning and making students more aware of expected learning outcomes in each lesson. Artefacts provided that included student reflections on their learning, class work, student assessment and personal reflections against the standards. There was extensive referencing to the national standards descriptors (see Appendix 10C)

Malvern Central Primary School

Prep class – improve writing engagement with selected students.

Jessica completed the action plan with an in-depth review and evaluation. The review included links to the descriptors addressed.

A broad range of artefacts were presented. This included were photographs of students at their activities, examples of student work at the beginning and end of the action plan period, examples of the work taken home.

Mornington Special Development School

Music program - Structured teaching program to deal with behaviour and engagement

Karen provided a completed action plan with evaluation. Artefacts included; a unit plan, 'how the national standards related to my lessons, individual lesson plans.

Mount Ridley P-12 College

Sophie – open plan learning neighbourhood, Mathematics & Science years 5- 8 – behaviour management.

Sophie has provided artefacts including student assessment records, class activities, collegial activities and of note commentary on her science teaching in relation to the High Reliability Literacy Teaching Practices. The school as whole uses this for all areas of the curriculum. This could then be linked to the national standards.

Melissa – Health/PE – maximising student participation through instructional and communication.

Artefacts available:

Melissa completed a number of collegial activities and provided these as part of a broad range of snapshots of work. Other elements included class activities linked to the focus and reflections on her plan.

St Mary's School

- Year 5; Visual and digital literacies I the context of Socratic circles and using assessment of learning to drive the teaching.

Kellyann included an expansive set of materials linked to the focus. A broad range of artefacts from students included student views on the unit, responses to questions and class activities.

Viewbank College

Year 8 Mathematics; student engagement using e^{5}.

Sean provided a action plan with review and evaluation of the implementation.

Artefacts available:

Reflection on the class activities he presented, classroom observations of student activity, reflections of the types of behaviour in the class, student survey summary of results, scanned examples of student work and the sorts of questioning of students as part of the lessons.

17.9 Appendix I (i)
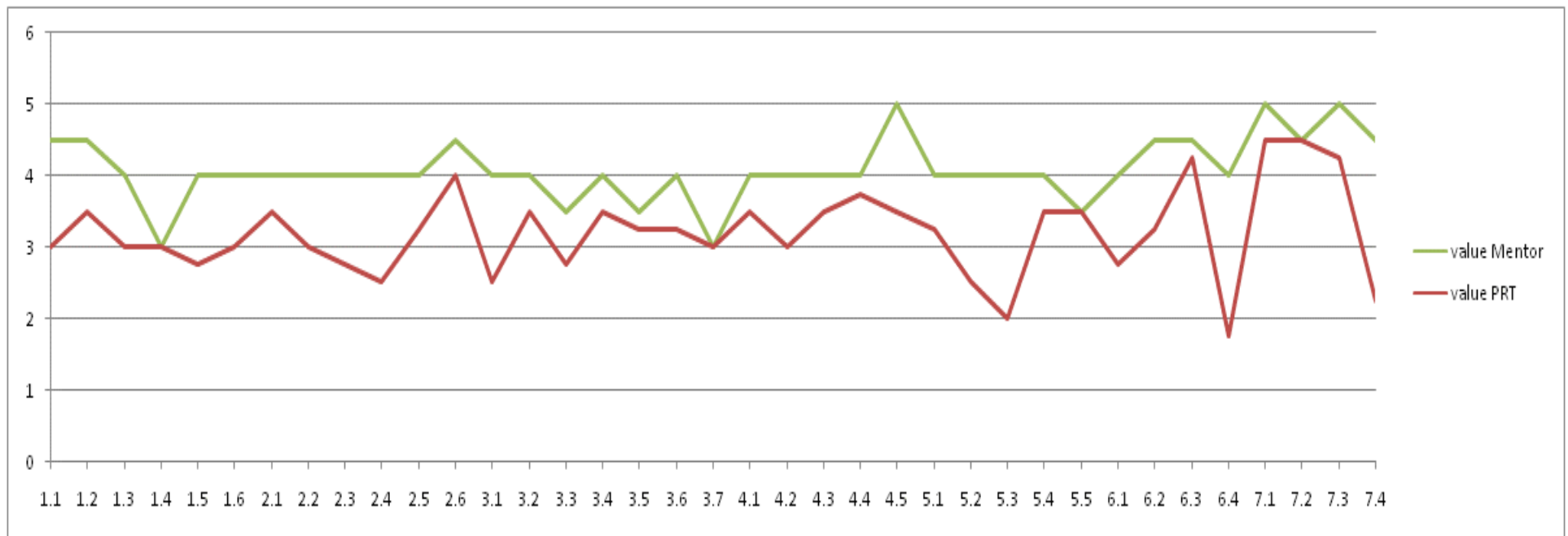
Figure 5-1 Pre assessment of PRT against the standards descriptors by PRT and mentor

17.9.1 Appendix I (ii)
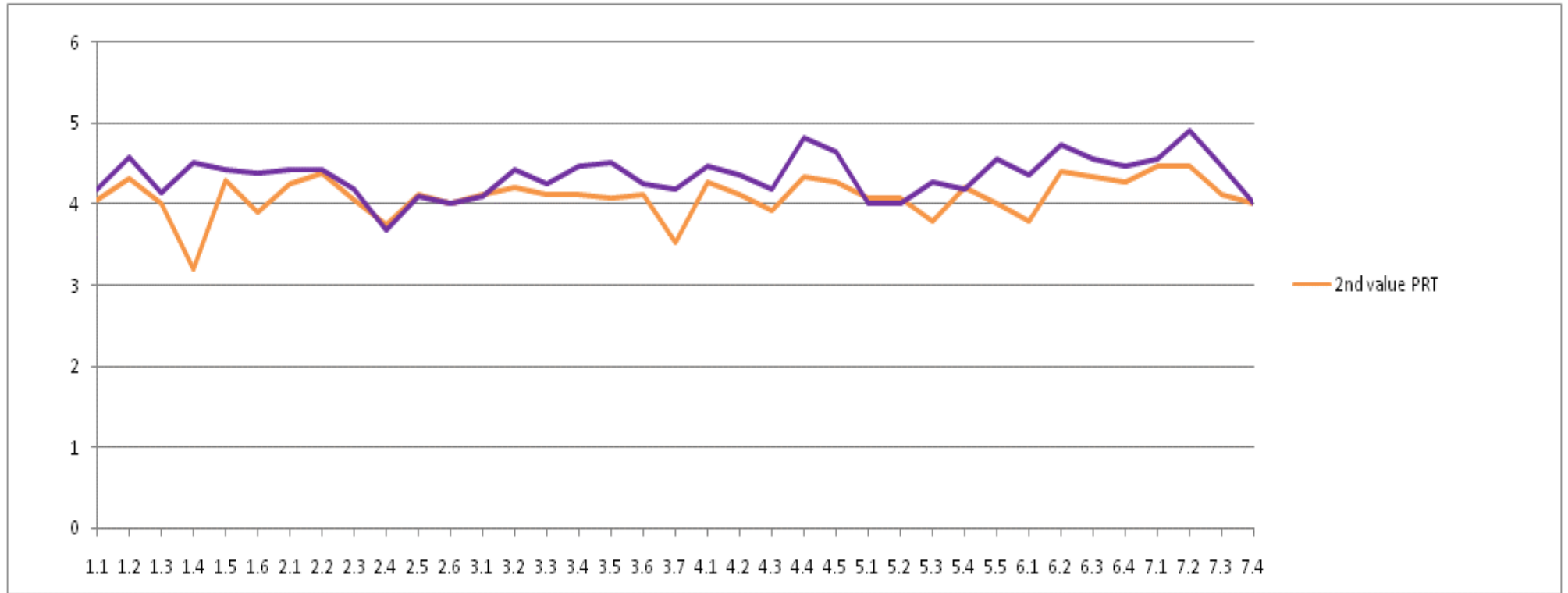
Figure 5-2 Post assessment of the PRT practice against standards descriptors

17.9.2 Appendix I (iii)
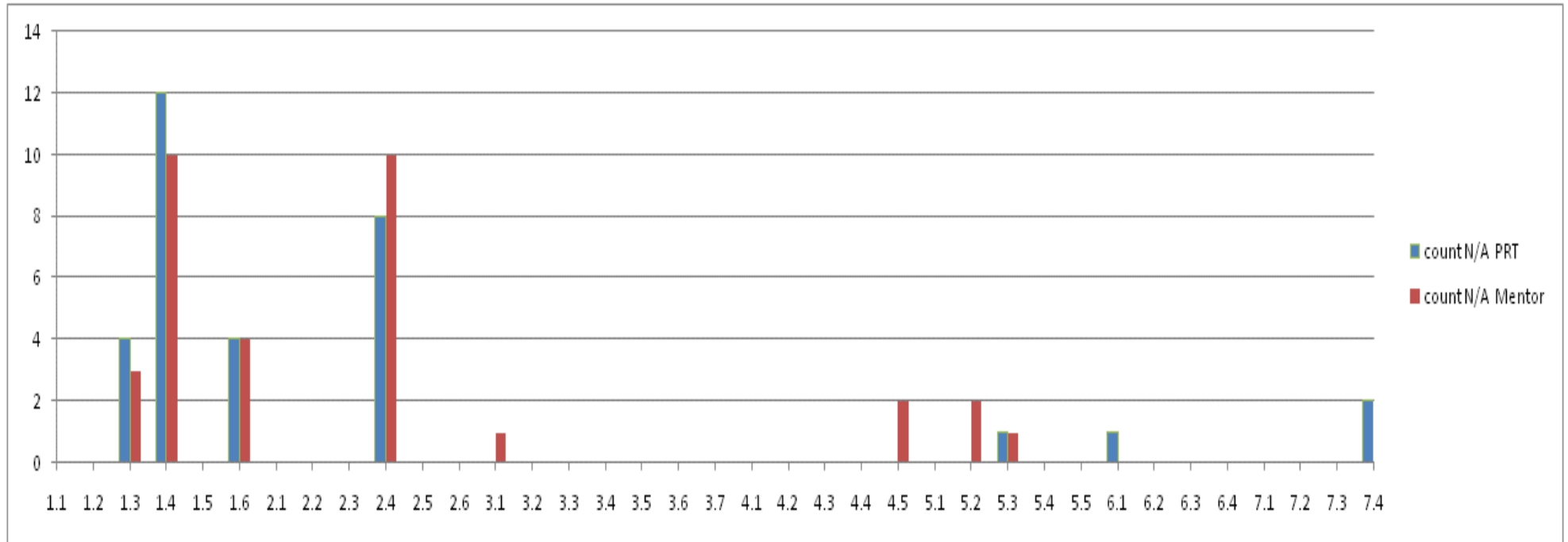
Pre assessment PRT– standards descriptors identified as not applicable to the case study

17.9.3 Appendix I (iv)
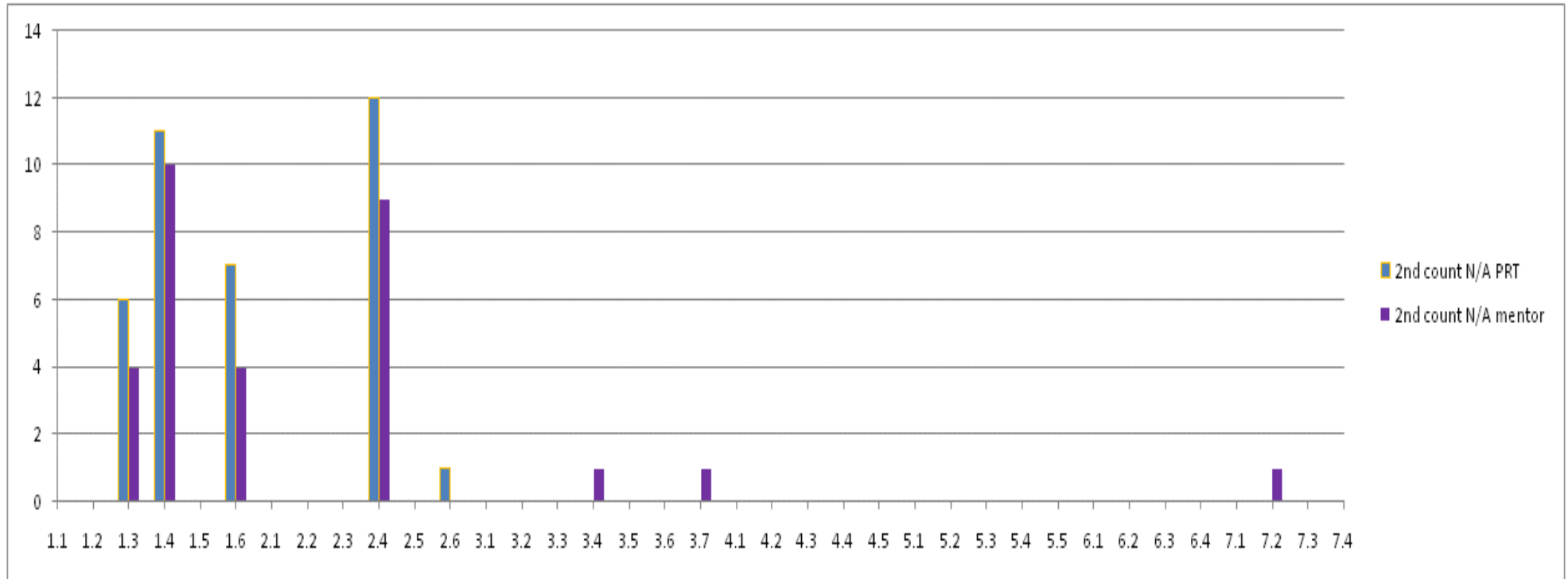
Post assessment – standards descriptors identified as not applicable to the case study

17.9.4 Appendix I (v)
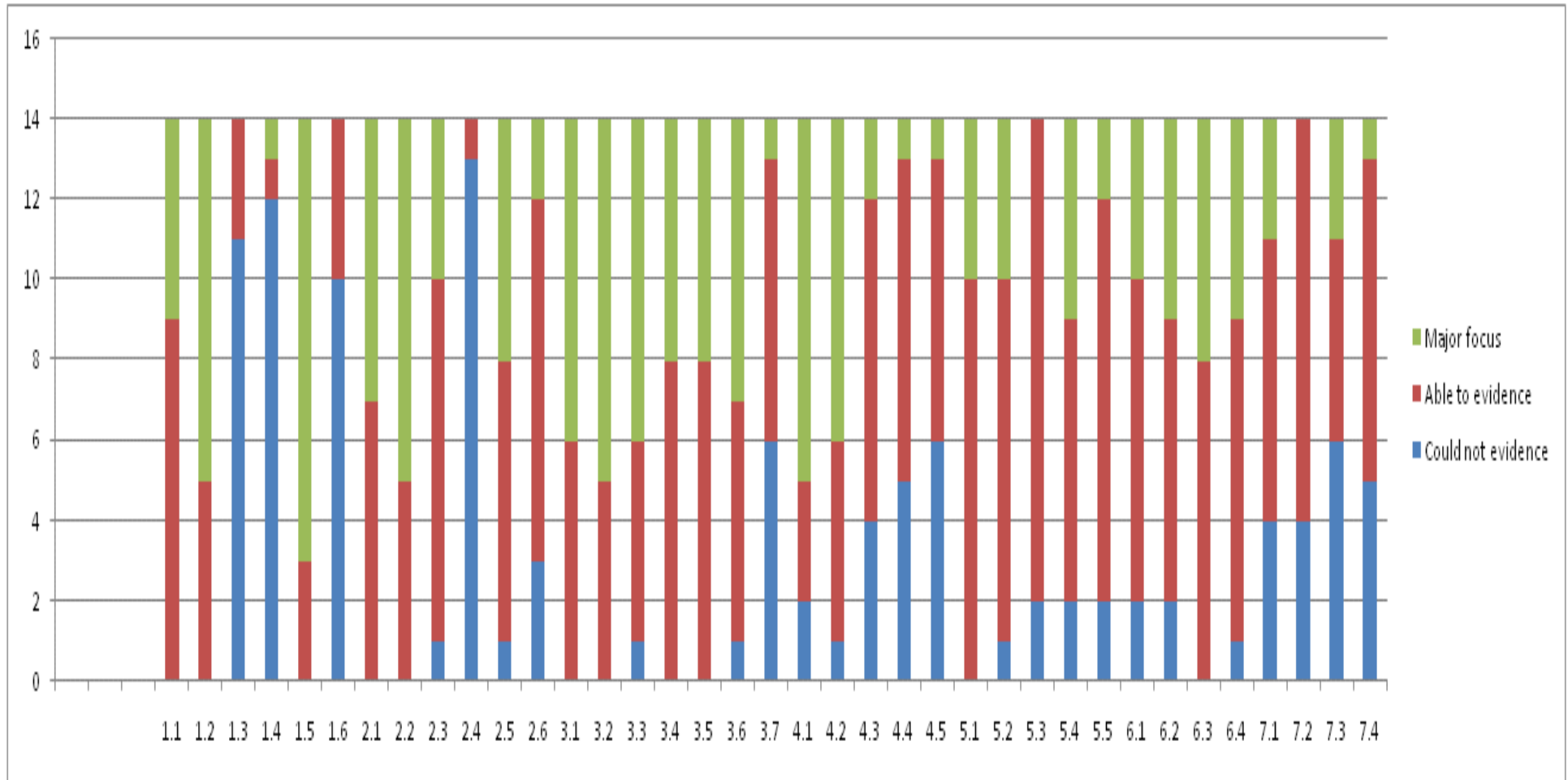
Figure 5-3 Evaluative questionnaire from PRT/Mentor pair related to evidencing the descriptors

17.10 Appendix J (i) – Case Study 1

VIT Pilot Program: National Professional Standards for Teachers.

Shane Bruty (Graduate Teacher) & Cleta Forrest (Mentor)

Year 3/4 St Columba's PS, Ballarat North

School Setting:

St. Columba's is a school with a long history and a proud association with the Ballarat North community.

There are 285 children in the school and the children are spread over 11 multi-age Learning Groups. Enrolment trends over recent years have been very strong and have been kept at approximately 285.

Classroom Time Management

Main Focus Area: Effectively managing time during Mathematics sessions.

Focus questions – Is there enough time to reflect on the child's learning and make assessments at the end of each session?

Is there too much content planned for each lesson?

Are students being overloaded with too much information?

Are the students given the opportunity to reflect on their learning and consolidate their understanding?

Are the students becoming disengaged because of poor time management?

Approach

The importance of this case study is to identify exactly why there is not enough time for student reflection at the end of the lesson. Its purpose is to also identify the relevance of the content of each lesson and examine why time management is a major issue.

In doing so, it is necessary that the following is critiqued:

The programs / resources / activities around which Mathematics is planned.

The Mathematics weekly planner – including the content, the activities, the assessment, the reflection and how the time is allocated to each part of the lesson.

Making changes to the Mathematics planner and assessing the strengths and weaknesses in each of the changes.

The interest and engagement of the students.

Surveying the students and identifying what their thoughts are. Student reflection journals will be effective in identifying a positive or negative trend of the changes made to the Mathematics planner.

Critiquing the Mathematics planner

In reviewing the maths planner, Cleta and I identified that there were many strengths in our maths program but also weaknesses.

Weaknesses identified

- Plenty of resources but not used effectively.
- No time allocated for reflection and sharing time.
- Too much content organised for a single lesson.

- CAMS (Comprehension and Mathematic Strategies) is a great resource however it is difficult to fit in a different teacher group each day. Not enough time is allocated to this activity and therefore it may not be used effectively.
- Difficulty finding time to assess students' performance.

LG 4 Maths Reflections *Wednesday the 17th of August, 2011*

I would like to learn more about clocks because I don't know much about them.

I like maths when I get the hang of it. I think we should do it outside. I think I could improve on time tables.

I like maths and really enjoy doing graphs. I wish I could share my work more.

I would like to have an open-ended questions every once and a while. I would like more maths projects too.

I enjoy maths but sometimes I do not get to share the work I have completed. More maths games would be good too!

In maths I like doing times tables. I think we should have one day for CAMS because we don't have enough time for a group a day.

Maths is sometimes a bit hard and confusing because I cannot concentrate with different groups doing different things. I run out of time.

I would like everyone doing CAMS at the same time so that everyone is problem solving at the same time.

I really enjoy maths, but could we go outside more? It's great when we get to make 3D shapes out of anything in the room.

I would like to use the I-Pods more in maths. It would be good if I could see how other people work out their problems too.

Meeting the Standards

Standard 1: Know students and how they learn

1.2 – Understand how students learn

The teacher understands that every student is a unique individual and each learns at different speeds and different ways. To therefore meet these individual requirements, groups are created from their different ability levels taking into consideration the time each groups needs for their different types of ability.

It is important for the teacher to involve different teaching strategies for the different learning styles presented in the classroom environment. For example, going outside to measure different obstacles rather than staying inside (as shown on the video). Managing to cater for all learning styles in each maths lesson has been a major focus and has been identified in the different artefacts.

With effective time management, students were also able to work outside

Different focuses for different ability groups

Standard 2: Know the content and how to teach it

2.2 - Content selection and organisation

Selecting appropriate content is crucial to effectively manage time in a maths lesson. As shown in the original maths planner too much was being organised to teach in each lesson and there was not enough time for reflection. The changes shown in the newer maths planners have been very beneficial.

2.5 – Literacy and numeracy strategies

In teaching numeracy, the teacher has a wide range of strategies to take advantage of. The most important element though is what strategies are going to be most purposeful for the students?
Trying to involve brainstorming activities, focussed group tasks, open-ended tasks, Comprehensive Assessment of Mathematic Strategies (CAMS) etc. has been quite a task, however, as shown in the artefacts, this difficulty has decreased significantly.

2.6 - Information and Communication Technology (ICT)

The use of ICT has been used effectively through the maths lessons. Videos from the I-Pods have been used for teacher and student feedback and have been very effective in assessing the students learning.

CAMS Resource

LG 4 - Maths
Introducing Kilometres to Metres

Use of ICT for case study

17.10.1   Appendix J (ii)

Appendix 10B

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Victorian Institute of Teaching
National Professional Standards for Teacher: Pilot Study
AITSL – Australian Institute for Teaching and School Leadership

Jaclyn Knox
Alphington Primary School

</div>

Purpose.
The Victorian Institute of Teaching Act (2001), established regulations whereby Victorian teachers working in schools across the state, demonstrate trust and responsibility in order to fully practice within their profession. The Australian Institute for Teaching and School Leadership (AITSL) have developed an opportunity for a handful of current pre-registered teachers to be involved in a pilot study, to analyse, test and asses the value of establishing these National Standards. This case study explores the development of my teaching and the learning of my students, working in conjunction with the proposed National Professional Standards for Teachers and the AITSL. Through my investigation, I will work collaboratively alongside my mentor, encompassing the AISTL framework for professional leaning, reflecting, assessing and developing my practice, in order to meet full registration requirements. Post case study, AISTL will review the outcomes of the pilot study to enable refinement and finalisation.

Context.
Alphington Primary School is a school of 340 students, with a large municipal focus. The school has a 100-year history of active parent and wider community involvement. It is situated in an area nestled between Heidelberg Road and the Yarra River. It is set amongst tree-lined residential streets, bushy parklands, a sporting oval and public transport. The school provides a high quality curriculum based on the Victorian Essential Learning Standards (VELS). The school's values of integrity, respect, acceptance, care and learning are realised in a safe and attractive environment. The school prides itself for its differentiated learning, which caters for diverse students needs and assist students to obtain their potential. Students are offered choice within their differentiated learning, programs, whilst still maintaining a strong link with the VELS. An exemplary Arts program, Sustainability initiatives, and Information Communication Technology support the belief that learning should be fun, engaging and challenging. A positive approach to wellbeing, based on rights and responsibilities for all is promoted. The school aims to prepare children with lifelong learning skills that enable them to transfer and apply their learning to new and different situations. The school's new computer upgrade includes interactive whiteboards and 6 black screen PCs in all classrooms, and portable PCs for all senior students. With new buildings, such as the BER (Building Education Revolution), which is an open team teaching and learning space, as well as the resource centre for Arts/Library/Discovery are creative environments for children to prosper and grow, encompassing working towards environmental goals and sustainability.

Appendix 10B

Focus.
Together with my mentor, we have identified a focus for action. The focus of the investigation will cater towards engaging and extending students in Mathematics who are beyond level standard. Results from both pre and post assessment in current Victorian Essential Learning Standards (VELS) practices have determined the focus students. The differentiated learning/teaching programs will follow the guidelines of Level 3 Standards in Mathematics, as well as the Mathematics Developmental Continuum, consolidating mathematical thinking at Level 2 and progressing towards establishing ideas at Level 3. The Mathematics focus for the investigation encompasses both *Number* and *Structure.* In number, skip counting to create number patterns, using materials to develop concepts of decimals, as well as learning to multiply and divide by single digit numbers. In structure, developing ideas about multiplication by replication, and division by sharing using structured materials. Also, recognising the possibility of remainders when dividing, using and describing algorithms for computations, using simple rules to generate number patterns and creating complete number sentences using whole numbers, decimals and fractions.

Results to Determine Case Study Students.
- Below are the mid year report results indicating where both students lie in regards to their progression point level in *Mathematics*.

Student #1	**Student #2**
Number – Progression Point 2.75	*Number* - Progression Point 2.25

- Below are the current results from the Mathematics Online Interview.
  https://www.eduweb.vic.gov.au/MathematicsOnline/

Both students have achieved beyond Level 37 for *Number (*Place Value) on the Department of Education and Early Childhood Development *Mathematics Online Interview*. They are in progress to complete Level 37 for Addition and Subtraction Strategies, as well as Multiplication and Division Strategies. The interview is aimed to be completed by the end of Grade Two by each individual student. The interview has informed my teaching, predominantly focusing on Assessment FOR Learning and has helped me understand where

to report each student. Post reflection of where the students are at, the next step is to look at the Fractions and Decimals Online Interview.

- Pre Assessment

Multiplication Pre Assessment and Multiplicative Calculation
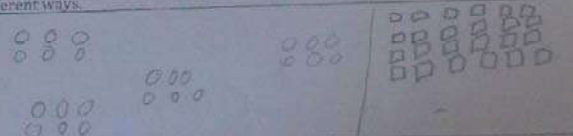
Student #1

Student #2

Appendix 10B

Division Pre Assessment – Left Overs, The Division Symbol and Linking Multiplication and Division Facts
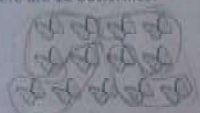
Student #1

Division – left overs

Sometimes when we make equal groups there are some left over.
Here are 13 bananas. If we make 2 equal groups of 6, there is 1 banana left over.

Make groups of each of the following items and show the left overs:

a Here are 13 butterflies:

b Here are 16 apples:

If we make ___4___ equal groups
of 3 there is ___1___ left over.

If we make ___2___ equal groups
of 7 there are ___2___ left over.

c Here are 21 paper planes:

d Here are 19 match sticks:

If we make ___3___ equal groups
of 6 there are ___3___ left over.

If we make ___3___ equal groups
of 5 there are ___4___ left over.

Draw a picture to show 12 groups of 2 with 1 left over.

How many are there in total? [2 5]

Division – the division symbol

This is a division symbol ÷
So instead of saying 'Share 12 tennis balls fairly between 2 tennis players. How many balls do they each get?'

We can write: 12 ÷ 2 = 6
This says 12 divided by 2 is 6. It means that there are 2 groups of 6.

Write the division facts using the division symbol for each picture:

a 10 divided by 5
[10] ÷ [5] = [2]

b 18 divided by 3
[8] ÷ [3] = [6]

c 24 divided by 4
[24] ÷ [4] = [6]

Solve each of these division problems:

a Share 15 lollies between 3 bowls. How many lollies are in each bowl?   [15] ÷ [3] = [5]

b Share 20 oranges between 5 baskets. How many are in each basket?   [20] ÷ [5] = [5]

c Out of a pile of 36 coloured pencils, 6 go into each pot. How many pots are needed?   [36] ÷ [6] = [3]

Division – the division symbol

This is a division symbol ÷
So instead of saying 'Share 12 tennis balls fairly between 2 tennis players. How many balls do they each get?'

We can write: 12 ÷ 2 = 6
This says 12 divided by 2 is 6. It means that there are 2 groups of 6.

Write the division facts using the division symbol for each picture:

a 10 divided by 5
[16] ÷ [5] = [2]

b 18 divided by 3
[8] ÷ [3] = [6]

c 24 divided by 4
[24] ÷ [4] = [6]

Solve each of these division problems:

a Share 15 lollies between 3 bowls. How many lollies are in each bowl?   [15] ÷ [3] = [5]

b Share 20 oranges between 5 baskets. How many are in each basket?   [20] ÷ [5] = [5]

Student #2

Division – left overs

Sometimes when we make equal groups there are some left over.
Here are 13 bananas. If we make 2 equal groups of 6, there is 1 banana left over.

1 Make groups of each of the following items and show the left overs:

a Here are 13 butterflies:

If we make __2__ equal groups
of 3 there is __1__ left over.

b Here are 16 apples:

If we make __2__ equal groups
of 7 there are __2__ left over.

c Here are 21 paper planes:

If we make ___ equal groups
of 6 there are __1__ left over.

d Here are 19 match sticks:

If we make __7__ equal groups
of 5 there are __2__ left over.

2 Draw a picture to show 12 groups of 2 with 1 left over.

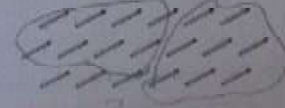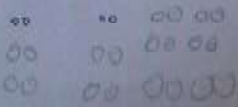How many are there in total? __25__

Division – the division symbol

This is a division symbol ÷
So instead of saying 'Share 12 tennis balls fairly between 2 tennis players. How many balls do they each get?'
We can write: 12 ÷ 2 = 6
This says 12 divided by 2 is 6. It means that there are 2 groups of 6.

1 Write the division facts using the division symbol for each picture:

a 10 divided by 5

10 ÷ 5 = 2

b 18 divided by 3

18 ÷ 3 = 6
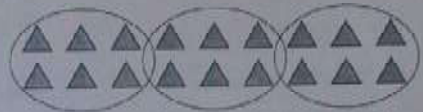
c 24 divided by 4

24 ÷ 4 = 6

2 Solve each of these division problems:

a Share 15 lollies between 3 bowls. How many lollies are in each bowl?

15 ÷ 5 = 3

b Share 20 oranges between 5 baskets. How many are in each basket?

20 ÷ 5 = 4

c Out of a pile of 36 coloured pencils, 6 go into each pot. How many pots are needed?

36 ÷ 6 = 6

Division – linking multiplication and division facts

Knowing multiplication facts will help with division facts.

6 × 4 = 24   6 rows of 4 is 24.

24 ÷ 4 = 6   24 divided into 4 shares is 6.

Describe each of these arrays using one multiplication and one division fact:

a 3 × 4 = 12
    12 ÷ 4 = 3

b 6 × 5 = 30
    30 ÷ 5 = 6

c 4 × 4 = 16
    16 ÷ 4 = 4

2 This time, you are given part of the array. Complete the array and then write one multiplication and one division fact that matches:

a 3 × 7 = 21
    21 ÷ 7 = 3

b 2 × 10 = 20
    20 ÷ 10 = 2

AITSL NATIONAL STANDARDS

Below are the Australian Institute for Teaching and School Leadership (AITSL) that I will be exercising throughout my focus study.

Professional Knowledge

1. Standard 1 - *Know students and how they learn.*
   Focus: **1.2** – <u>Understand how students learn.</u> Structure teaching programs using research and collegial advice about how students learn.
   Focus: **1.5** – <u>Differentiate teaching to meet the specific learning needs of students across the full range of abilities.</u> Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

2. Standard 2 - *Know the content and how to teach it.*
   Focus: **2.3** – <u>Curriculum, assessment and reporting.</u> Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
   Focus: **2.5** – <u>Literacy and numeracy strategies.</u> Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

3. Standard 3 - *Plan for and implement effective teaching and learning.*
   Focus: **3.2** – <u>Plan, structure and sequence learning programs.</u> Plan and implement well-structured learning and teaching programs or lesson sequences that engage students an promote learning.

4. Standard 5 – *Assess, provide feedback and report on student learning.*
   Focus: **5.4** – <u>Interpret student data.</u> Use students assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

Professional Engagement

1. Standard 6 – *Engage in professional learning.*
   Focus: **6.4** – <u>Apply professional learning and improve student learning.</u> Undertake professional learning programs designed to address identifies student learning needs.

Approach.

My approach whilst undertaking this task will be to sustain a number of important factors. They are listed below:

- Structured Flow of Lessons
- Rich and Investigative Tasks
- Linking to VELS and AITSL
  - Jack – 2.75 (Number)
  - Hamish – 2.25 (Number)

Appendix 10B
- Practicality – Making Connections
- Use of Manipulatives
- Number and Worded Problems
- Working Mathematically and Problem Solving
- Open Ended Problems

IMPLEMENTATION
Introduction Activities

The two case study students have developed conceptual understanding of the four basic operations. Building fluency with facts, and reinforcing mathematical language (less than, more than) will encourage the case study students to understand the structure and sequence of place value up to four digit numbers. Once students have explored, become familiar and established the sequence of place value, they can begin to build on multiplication and division strategies.

I HAVE... WHO HAS...?

Activity One
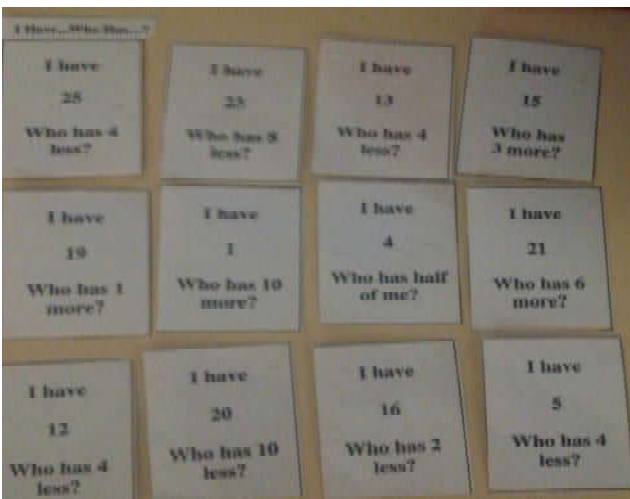
Activity Two
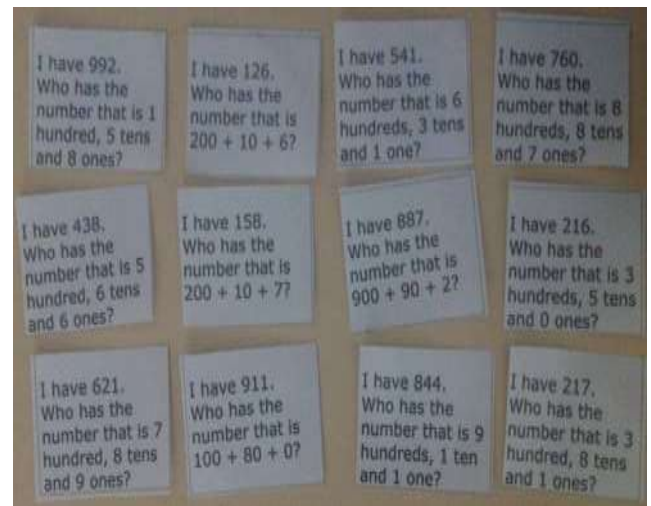
MULTIPLICATION – Doubling

Activity One

Activity Two

Continuation of doubling…

Group Practice Activity

Near Doubles

We are learning to solve problems where the two numbers are easily related to doubles.

E
CA
AC
EA
AA
AM
AP

1. Work out 440 + 439

2. What is 248 + 252?

3. What is the total of 349 and 350?

4. Add 202 to 198.

5. 150 children brought their raffle tickets back in week 8 and 149 brought them back in week 2. How many children have brought back their raffle tickets?

6. Two firms gave money as sponsorship of the netball team. One firm gave $448, the other gave $452. How much was donated?

7. Tim collected $147 and $153. How much does he have?

8. There are 502 books on one shelf in the library and 498 on another. How many books are on both shelves?

9. If one meal has 1009 grains of rice and the other has 991, how many grains are there and who counted them?

10. What would be the total of 9,996 and 10,0004?
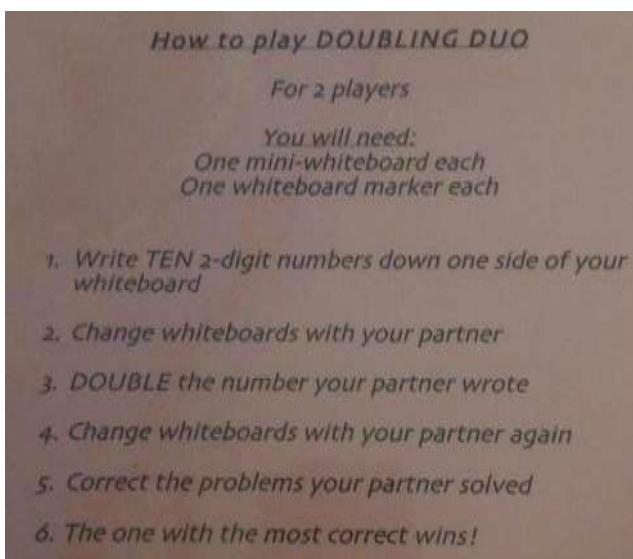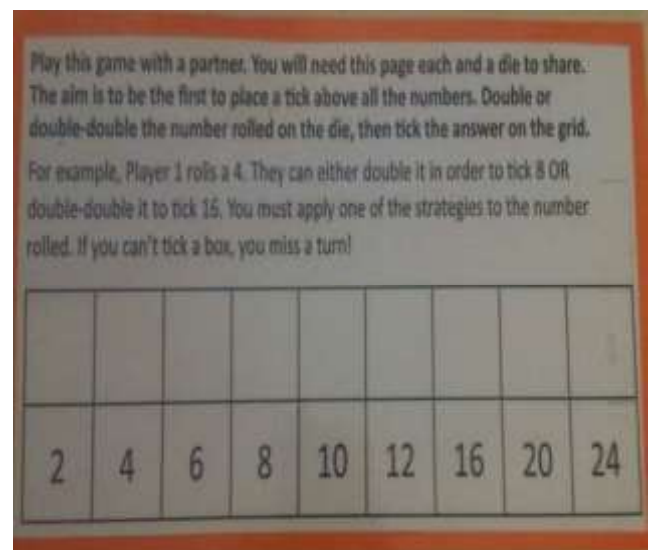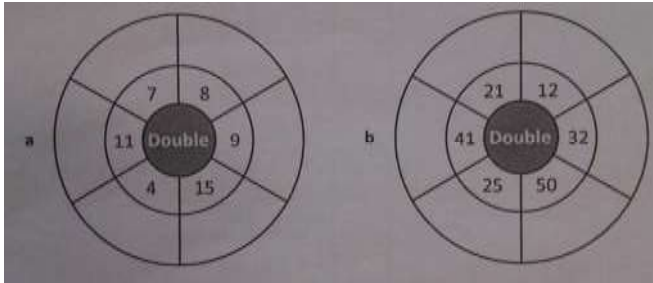
Mental multiplication strategies – doubling and halving

We can change the factors of a multiplication question to make it easier. Look at 16 × 3. If we halve the largest factor and double the smaller factor, we make an array on the grid that is the same size. Both arrays have the same amount of squares. Count the squares, are they equal to 8 × 6?

16 × 3
Halve   Double
8 × 6 = 48

Make these problems easier by using doubling and halving. Shade an array for each:

a   18 × 3
Halve   Double

b   14 × 4
Halve   Double

MULTIPLICATION - Arrays

MULTIPLICATION TOSS

Specific Teaching Focus:

To introduce using arrays and regions (communicative principle) by developing the relationship between 3 fours and 4 threes.

Materials/Resources Required:

- 1cm square grid paper

Two 6 or 10 sided dice

How to Implement:

Teacher models the roll of two dice for the class. Eg. A 3 and a 6 are thrown, this can be used to construct 3 sixes or 6 threes (3 rows of 6 or 6 rows of 3).

Using the counters or colouring in, the teacher places (or draws) an array on a grid to show this. Teacher explains that students will take turns to roll the 2 dice and construct (or record) arrays accordingly, progressively filling up the grid paper.

Students then take turns rolling the dice for themselves and record their rolls on their own grid, trying to cover their grid. Eventually the space on the grid paper will decrease, eg. What if it won't fit as 3 sixes? Can it be placed as 6 threes?

After a time limit has expired, see who has managed to cover the most of their array grid.

Follow up suggestions:

- Students can split a turn if this strategy will be more useful. Eg. 3 sixes can be placed on the grid as 1 six and 2 sixes (see below). This will help fill in some of the smaller gaps.

Model the array. How many counters in each array?
1. Show the multiplication and division algorithm for each array.
2. Show the multiplication and division fact family.
3. How many different ways can you draw the array?
4. How many shared equal group in each array?
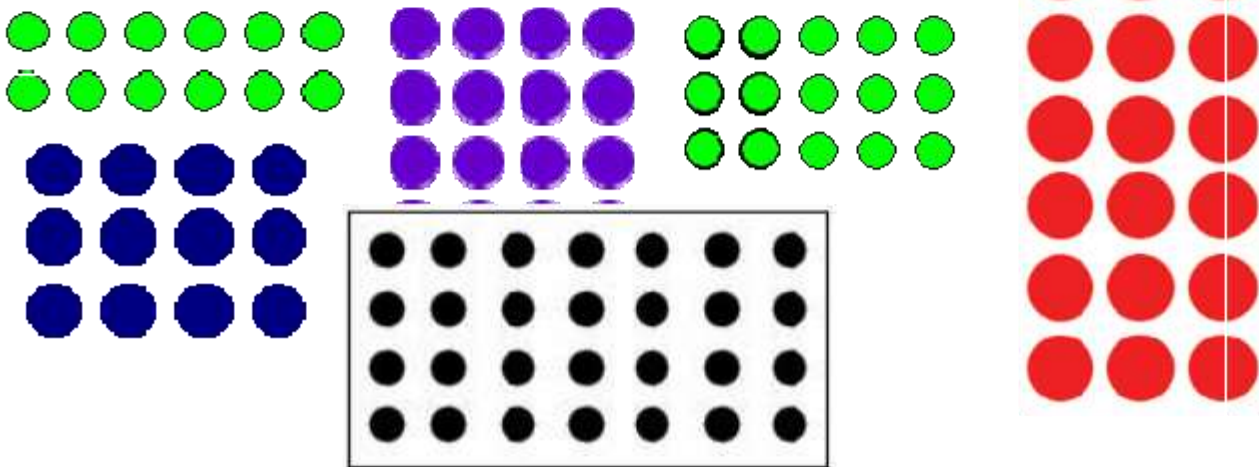
What if array #1 had 3 extra counters? How many equal groups, and how many remainder?

What if array #2 had 5 extra counters? How many equal groups, and how many remainder?

What if array #3 had 10 extra counters? How many equal groups, and how many remainder?

What if array #4 had 11 extra counters? How many equal groups, and how many remainder?
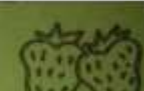
What if array #5 had 12 extra counters? How many equal groups, and how many remainder?

MULTIPLICATION – Worded Problems

Work Station 1

My name: _____

Van's apple orchard has done very well and he wants to plant another area of apple trees. He has bought 24 young trees. In how many different ways can

Work Station 2

My name: _____

Hannah has a strawberry patch. She has 3 rows of strawberry plants. In each row there are 10 plants. How many strawberry plants does she have

Appendix 10B

Work Station 3

My name: _____

Tom's friend has just bought 24 carrot plants. He's not sure how to arrange the plants in his carrot patch. In how many different ways could he do this?

When we multiply any number by 10, a zero goes in the units column and the digits all move one space along to the left.

When we multiply any number by 100, a zero goes in both the units and the tens columns and all the digits move two spaces along to the left.

Thousands	Hundreds	Tens	Units	
		4	5	
	4	5	0	× 10
4	5	0	0	× 100

1 Use the place value tables to multiply these numbers by 10 and 100:

a
Th	H	T	U	
		1	5	
				× 10
				× 100

b
Th	H	T	U	
		4	8	
				× 10
				× 100

c
Th	H	T	U	
		7	2	
				× 10
				× 100

Can you see a pattern in each of the tables?

Work Station 4

My name: _____

We are going on an excursion. The bus we have hired has 4 seats across each row. There are 10 rows of seats. There are also 2 extra seats up front for the

Multiple Race

You will need: 2 dice, a partner

Take turns to roll the 2 dice, one at a time, then:
· Record Dice 1 in the first column.
· Multiply Dice 2 by 10, then record it.
· Multiply the two numbers, then record the total.
· Keep a running total as you play.
· The first player to score 1000 wins.
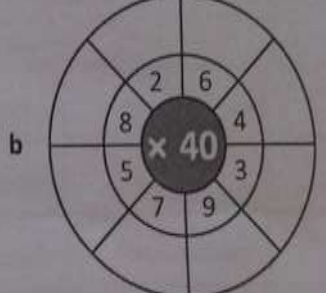
3 × 3 (3 × 10 = 30)
2 × 30 = 60

Player 1				Player 2			
Dice 1	Dice 2	Total	Running Total	Dice 1	Dice 2	Total	Running Total

a × 30 : 2, 4, 7, 8, 5, 9, 10, 3

b × 40 : 2, 6, 8, 4, 5, 3, 7, 9

Seeing Patterns

Number
Date: _____

Read each equation. Make each equation into a number pattern, like the example shown. Repeat each number pattern 6 times.

17 + 8 = 25
27 + 8 = 35
37 + 8 = 45
47 + 8 = 55
57 + 8 = 65

8 + 7 = 15	9 + 4 = 13
6 + 9 = 15	5 + 8 = 13

Write 2 simple equations of your own. Have a friend complete the patterns.

□ + □ = □   □ + □ = □

Appendix 10B

A CUP CAKE COLLECTION

Specific Teaching Focus:

To introduce informal division strategies through sharing collections into a given number of groups and using the think multiplication strategy.

Materials/Resources Required:

- Cup cake worksheet (see below)
- Counters
- Plates or serviettes

How to Implement:

1. Distribute a cup cake worksheet to students and explain they are going to share each tray of cupcakes equally with friends. Counters are used to model each situation (taken in turn). Students having difficulty can be given the appropriate number of 'plates' to put the counters on.

2. There are 12 cupcakes on each tray.

    Share the 1st tray with 4 people. Discuss "4 whats? are 12."

    Share the 2nd tray with 3 people. Discuss "3 whats? are 12."

    Share the 3rd tray with 2 people. Discuss "2 whats? are 12."

    Share the 4th tray with 6 people. Discuss "6 whats? are 12"

    Based on sharing with counters, students can show their understanding by cutting and pasting the printed cup cakes into their books, and describe their thinking using as much mathematics as possible. Eg. "I can share 12 cupcakes with four people and each person gets 3 cakes. I know that 4 threes are 12."

DIVISION – Arrays, groups of and mental strategies

Sharing

Name _____
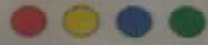
Share 12 counters into equal amounts

| Into 2 equal amounts: | Into 3 equal amounts: |

___ ÷ ___ = ___   ___ ÷ ___ = ___

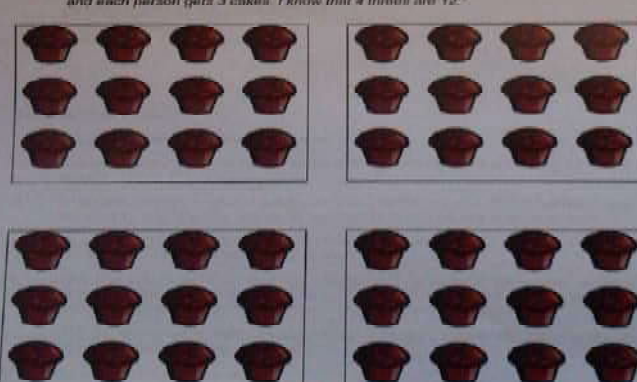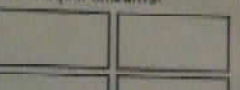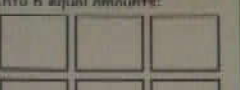| Into 4 equal amounts: | Into 6 equal amounts: |

___ ÷ ___ = ___   ___ ÷ ___ = ___

Now do the same with 24 counters. ● ● ● ●

| Into 2 equal amounts: | Into 3 equal amounts: |

___ ÷ ___ = ___   ___ ÷ ___ = ___
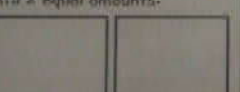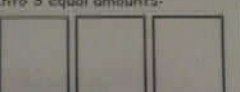
| Into 4 equal amounts: | Into 6 equal amounts: |

___ ÷ ___ = ___   ___ ÷ ___ = ___

Now choose your own numbers to divide. ● ● ●

| Into 2 equal amounts: | Into 3 equal amounts: |

___ ÷ ___ = ___   ___ ÷ ___ = ___

| Into 4 equal amounts: | Into 6 equal amounts: |

___ ÷ ___ = ___   ___ ÷ ___ = ___

Mental division strategies – halving strategy

When you halve numbers you are dividing them by 2. In this function machine, numbers go IN, have the rule applied and come OUT again.

IN	RULE: Halve	OUT
8		4
12		6
4		2

1. Complete the halving function machines. Halve the number going IN the machine and write the answer in the OUT column!

a.
IN	RULE: Halve	OUT
80		
140		
20		

b.
IN	RULE: Halve	OUT
70		
24		
36		

Mental division strategies – dividing by 10 and 100

When we divide any number by 10, we move the number one place value space to the right.

When we divide any number by 100, we move the number two place value spaces to the right.

	Thousands	Hundreds	Tens	Units	
	6	7	0	0	
		6	7	0	÷ 10
			6	7	÷ 100

Continuation of Division Mental Strategies
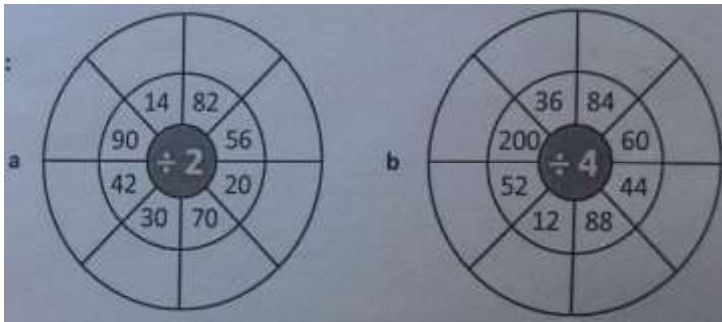
DIVISION – Snap Game
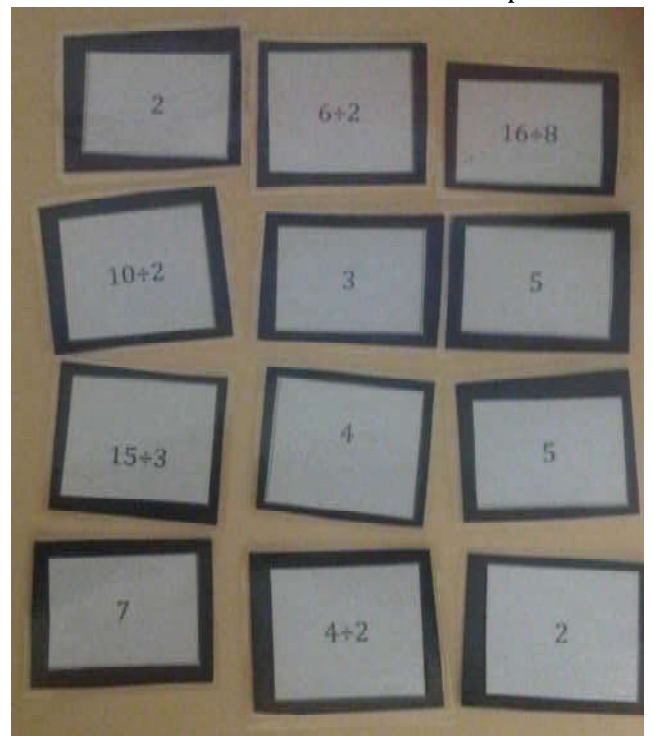
DIVISION – Rounding Off Game

Round Off

You will need: 3 dice, a calculator, a partner.

Take turns to:
- Roll 3 dice, one at a time.
- Record the numbers rolled in the first 3 columns.
  Dice 1 = tens; Dice 2 = ones; Dice 3 is the divisor.
- Complete the division equation using a calculator.
- Round off the answer to the nearest whole number.
- Swap with your partner after 10 rounds and check each other's answers.

6   2   3
= 62 ÷ 3 = 20.6
Rounded = 21

Tens	Ones	Divided by	Calculation	Rounded off

Appendix 10B

KWL Chart (Graphic Organiser)		
What do I know?	**What do I want to know?**	**What did I learn?**
Student #1 • 2, 4, 5, 6 and 10 times tables • Times tables strategies • Counting by 9's • Counting by 11's • Minus into smaller numbers and add numbers together • Modelling groups of using icy-pole sticks • Thinking about arrays as a block of tiles • Basic calculator skills • The multiplication and division symbol • Basic linking of multiplication and division facts	• 8 times tables • Identifying groups of in arrays	• Doubling a number consistently to show multiplication • Near doubles strategy • On a number sentence you only use numbers • Groups of is represented in an array • You can make an array with any numbers • Arrays can be turned around and switched • 9 times tables • Fact Families in multiplication and division • Solving division problems with decimals • Solving multiplication worded problems • Rounding off using division equation • Mathematical language eg. equation/algorithm • Modelling equal groups with manipulatives when multiplying and dividing

Student #2 • 2, 5, 10 and 4 times tables • The multiplication and division symbol • How to use the multiplication symbol on a calculator • Strategies for 2 and nine times tables • Multiplication sentences • Modelling groups of using icy-pole sticks • Basic calculator skills • Basic linking of multiplication and division facts	• 9 times tables because it will be a challenge	• Near doubles strategy • 7 times tables • Multiplication is adding the same number together a certain amount of times • Doubling a number consistently to show multiplication • Solving division problems with decimals • Building arrays and understanding the different groups within the arrays • Fact Families in multiplication and division • Solving multiplication worded problems • Rounding off using division equation • Mathematical language eg. equation/algorithm • Modelling equal groups with manipulatives when multiplying and dividing

**NOTE: Some post activity reflection from student case studies was documented on an Iflip Camera. It has been noted down in the KWL Chart above.

Reflection and Evaluation.

Reflecting upon this experience, and with the completion of the case study, I see that participating in this analysis has been a very positive step forward for me as a graduate teacher. Having the opportunity to be a part of a future program within my profession that is implemented across the nation is a privilege, and I recognise how valuable the findings will be. As part of the process, I examined each student in the class, evaluated areas of improvement, and identified those who are beyond their age in the curriculum area and needed to be extended. In this case it was mathematics. After this process, I Identified a key focus of study (mathematics), and was then able to accommodate for the particular learning styles and design student-centred activities that have been important in developing skills and knowledge in the case study students. It was invaluable practice to recognise important aspects of student development, reviewing their current progression point level and structuring lessons and activities to asses and attain relevant feedback.

Being actively involved in this case study, I have learnt new strategies to implement and it has given me insight into how to address complexities and solve problems within an educational environment. I have understood how to bring theory and practice together, encourage active learning, increase students' enjoyment of mathematics and a desire to learn and build stronger communication skills.

I believe it was a very important time for me to undertake this study, because it is crucial to develop a strong level of practice in your early profession, to build upon, and set high standards for yourself.

I would highly recommended and support this as a learning tool for graduate teachers. I thoroughly enjoyed being involved with the AITSL project.

17.10.2   Appendix J (iii) – Using Assessment for Effective Learning

Section 1: Case Study: Using Assessment for Effective Learning

Section 2: Lesson Reflections/Evaluations

Section 3: Student Analysis

Section 4: Professional Development

Section 5:   Case Study Plan

Section 6:   Examples of Lesson Activities & Exercises

17.10.2.1 Section 1: Case Study: Using Assessment for Effective Learning

School setting:

This unit of work was delivered to year 7 students at Loyola College in Watsonia. Loyola is a Catholic co-educational secondary (7-12) college. It is a relatively young school having been established in 1980. It is located in the northeastern region of Melbourne with its main intake drawn from the seven Catholic parish primary schools located in Diamond Creek (Sacred Heart), Greensborough (St Mary's), North Greensborough (St Thomas), Bundoora (St Damian's), Kingsbury (Our Lady of the Way), Macleod (St Martin de Tours') and Mill Park (St Francis of Assisi). College enrolment at the school is currently 1160.

The school embraces an *Ignatian* educational approach as stated in the school vision and mission statements which emphasise educating the whole person to enable students to develop their full human potential and to be young men and women for others as espoused in the college motto: *Justice, Mercy and Faith.*

Learning environment:

The College is spread out over 20 acres allowing many open outdoor spaces as well as opportunities for developing school buildings and facilities, for example the renovation and expansion of the Performing Arts Complex in 2011. It includes accommodation facilities for visitors to the school, a good example being a visit by a partner Indonesian school in February, 2011. Such an environment allows opportunities to develop educational programs.

The locus of the Languages Program at the school is in A Block which provides a dedicated space to promote the languages program at the school including permanent display space, IT resources, a language laboratory, resources and an oral room. It is compulsory for all students at Loyola to study a language, Indonesian, French or Italian, until the completion of Year 10.

There is a strong co-curricular program with compulsory participation by staff and students which includes activities in the performing Arts, Public Speaking, Debating, Sports and Outdoor Activities, various Clubs and Societies and Social Justice and Service.

Students:

In this year 7 class, the students are aged between 12-13 years old. The majority of students have been born in Australia and all the students speak English at home.

At Loyola all Year 7 students choose two languages out of a choice of three: Indonesian, French and Italian. They study one semester of each before choosing a language to study until completing Year 10. Therefore, the students studying this unit have already completed one semester in an alternate language of Italian or French and when they began this unit had completed only 6 weeks of the introductory Indonesian course.

The students in the class range in their ability, self efficacy and motivation. In teaching this unit, it was evident that a number of students were highly motivated and performed well, many who were medium range and a small number who struggled to understand and engage in the learning process. One student receives LNSLN support for a severe language disorder and requires modified work and monitoring as a result of difficulties in his expressive and receptive oral language skills. Several of the students in the class are planning to pursue another language in Year 8 and/or express intention not to continue with languages after Year 10. Two of the students had studied Indonesian language at primary school which had introduced them to the vocabulary, sounds and word order of the language. They were often keen to display their knowledge and engage in extension work.

Focus:

The focus of this case study is Using Assessment for Effective Learning focusing on Standard 5: *Assess, provide feedback and report on student learning* with a particular emphasis on the following indicators:

- Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals
- Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

Underlying this focus was an emphasis on student-motivated learning and encouraging students to use assessment and feedback to address their individual strengths and challenges in the learning process.

I chose this focus because there is a strong emphasis in our school on utilizing the WALT approach to specify learning objectives and provide a range of ways for teachers to provide feedback, assess and report on student learning. This focus on assessment was chosen for a number of reasons:

- to build my capacity to integrate assessment with effective teaching and learning processes in the class
- to increase my understanding and ability to provide a range of different assessment strategies covering informal and formal, diagnostic, formative and summative
- to develop and strengthen my capacity to facilitate learning by establishing clear learning goals for each class
- to develop ways to enable students to achieve and assess their learning goals by promoting self awareness and ownership in identifying and monitoring their individual progress
- to be sensitive to different factors such as culture, language background, gender or other ability that might influence learning

This focus helps me to look at ways to build on the students' strengths and interests, both individually and collaboratively, thereby strengthening their commitment to learning.

Approach:

(1) With my mentor I attended the first AITSL workshop in Melbourne where we were introduced to the national standards and the pilot project to investigate the use of the *National Professional Standards for Teachers* within the processes and practices established by the Victorian Institute of Teaching for teachers at the proficient level. At this workshop we chose the focus of my case study and began planning for a unit for students studying Indonesian at Year 7 (VELS 5.1) focusing on Standard 5: *Assess, provide feedback and report on student learning* and in particular, the focus area of providing timely, effective feedback to students about their achievement relative to their learning goals.

(2) With the assistance of my mentor I developed a unit of 10 lessons (later extended to 12) on a unit about *My Family*. Lesson plans included key objectives, resources required, the content to be covered which included a range of activities to address different learning styles and capabilities. These were accompanied by a range of assessment tasks to address different levels/capabilities of individual students to enable effective monitoring of learning outcomes and flexibility to adjust the unit according to the needs of students.

This unit emphasised the involvement of students in assessment of their learning and we planned to do this in a number of ways. The planning incorporated key questions to be answered by the students that would provide information on their progress including how they were progressing, what they found difficult, where they could improve and what they had achieved. Underlying this emphasis was to encourage independent learning and to give students the skills, ability, even the language to help them be more self-motivated in their learning.

(3) Implementation of the unit. A key part of this project was to monitor the timeliness of feedback (for correction and assessment) and its effect on student motivation and learning. This was to be documented in the evaluation of each lesson.

(4) Selected student work would be collected to evaluate in light of the aims of the project. Students were chosen to represent a range of abilities. Two students' work was chosen to document and evaluate the

project.

(5) Meet with mentor as required to discuss the unit or particular lessons and elicit feedback and advice as well as collegial visits to provide peer review and support.

Implementation:

Building upon the planning done at the ATSL workshop, I produced a unit plan (12 lessons) to cover the topic of My Family. **See LessonPlans/Evaluations document.**

At the beginning of each lesson there was clear explanation of the aims for the lesson and at the end of most classes, opportunities for students to assess whether they had achieved these aims. Assessment criteria for tasks was always shared with students and students shared in creating assessment criteria for a key assessment task of the unit. Assessment included:

- Self assessment

- Peer assessment (in group work)

- Teacher assessment

This approach was implemented to build the capacity of students to understand what they have done well and what they need to develop, a way of reflecting on their individual strengths and weaknesses both with subject content and learning capabilities. In this way students could use the assessment criteria as a way of building a picture of their own learning both for short-term and long-term goals.

After each lesson, I reviewed the class in light of the aims of this project. At various points I discussed my progress with my mentor or other colleagues in the Languages Department.

Review

17.10.2.2 See Lesson Reflection/Evaluations. Section 2.

Reflection and Evaluation

This pilot project has afforded me the opportunity to make the opportunity to make explicit connections with the national professional standards for teachers. Addressing these standards is integral to everything we do as teachers. Looking at these standards in depth has allowed me to identify which standards are a more prominent feature of my teaching and which standards can be further integrated into my teaching practices. Familiarity with these standards has certainly continued to shape the purpose and outcomes of my lessons and interactions with colleagues and parents.

In working with these standards the following was observed:

Teaching and learning strategies

- engaging in professional dialogue
- observing practices of colleagues
- identifying students' strengths and weaknesses
- preparing engaging activities including ICT
- explicitly presenting purpose of each lesson
- providing success criteria for students
- encouraging student motivation and responsibility in their own learning
- developing agreed behaviours
- incorporating lesson evaluation and reflection in my teaching practice

Assessment and Reporting

- investigating a variety of assessment techniques
- developing in students an understanding of the purpose of assessment
- ensuring assessment involves an opportunity for learning
- providing assessment that allows all students to experience some success
- negotiating individual goals for success
- maintaining contact with parents to track progress
- collecting data in the form of results and feedback
- using the above information to structure the course of the unit

17.10.2.3 Section 2: Lesson Reflections/Evaluations

My family (Keluarga Saya)

Key Skills to be addressed:

- Communicating in a language other than English
- Using accurate word order, sentence structure and language conventions to introduce themselves, greet and farewell others using the appropriate register and reproduce modelled use of language
- acquire and use new information and language to help them describe themselves and their family
- recycle previously learnt language skills and knowledge in new contexts
- exchange simple information on the topic of family including daily routines and aspects of their world
- talk about themselves in response to questions, and ask questions in response
- manipulate modelled language to use in different contexts
- read or listen to passages and extract basic factual information in response to questions
- explore word meanings, word associations and cognates, and apply this knowledge to their own work
  - Inter-cultural knowledge and understanding
- select, interpret and present knowledge about the language, its speakers, and countries where it is spoken.

In the following table I have outlined (1) the aims and content of each lesson, (2) the assessment tasks and (3) the review/evaluations. I have highlighted key review points that helped me determine and respond to the standards/indicators of my focus.

*In the following document I have highlighted key points on assessment in yellow .

LESSON	ASSESSMENT	REVIEW/EVALUATION
1. **11/08/11** **WALT (What are we learning today):** **1. learn words/expressions to describe ourselves and our families** **2. strengthen our understanding of word order** **3. revise numbers 1-100** **4. learn how to introduce ourselves.** • How to develop a Sunshine map • DVD: Mantap: Introducing Me - discuss in pairs: differences in Indonesian family life • Report (verbally) (Take notes on board) • Watch DVD again: Mantap: Kenalkan saya : what words were familiar • Copy Sunshine map in books • Assessment: You are a child on the DVD what would you have said? • PR: 1 or 2 lines of what you would have said – Homework to complete	What words did I recognise in the film? (Formative) Sunshine Map (photograph) 2 sentences on what I would have said to describe myself	• WALT a valuable way to assist students to identify more explicit/focused learning goals (ie when student responded "to learn Indonesia" compared to particular goals to achieve outcomes in each class (3.1, 5.1) • Late students: questioned in Indonesian about why they were late: Mengapa terlambat? (Why are you late?) Rehearsed answer in Indonesian : Excuse me Miss, I am late then reason in English – keep giving instructions in Indonesian or Indonesian/English (2.2) • Students enjoyed Mantap DVD: responded well orally as a class to identifying different aspects of living in Indonesia. Many questions arose and comparative descriptions of students offered. L and E both contributed well here, though need to keep focus of lesson. <mark>Students very engaged – could have continued this discussion and asked students to list 5 differences/similarities of life in Australia & Indonesia. (5.4)</mark> • Sunshine Map: students to draw in their book. Camera did not work so need to photo this map in students books. Some students wrote words in Indonesian and English – I encouraged this – as much Indonesian as possible, didn't pick up on errors for this exercise, let them expand on ideas first. • Ran out of time to check students answers to *What would you have said?* Complete for Homework. C heck next class. • Checked samples of selected students and gave oral feedback.
*Lesson 2. 17/08/11 **Notices:** Clean Desks/ Indonesian Book project **WALT: Write on board: 1. Strengthen and develop our vocabulary: greetings, family, numbers.** **2. Learn word order.** **3. Be able to describe your family in sentences.** * Bring in good family photo (electronic on USB) or send it to teacher • Vocab Cards: students in groups of 3 to match vocabulary on Family/Greetings/Colours – new words included. Introduced strategy to identify new words. • Worksheet: Page 1 Fill in gaps and translate.	**Assessment** Cards matched correctly (photos of students engaged in task) Questions: How did our group work together? Did I contribute much? Did others? Ability to progress through worksheet (handed up to correct) Write in books: * What did we learn today? What	• Only 2nd lesson, but establishing WALT helps students and teacher to explicitly label the learning objectives of the lesson, I find this approach very helpful to keep the focus of the learning when there are multiple practical tasks of the learning process to juggle (eg: individual requests, different abilities, questions, late arrivals, lost books etc) (4.2) • Cards activity - identified different levels of understanding with students (some slow to make associations). Checked individually with these students: A useful diagnostic assessment to determine needs of particular students. Monitor and follow up with 3 students (1.5, 1.6). Students liked the hands-on activity. (1.1) <mark>New vocab on cards helped students who like the challenge to work out ways to identify new words. (1.3) Good to repeat this activity in a couple of weeks to monitor how students are going and students to monitor how they are progressing. (5.4)</mark>

Check word order. • Formative assessment: students self assessment on what they learnt: write in their books: *What did I learn today/What will I remember from today?*	will I remember from today?	• Group feedback – generally positive. See Student analysis. • Discussion on how to remember words eg : Orang Utan (Man of the Jungle) laki-laki_ (Boys think they are lucky), Kakak (my older sister sounds like a kookaburra). Students were engaged with this. I need to do more of this in each lesson. • Worksheet: Filling in My Family and translating into English: again showed different levels of understanding and identified students having difficulty with word order – able to identify these and work with students. Will review word order in next lesson.(1.3; 5.4) • Photocopied select students work.
Vanessa Folino (mentor) provided feedback on the lesson: positive – good introduction, the card activity worked well, tactile learning and the focus on word associations and making connections is a useful way to retain vocab, identified student who seemed disengaged, continue to monitor his engagement and check with his Mentor/student services. The modeling on the sheet supported students to progress through the activity. The worksheet engaged the students, recycled the language and helped them to apply vocab and word order in different ways, consolidating their learning A good summary of the lesson and raising we all have different strengths and areas to work on. Ways to improve: use simple verbs to identify WALT goals, allow more time at end of class to allow students to reflect on and communicate what they have learnt. This is a valuable way to encourage more independent learning. Continue to get students to reflect on what they have learnt – written or orally. Students need to learn and be comfortable with expressing the language to communicate their progress: "To meet students expectations of learning they need to know what to pack"		
Lesson 3 19/8/11 A170 • **WALT:** **(1) revise our numbers** **(2) revise and build on our colours, dody parts** • Students divided into Island Groups (Bali, Java etc) and do counting activities (1-10, 10-20, by tens, by 100s) • Activity: Mobile phone number on board: students to write a mobile number and then call out to a student to write it on board • Online Languages : 10 Flowers song/Greetings Song • Check worksheets from yesterday • Worksheet 1: page 2: Colours body parts • Colours: Revise as a class. What do the words sound like? (How to learn) Activity: lollies! What colour is the lolly?	**Assessment** Group counting task **Worksheet 1** Keluarga Saya complete **Worksheet 2** Colours and Model Word Order checked Languages Online : Colours exercise http://www.education.vic.gov.au/languagesonline/indonesian/indonesian.htm Simon Says game New words learnt today?	• A number of students had not written what they had learnt in the previous class, I need to ensure time to check students are doing this, more time for them to get used to this self-assessment and language to express it. (5.1) • Modelled colour expressions emphasising word order – checked with students in class. (5.4) • Handed back worksheet so that students could work on: provided feedback on errors mainly spelling, some sentences not translated. • Encouraged students that mistakes are natural and a useful part of language learning that the purpose of feedback is to promote learning and getting things wrong is a way of getting it right – I need to ensure that feedback highlighting errors is conveyed in a positive way – *eg: a good attempt, almost right, what else do we need to add etc* (5.2) • Students a bit lacklustre at the start ('not WALT again!') Quickly moved into counting activity – in island groups, call out numbers loudly, enjoyed mobile phone number activity (remember to bring in my mobile phone so students can call me in class (authentic, meaningful learning). (4.1)

• Bagian badan: Introduce vocab to class. • Complete sheet using model word order - Hand Up • Activity: Simon Says: (Simon Berkata pegang...) • Orally: Hands Up: What new words did I learn today? • Students to finish worksheet 2 for homework.	Write in workbooks.	• Students to tell their mobile no in class – students enjoyed this (some students reluctant – privacy – students able to make up a number). • Let students stand and shout with the 10 Flowers song – some of the students responded to this – trying to get students to speak words loudly and clearly both to check pronunciation and a good way to revise words. Also a bit of a release of energy! (3.5) • Worksheet 1/ Page 2: students commenced this. Those that finished worked on Online Language Colours activity on IWB (too easy, limited attention, probably more suited to students who need more consolidation of colours vocab – a better resource to use here?) (3.4) Helped with questions – mainly word order, spelling, some sentences not translated – practiced specific expressions aloud with class. (5.2) • Colours activity – students really liked this – hold up a lolly and first student with hand up and correctly state colour got the lolly. How fast they learn! Difficult to monitor who was first in a large class, perhaps better done in groups with a monitor. (3.5) • Simon Says activity: all students standing - this worked well with body parts vocab – students liked the active learning, a good way to learn from their peers (cheating to learn!) (4.1) and to apply knowledge of new vocab in another way. Winners were S and L. Need to ensure loud students don't dominate quiet students in this activity.(5.1) • Students called out a range of new words they remembered: *blue, head, eyes, brown, white, nose, feet, lips.* • Collected selected students worksheets to photocopy. • ==Discussed worksheet with Emily and Filomena (French, Italian) and compared level of vocabulary and word order. (5.3)==
Lesson 4 23/08/11 Library Computer Room • **WALT:** **1. Learn and remember our words (numbers, colours, greetings, word order) by doing QUIA online quizzes** **2. Apply our vocab to making a magazine cover about ourselves/family** • Hand back worksheets so that students can use these to model their activities in class • Introduce students to QUIA quizzes: students	**Assessment** Monitor student progress on QUIA quizzes/activities http://www.quia.com/web Oral questions to students about how I can use this in the future? Feedback on worksheet 2, reviewed mistakes with Nikhil, Ethan, Nick,	**Library Computer Room** • ==Briefly reminded students about responsible use of computers – students in class responded with what to do/not do. (4.5)== • Students enjoyed working on the computers (we have not done many PC activities this semester) though difficult to maintain class attention due to layout of computer room. (2.6) • ==I need to allow more time for computer tasks and provide more explicit instructions at start of lesson.== Always problems with some computers – students had to try new computers, some share 1 between 2 - I found this frustrating but need to ride with this – it always happens. (4.2)

can access these at home • Display Kenalkan Magazine format and explain how we can learn to express ideas about family in a magazine format (different text type) • Introduce Magazine cover: show sample, students complete, print finished (on the back write: How can I use this information in the future? (eg family etc) Homework: Students to bring photo to next class/practice QUIA/ revise words on Worksheet 2	Alice, Michael, Jarrod. Question to students: What are some of the mistakes I have made? Feedback: • Spelling eg Keluarga, coklat, merah, putih, tangan, • Word Order: saya teman rather than teman saya	• Once on the QUIA program students were very engaged (2.1) – some students progressed through different quizzes very quickly (S, L, T, E, B, C, F, C). Provided feedback and encouraged them to continue with new activities. (5.2) • As students worked on QUIA I handed back corrected Worksheet 2 from previous class – this would help students with their magazine task. (5.2) • Magazine cover activity is from a workshop on using ICT in the classroom I attended at the Indonesian Teachers Conference – a fun way to use ICT and apply learning of students with some creativity. (4.5) • I spoke with specific students to adapt criteria for their magazine cover activity– ie less vocab required in their task. This was specific to feedback from their worksheets and identifying interventions (5.4) • I stopped class to introduce Magazine activity – attempting to keep advanced students engaged (4.1) however this was not effective for those still working on quizzes, I did not really have their attention and some of them were a bit confused whether to stop what they were doing or keep going. I need to follow a better progression of content when using PCs. (1.5; 3.2) More professional development would be beneficial for me in this area (6.1). • The Magazine Cover activity progressed slowly – I showed them a model of the Magazine cover (see column 1), then students worked on their own covers. More preparation on modelling what a "tag", what kinds of content to include and especially what kinds of photos are accessible would have made this activity progress more smoothly and effectively. Too much *assumed* knowledge by me. Some students became frustrated with the constraints and began to chat. Difficult then to elicit from class answers on how they could use this information in other contexts, had lost full attention of some students. (1.5; 2.6; 4.1, 4.2)) • Checked select students progress with this activity, gave them ideas and feedback. (5.2)

Lesson 5 24/08/11 I am away on IDEAS PD A173 **WALT:** **1. review vocabulary of this unit** **2. Check word order and sentence structure and grammar.** **3. Practice ability to understand reading and elicit information.** • Create a revision test to leave for students that incorporates the vocab that we have learnt, word order, simple reading comprehension. Revision Test covered	**Assessment** Revision Test incorporating vocab, word order, grammar and reading comprehension. This assessment helped to identify areas in which students were not achieving learning outcomes and used more as a diagnostic and formative task rather than summative.	• I was on a PD so left a Revision Test for students to complete which covered numbers, colours, greetings, short reading comprehension. Test handed up at end of class to be corrected.(2.2) • This was a useful task to leave while I was not present to teach the class – I had modelled it on an earlier revision test (last semester) but adapted it to be relevant to current vocab and enable most students to complete it but include some expressions to stretch the students who are progressing more quickly. (5.1) • <mark>I corrected student tests but will hand these back when I have lesson time to go through it with students at the moment they are completing magazine covers. (5.2; 3.2)</mark> • <mark>However, check word order with select students in regard to their</mark>

numbers, colours, greetings, pronouns and nouns related to family unit. • Students to complete as much as possible without the books but may use text book if needed.		<mark>magazine covers. (5.2)</mark> • Photocopied select students' tests.
Lesson 6 25/08/11 **Library Computer Room** **WALT: (1)Build our vocabulary by:** - **learn new adjectives and ways to describe people** - **strengthen our understanding of word order** **(2) revise pronouns: he she, they, his/her** **(3) ask questions about ourselves and others** • Activity on board: How do I want to describe my family? (Who? What? How?) What words do I need to know? • Complete magazine covers • Ask students about what we have learned today and how we can monitor our progress	Assessment As a class: Student answers about describing family Magazine Covers Questions to class: • What are the words that are difficult to remember? • What are the words I remember easily? Students to call out and list on board: **Difficult** Keluarga Adik, Selamat, Colours! Lengan Kepala **Easy:** Selamat pagi Coklat Apa kabar Anjing Ibu Bapak Kakak Bagus	• Students to sit in alphabetical order to minimise distractions and chatting between students – this was an improvement to the last lesson in the computer room (4.2) • Quick reminder of ICT protocols. (4.5) • <mark>Feedback on Revision Test: word order, spelling, numbers, reading comprehension – common errors only. (5.2)</mark> • Lesson on board to identify useful vocab and ways to express descriptions about our family – this was important to recycle learnt vocab and grammar concepts and build new vocab • Students encouraged to use their workbooks, worksheets and use words they are familiar with rather than new words, Online dictionary or other constructs (2.2) • Continue to work on magazine cover students at different levels for this, often photos would not load, computer program would not work properly, others completed the task – **only 2 covers completed.** (3.5) • Students instructed to save their work but work could not be saved if photo was not uploaded and mag cover not created. Frustrating for students and I need to give explicit instructions about exact requirements (ie not photos on PDF, cannot access Facebook etc. (2.2; 2.6) • <mark>Students were not as responsive in giving feedback on what we have learned today/monitor progress. They were more focused on their computer work and too difficult to get them to write in books. Need to close computers first to allow for better attention and focus. (3.6)</mark> • <mark>Feedback included new words: lucu, kecil, hebat, coklat and word order. (5.1)</mark>

	Baik Baik baik saja	

*Lesson 7 02/09/11 Computer Room B block (no IWB) **WALT:** Students to help devise WALT today – Intro: we want to complete our magazine covers and to learn a new online program to help us learn vocab and apply it. To do this what categories of words have we learnt: (from students: adjectives, family members, numbers, greetings, colours, where I live, friends, pets. **(1) We will use these words and expressions and** **(2) ensure our word order is correct,** **(3)learn new words we need to use for magazine cover descriptions**	**Assessment** Assessment rubric (photo) Students working on magazine covers/language perfect (photos) Oral feedback on new words learnt Online Language Perfect monitoring. http://www.languageperfect.co.nz/i	• Beginning of lesson worked well – students sat in alphabetical order again to minimise distractions, however a number of latecomers due to room change. (4.2)This room was not ideal for this lesson: small, crowded, inadequate no of computers, no IWB – need to work with this. Better planning needed for ICT use. (3.4) • WALT worked well – students identified different categories of vocab we have learnt and today was dedicated to applying their knowledge • Students were keen to get on computers but I had to maintain their attention to explain lesson aims and develop rubric - they responded well to this and were responsive to criteria to be included in the rubric (photo of rubric) (5.1) • Students continued to work on magazine covers and printing them to colour photocopier. Not all finished the task.

• I am going to assess the magazine cover: what should I look for? Students to devise a rubric to mark magazine covers Brief: we all have diff learning styles, diff abilities etc) • Continue work on magazine covers – help students individually • Introduce students who have completed magazine cover to Language Perfect Online program • Ask class: What new words did we learn today?	nfo/index.html See photo of student devised criteria for magazines. Assessment Criteria that the class drew up.	• As students completed the task I introduced students to Language Perfect Online program. I did not have an IWB so I had created explicit instruction sheets and gave these to students as they were ready. (3.4) • It would have been far more effective to model this to all students as a class at the beginning or at least stopped class at a point to address the whole class. It was messy as I was responding to individual student needs and repeating instructions rather than using more effective communication strategy to support student understanding and participation. (3.2; 3.5) • Good to observe students helping each other with tasks both the magazine cover and Language Perfect quizzes (4.1) • Asked students what new words were learnt: Michael responded with *cepat (fast)* but the bell went before I could elicit other student answers – be more alert to class time management. (3.6) • Showed magazine covers to two LOTE colleagues and discussed the task (6.3), a few suggestion on what could have been included eg different Magazine titles, better ways to edit drafts ie word document or workbooks first.(5.3)

Criteria drawn up by class for assessment of magazine cover. (Not a great photo!)
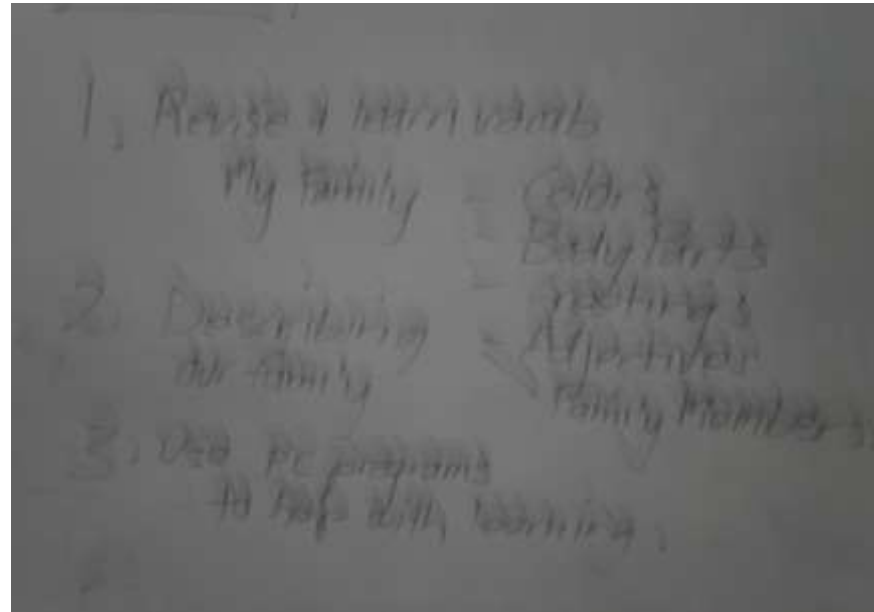
Vanessa Folino (Mentor) feedback: Positive – a good activity for students to apply their learning, students producing creative work and engaged with the task. The student-devised rubric helps students to be more active agents in their learning.The summary was good even though time ran out. Another way to elicit student self-assessment is to get students to rate how they are going eg High Medium low in regard to learning objectives stated at beginning of lesson. Will try this next lesson.

Area to improve: give more explicit instructions and disseminate information at start of class so that students are able to progress with the tasks, particularly students who are progressing more quickly through the tasks, some students were held up waiting to check things with me and this contributed to class chatter.(3.5) Ensure not to start PCs before the whole class is ready to begin activity. Get students to repeat instructions given by teacher to cultivate an environment of listening. Check and provide more explicit instructions regarding aspects of the task – eg don't bring a PDF photo. Yes this was a difficult room to work in, particularly as unable to model Language Perfect activity with no IWB.

Lesson 8 06/09/11 A173	**Assessment**	• VIT reps in class – a little bit nervous!
WALT:	Simon Says	• Clear expectations for what we want to achieve in class ((3.1)
1. Learn new adjectives (to describe families) 2.		• Greeted students with wrong greetings: helped to wake up students and correct it.
Pronouns – personal & possessive	Magazine covers	
3. Describe our and other families	Vocab check: colours, parts of body.	• Simon Says: good warm-up for students early (4.1)
apply our vocab (adjectives, nouns, pronouns) to		• Students a bit flat with the vocab – another way to do it?(3.6)
different people/situations;	Famous Families(Idea from French teachers) (5.3)	• Hand-out sheet – new adjectives, pronouns (personal & possessive) went through this with students – too much teacher oriented, went too long – need ways for students to engage with this – break down into chunks - sheet with which pronouns to use? (1.2; 3.6)
• Warm up with Greetings (trick them Selamat malam) and Simon Says		
• Students with completed mag covers asked to present their cover		
• Differentiated tasks: students yet to complete magazine covers to complete them on the computers		• Students working on magazine covers proceeded with this task some students finding it difficult to complete this task – need to check their understanding. (1.5; 3.6)
• Students to use their pool of words to describe famous families (powerpoint)	Student self-rating: High Medium Low	• Students working on Famous Families worksheet became engaged, need thinking time to apply new vocab and word order ((1.5) May have to allow more classes to consolidate this learning – check plan.
• Students who complete this activity to do Language Perfect –Essential Vocabulary –		• Students wrote in books how they are going – students finding pronouns difficult - some feedback to class here on what they wrote – a valuable

Family, Body Parts, Colours • If time: Who am I ? game: Siapa Saya? • **Students to rate how they are going individually: High Medium Low**		<mark>exercise for students to reflect on what they have achieved in class (5.4)</mark>
Lesson 9 07/09/11 A173 **WALT:** **(1) to practice our adjectives and pronouns;** **(2) to apply the vocab we have learnt to another task: drawing an alien** **(3) to describe our families to the class by presenting our magazine covers** • Listening Dictation: describe an alien(2 heads, 12 eyes, 8 legs etc) Students to draw the alien. Then swap pictures and correct as a class. • Continue with Family photo presentation: practice against the rubric created in previous lesson	**Assessment** • Listening Activity – draw an alien. • Family photo presentation assessed according to student devised rubric Review at end of class: What have you learnt today? What do you need to revise?	• Needed more explicit instructions to class re alien activity as students were unfamiliar with drawing dictation, could have done a simple 'taster' before the actual task (3.1; 3.3) • Understanding of pronouns is getting stronger as most students felt confident in completing the task, checking with students helped to elicit a few queries around personal/possessive or either (3.6) But still way to go. • I corrected the pictures while students (who needed more time) completed magazine covers or did Language Online (1.5; 5.2) • Difficult to monitor students doing different tasks and how they are going – need better organisation around this. • Three students presented on their Magazine cover to class. Reviewed criteria with class and class feedback invited. (4.1; 5.2) • Review questions: 2 students to answer: what have you learnt today? (1) personal pronouns (2) colours (3 adjectives. What do you need to revise? (1) Pronouns – still get confused. (2) word order. (3.6; 5.4)
Lesson 10 08/09/11 **WALT:** **(1)Get stronger at pronouns – what are they, how do we use them** **(2) test our vocab on family members, pronouns, adjectives & numbers** **(3) apply vocab to different situations.** • Revise pronouns on board – quiz students as a class • Students to complete worksheet on pronouns • Students to work on worksheet Nama Saya Mira – a translation of a simple family story . • Students to fill in a table on descriptions of family.	**Assessment** • Family photo presentation assessed according to student devised rubric • Personal pronouns worksheet • Nama saya Mira worksheet Describe your family: 3 – 5 simple sentences.	• <mark>Decided to give extra time to pronouns to consolidate learning (3.6)</mark> • Next 3 Family presentations on magazine cover – good practice for students to speak out in class. Feedback from class very positive. (3.3) Highlighted pronouns. Ethan asked me not to ask him to present in class – ensure I do not put students on the spot. (1.5) • <mark>Reviewed Personal pronouns from the text book and the worksheet. Looked at pictures in the text and described them using the pronouns and family members. (3.2; 3.5)</mark> • <mark>More students than expected had difficulties with Reading comprehension. Too difficult? (3.2; 3.3)</mark> • <mark>Went through it carefully as a class and asked students to tell their pair what they found hard with class feedback. Word Order. Will use this as a practice and give another assessment piece.</mark> • Students to call out their family descriptions – 1 sentence per student: this worked really well, students like to discuss their families. (3.2)

Lesson 11 14/09/11 **WALT:** **(1) to strengthen our listening skills by filling in the correct words to the song** **(2) learn to use adjectives and pronouns in different ways.** • Listening : students to listen to song and complete cloze exercise. • Mantap film: go back to the 2 simple sentences to describe myself/family. • Write them in your books. • Present to your group then to class individually. • Game: Siapa Saya to complete lesson	**Assessment** http://www.education.vic.gov.au/languagesonline/indonesian/sect04/no_1/no_1.htmTest Sheet given to each student to complete the listening exercise. Worksheet: Listening Exercise.	• Problems with technology (IWB) but able to be overcome, a slight delay to the class • Students listened to the song 3 times, this was required as they found it hard to identify words in the song (they are used to reading comprehensions). Valuable to use more songs in class. (2.6; 3.6) • Re-watched the film clips on Indonesian students describing themselves – students expressed familiarity with the names and descriptions in the film. Good consolidation and built confidence of some students. (3.5; 5.1) • Students to review or re-write their own descriptions of themselves. This exercise highlighted the different abilities in the class. Lots of individual help required here. Needed to have another task for the more capable students who finished early, a little too much chatter.(1.5; 4.1) • Students presented to a pair and then selected students to the class. (5.2) • Ended class with Siapa Saya (Who am I?) Very simple version using students in class as the guess who. (1.5; 2.1)

17.10.2.4 Section 3: Student Analysis

In this class of 24 there are 14 boys and 10 girls. All of them have completed one semester of another language (Italian or French) and chose to study Indonesian for their second semester. They will then choose one of their two Year 7 languages to continue in 2012. Only two students have studied Indonesian at primary school and their language skills are at the beginning of the VELS spectrum for secondary school. As this is an introductory course and students will have limited vocabulary, many of the learning outcomes incorporate language learning and organisational skills as well as content information. Many of the assessment tasks address the learning of basic factual knowledge through direct teaching to build a foundation for the learning of Indonesian though some comprehension and comparative exercises will draw on higher order thinking skills. For example the design and publication of a magazine cover will require editing, design and application of basic knowledge. Reflective questions on *how I am learning?; how do I feel about learning?; why I am learning this?* Incorporated into lessons addressed affective dimensions of learning.

After six months at secondary school the students are more comfortable with the lay-out, routines, personnel, timetables and work requirements of the school (compared to semester one). Many of them have strong social groups of friends. General comments about the class are that they are generally well-behaved, motivated with only two or three students who show some resistance to working at and completing tasks in class. Another student is very quiet and appears very disengaged with the subject. Similar reports from other teachers means he is being assessed with Student Services.

Student A (TT): prior knowledge of Indonesian, skills and challenges in learning

This student has no prior knowledge of Indonesian before beginning this semester-long study of the language. He appears to be a dependent learner, constantly calling out and asking questions of the teacher, needing attention and finds it difficult to remain focussed for periods of time. Similar feedback was gained from his teachers in other subjects. He is easily distracted and begins to talk with other students or focus on other things in class. He requires a significant amount of individual attention and even explicit instructions get forgotten easily. This student needs specific learning outcomes, tasks to be broken down, scaffolding, checking for understanding and modelling of possible answers.

In speaking with his mother, she explained that prior to beginning school and being looked after by his Greek grandparents while his parents worked, he only spoke Greek and in fact needs to develop his English language skills and comprehension. While they speak English at home, she feels he missed out on foundational learning in these early years. This may be affecting his comprehension and expression. He does appear to enjoy Indonesian and speaks to me outside of class, often practising Indonesian words and expressions. He completes most tasks, though more slowly and often needing corrections before re-submitting.

I was able to obtain the following data from the school database.

PAT results are in the following table:

			Group Norms	Level Norms
PAT: Comprehension test:	Raw score 13	PATR 113	Percentile rate 4 Stanine Rank 2	Percentile rate 10 Stanine Rank 2
PAT Maths test	Raw score 19	PATM 50	Percentile rate 19 Stanine Rank 3	Percentile rate 14 Stanine Rank 3
PAT: Vocab	Raw score 14	PATR 117	Percentile rate 14 Stanine Rank 3	Percentile rate 24 Stanine Rank 4

In his student achievement level under the NAPLAN testing, he received:

Reading: 455, Writing: 501, Spelling: 533, Grammar and Punctuation: 455 and numeracy: 469. (in the lower 20th percentile for reading, grammar/punctuation, below the mean for writing and numeracy and at mean for spelling).

These results indicate a lower level of reading and comprehension than many in the class and the need to monitor the tasks for this student, ensure clear instructions, check his attention and understanding of instructions and allow extra time to complete tasks. Some tasks may need to be modified and broken down, however at this stage I will monitor his progress with the class-assigned work.

Student B

This student has no prior knowledge of Indonesian before beginning this semester of study. She appears to be a diligent and enthusiastic learner, quiet in her approach to work and always one of the first students to complete tasks. She displays good concentration skills and the ability to stay on task. She is reluctant to volunteer answers or contribute to discussion involving the whole class but happy to work individually, in pairs or her group. She gets on well with other students and often assists other students with their work. Other teachers find her diligent and well-respected by her peers. Assessment tasks were all completed on time or early. This student could benefit by highlighting incidental learning as well as the intentional learning aims of each class. Extension activities that address further learning to synthesize information and apply it to new situations and problem-solving activities will benefit this student.

I was able to obtain the following data from the school database:

		Group Norms	Level Norms
PAT: Comprehension test:	Raw score 24; PATR 129	Percentile rate 37; Stanine Rank 4	Percentile rate 50; Stanine Rank 5
PAT: Maths test	Raw score 27; PATM 60	Percentile rate 55; Stanine Rank 5	Percentile rate 38; Stanine Rank 4
PAT: Vocab	Raw score 19; PATR 124	Percentile rate 39; Stanine Rank 4	Percentile rate 46; Stanine Rank 5

NAPLAN

In her student achievement level under the NAPLAN testing, she received:
Reading: 584, Writing: 512, Spelling: 539, Grammar and Punctuation: 585 and numeracy: 537. (In reading and punctuation/grammar above the mean, in writing and numeracy slightly below the mean and at mean for spelling.)

Photos of students in groups matching English/Indonesian vocab cards.

Assessment Tasks

BI = Bahasa Indonesia

Assessment Tasks	Student A	Student B
Lesson 1 What words did I recognise in the film? (Formative) Sunshine Map (photograph) 2 sentences on what I would have said to describe myself	No words recorded from film. Most of the Sunshine Map in English, the heading and one other word (mother) in Indonesian. See attached. One sentence in BI (1 spelling mistake) and one in English.	No words recorded from film Most of the sunshine map in BI, only three words in English. See attached. 5 Sentences written – word order & spelling mostly correct – only 1 word in English.
Lesson 2 Cards matched correctly (photos of students engaged in task) Q's: How did my group work? How did I contribute to the group?	Slow in this task, not familiar with vocab and finds it hard to make calculated guesses (ie process of elimination 'Group worked ok, needed more help. I was one of the slower ones, got better by the end!' Needed explanation and monitoring. See Attached	One of the first to finish though found it hard to complete a couple of matching words. "Our group worked well though it was hard to find the final cards. I liked working in the group" Completed early. Understands vocab and word order.

Worksheet 1 Keluarga Saya : to complete Ability to progress through worksheet (handed up to correct) Page 1. Write in books: What did we learn today? What will I remember from today?		Need to work on word order. Learnt colours and body parts. See attached.
Lesson 3 **Worksheet 1** Keluarga Saya : Page 2. Colours and Model Word Order checked New words learnt today? Oral answers	See attached See attached Count to 20 and some of the colours.	Completed. See attached See attached Stronger on colours & body parts.
Lesson 4 Monitor student progress on QUIA quizzes/activitieshttp://www.quia.com/web Oral questions to students about how I can use this in the future? Question to students: What are some of the mistakes I have made?	Feedback on worksheets Did not offer answer to this Class Feedback on this : word order, wrong words, cant remember words	Feedback on worksheets Did not offer answer to this Class Feedback on this: word order, wrong words, cant remember words
Lesson 5 Revision Test incorporating vocab, word order, grammar and reading comprehension.	See attached	Completed – 98%. See attached
Lesson 6 Brief feedback on revision test Questions to class: What are the words that are difficult to remember? What are the words I remember easily? Students to call out and list on board:	Words such as belajar, apa kabar?, coklat, orang utan, biru, ibu, bapak, saya, kamu, 1-10, nama saya, selamat pagi/siang/malam.	Words such as belajar, apa kabar?, coklat, orang utan, biru, ibu, bapak, saya, kamu, 1-10, nama saya, selamat pagi/siang/malam.
Lesson 7 Assessment rubric (photo) as a class. Students working on magazine covers/language perfect (photos) Oral feedback on new words learnt	See assessment rubric. Magazine Cover attached – two versions as the first had many errors to correct and chance to re-submit. No oral feedback on new words learnt. Mostly working on magazine cover – no results for	Prepared what to write on separate sheet and sought feedback. Magazine cover done quickly and all grammar and spelling correct. Used extra time to work on exercise on Language Perfect and helped another student who

Online Language Perfect monitoring. http://www.languageperfect.co.nz/info/index.html	Language Perfect.	was struggling with the task New words learnt: anjing (dog)
Lesson 8 Simon Says Personal pronouns worksheet Magazine covers Vocab check: colours, parts of body. Famous Families(Idea from French teachers) (5.3) Students: (answer with High, Medium, Low) How am I going with adjectives? How am I going with pronouns? How am I going with describing families? New words: What is WALT?	Enjoyed this, lots of yelling out, tended to copy friends but enjoyed the game Completed with some errors. Progressing slowly on magazine cover – allow more time to complete, did not undertake Famous Families activity. Getting stronger at colours – participated well in this, especially when coloured jelly beans offered. Did not do Famous Families sheet but worked on Magazine Cover. Did not answer questions.	Quiet but very attentive to game and understands words. Pronouns worksheet completed with a few mistakes. Shows understanding of patterns. Enjoyed the Powerpoint and working on the sheet. See sheet: medium on adjectives and pronouns but high on describing families.
Lesson 9 Listening Activity – draw an alien. Family photo presentation assessed according to student devised rubric Review at end of class: oral feedback. What have you learnt today? What do you need to revise?	See attached Participated in this and suggested ideas about presentation Review: identified that he needs to work on words & adjectives and good at numbers.	See attached . Checked work and shows understanding of all directions. "Need to describe better monsters Bu!" Did not volunteer to present on family. No oral feedback on what I have learnt.
Lesson 10 Family photo presentation assessed according to student devised rubric Nama saya Mira worksheet Describe your family: 3 - 5 simple sentences.	Did not ask student to present as he shows reluctance about this task After breaking this task down for him and making links with English expressions, he was able to complete with 5 errors. Good to repeat again soon. Allowed more time to complete the personal pronouns sheet, therefore this worksheet was not completed. As a class we went through the text to correct. See attached.	Presented to class though shy and raced through presentation. I did not ask further questions and gave encouragement. Able to identify pronouns, a couple of mistakes between possessive and personal. Completed the worksheet though missed some information in the translation. Personal descriptions are good. See attached. Re-wrote the comprehension in BI and English to practice and understand the text as a whole.
Lesson 11	See attached.	Completed and correct. See attached

Worksheet: Listening Exercise. Class discussion on listening tasks.	Spoke about finding it difficult at first but on the third listening, found it much easier. Include more songs in next unit.	Did not contribute to class discussion but listened attentively.
Lesson 12 Siapa Saya game: who is able to guess the clues and understand the instructions. Nama saya Adi (My name is Adi) worksheet	Enjoys games even if he struggles with vocab. Does not worry about calling out mistakes. See attached. Key mistakes were incorrect vocab and missing words. See attached.	Wrote down some good descriptions of classmates – see attached. Happy to do one for class – fun. Completed with minor errors in word order and spelling. See attached.

TEACHER'S NAME:	Louise Crowe				REGISTRATION NUMBER: 362438			

List the professional development activities you have undertaken. All activities should relate to the standards of professional practice		Describe the nature of the professional activities you have undertaken by ticking the appropriate columns					Activities providing access to research and knowledge sourced from outside the school environment	Hours
Date	Activity	Within the school with an external presenter or a colleague presenting new knowledge	Within the school in collaboration with other colleagues	External to the school	Undertaken on the initiative of the teacher, either in or out of school	Other (Provide details)		
28/01/11	Graduate Teacher Forum				X		X	6.5
03/02/11	ICT professional Learning Day	X						4.0
04/03/11	VILTA Conference			X			X	7
15/03/11	VIT Provisionally Registered Teachers Seminar			X				2
19/03/11	VCAA Info Session to Support Teachers New to VCE Languages in 2011			X	X		X	2
26-27/05/`11	Induction to Ignatian Spirituality & Mission			X		X Undertaken with support of RE Faculty		13
5/08/11	Creating Our Future Workshop Brian Burgess	X					X	7.0

8/08/11	VIT AITSL Pilot Project Workshop National Standards			X			X	6.0
29/09/11-07/10/11	iDeas Australian Indonesian Partnership programme in Jakarta					X	X	8.0 hours x 6 days = 48.0
17/10/11	Encouraging Students To Take Responsibility For Their Own Learning		X					1.5
19/10/11	Professional Discussion on VIT/AITSL process Keith Woodward & Fran Cosgrove.							1.0 hours

Teachers are required to undertake at least 100 hours of professional development activities in the five years leading up to their due date for renewal of registration.

All activities must have a reference to the standards of professional practice.

At least half the activities must provide access to research and knowledge sourced from outside the immediate school or work environment.

The balance of activities can come from either more activities providing access to research and knowledge sourced from outside the immediate school environment or activities teachers identify as contributing to their professional practice, knowledge or well-being.

Case study plan

Name: Louise Crowe

School: Loyola College

CASE STUDY	ARTEFACTS
Focus: Using Assessment for Effective Learning Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning. Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	
Approach: Louise Crowe (PRT) & Vanessa Folino (Mentor) will plan and develop a unit for students studying Indonesian at Year 7 (VELS 5.1) focusing on Standard 5: *Assess, provide feedback and report on student learning* . The unit will incorporate a range of assessment strategies that enable effective monitoring of learning outcomes reflecting different learning capabilities of students.	AITSL workshop docs (completed at workshop 8/8/11) Lesson planning discussions – see lesson plans.
Implementation Develop and teach a unit of work (8-9 lessons)on the topic My Family (Keluarga Saya) Include activities for assessment of formative, diagnostic and summative learning Plan a range of assessment tasks to address different levels/capabilities of individual students including: Peer assessment Self assessment Teacher assessment Monitor timeliness of feedback (for correction and assessment)and its effect on student motivation and learning Collect select student work to evaluate in light of the aims of the project Meet with mentor as required to discuss the unit or particular lessons and elicit feedback and advice Collegial visits to provide peer review and support	Unit plan incorporating aims and content of lessons Samples of assessment tasks Evaluation notes Student Workbooks Student feedback (oral and written) Written tests Student-designed rubric Student pieces eg: Magazine Cover Oral presentations Group tasks Photos of class activities
Review Comparison of lesson plans (prepared at start compared to adapted plans) Preparatory and Follow-up discussions on collegial class visits	Table on assessment tasks Notes reviewing each lesson Review notes with mentor on collegial visits

Analysis of documentation in light of the focus of the project	
Reflection and Evaluation Planning and review discussions with mentor and peers Select literature on assessment Personal observations	Annotated students work pieces Evidence of student learning Personal reflection (written) and VIT interview (written, filmed?)

Keluarga yang terkenal

(Famous Families)
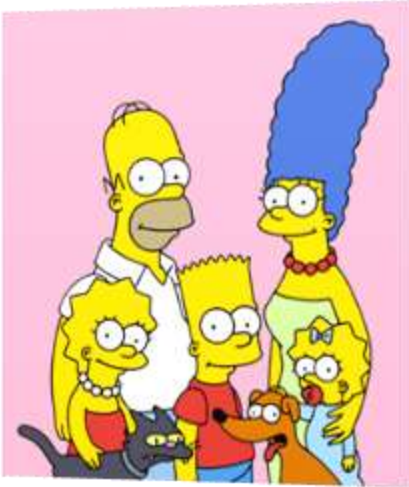
1. Siapa nama keluarga ini? _____

2. Rambut Ibu Simpson berwarna_____

3. Nama pertama Bapak Simpson ada_____

4. Berapa anak di keluarga Simpson? _____

1. Siapa nama keluarga ini? _____

2. Berapa anak di keluarganya? _____

3. Siapa nama anjingnya? _____

4. Rambut Ibu Griffin berwarna _____

1. Siapa nama keluarga ini? _____

2. Berapa anak di keluarganya? _____

3. Di mana mereka tinggal? _____

4. Rambut Ibu Obama berwarna _____

Kata- kata baru

bernama	*is called*	Dia bernama Homer.	*His name is (he is called) Homer.*
berumur	*is......years old*	Saya berumur 13 tahun.	*I am 13 years old.*
berwarna	*is the colour of*	Matanya berwarna coklat.	*Her eyes are brown.*

_____

Kata sifat baru: new adjectives

besar	big
cantik	pretty
ganteng	handsome
kecil	small
lucu	funny
muda	young
tua	old
pandai	clever
tinggi	tall
pendek	short
senang	happy
sedih	sad

_____

Personal pronouns
Words that replace people's names
(I you, he, she, they)

saya/aku	I
kamu/anda	you
kami	we
kita	we
dia	he/she
mereka	they

Possessive pronouns
Indicate that a person owns or has something
(eg my book, his house)

rambut saya	my hair
mata anda	your eyes
rumah kami	our house
sekolah kita	our school
hidungnya	his nose
guru mereka	their teacher

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Ingatlah!   **Remember!**

Aku can be shortened to **ku** and added to the end of the noun to mean **my**
eg: temanku = my friend

Kamu can be shortened to **mu** and added to the end of the noun to mean **your**
eg: temanmu = your friend

nya means his/hers and can also be added to the end of the noun

LANGUAGE PERFECT

The following are instructions to log onto Language Perfect – a great website to practice your vocabulary and learn new Indonesian words.

1. Click onto the Language Perfect website at http://www.languageperfect.co.nz/
2. Go to LOGIN and then click **Launch Language Perfect**
3. Type in your user name and password. Your User Name is LCname, for example, User name for Tom Roberts is LCTomRoberts. Your password is your first name, for example, Tom.
4. Check with your teacher if you have any problems logging on.
5. Click the **Indonesian** box.
6. Select the 2011 7 Indonesian class.
7. Select **LEARN** Select **BY LIST**
8. Click SELECT LIST
9. Select a word list from the available lists – begin with **(1)BODY PARTS (2) COLOURS (3)FAMILY**
10. Click LOAD LIST
11. Click Spoken Indonesian to English Text
12. Click START TEST
13. Have fun!

All students have been entered into the Language Perfect World Championships which is an online vocabulary competition that runs for two weeks starting from 9th-16th September. Last year Loyola did really well and had 1 silver medallist and 1 bronze medallist. So join in and Semoga Berhasil! (Hope you do well!)

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