

**From personal reflection to professional community**

**Education Queensland  
Professional Standards for Teachers  
Evaluation of the 2002 Pilot**

**Authors: Diane Mayer, Jane Mitchell,  
Doune Macdonald, Ray Land and Allan Luke**

The School of Education  
The University of Queensland



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# Executive Summary



The Professional Standards for Teachers Pilot 2002 was developed in partnership with Education Queensland (EQ) and the Queensland Teachers' Union (QTU). It emerged as a key recommendation of EQ-QTU Taskforce 2 established following the enterprise bargaining process. The 12 Professional Standards for Teachers (PST) aim to describe the knowledge, skills and abilities that teachers demonstrate in providing relevant and worthwhile learning experiences for individuals and groups of students. They aim to define work in Queensland state schools and provide a framework for individuals, teams and networks of teachers to:

- Reflect on, talk about and review teaching practice;
- Formulate goals to strengthen practice;
- Establish personal professional learning plans; and,
- Monitor the achievement of their goals.

Each standard comprises a standard descriptor, statements about the standard, indicators, and underpinning knowledge and skills.

A Pilot of the PST was instigated to provide feedback on the PST and inform future models of professional learning developed to support the voluntary engagement of teachers with the standards. The PST Pilot spanned six months, 29 April - 26 October 2002, and comprised a number of components designed to help the 220 volunteer teachers 'field-test' the standards in a school context:

- Immersion Workshops;
- Supported Reflective Practice (electronic networks and newsletters);
- Follow-up Meetings.

The University of Queensland's evaluation brief was to investigate and report on the capacity of the PST Pilot 2002 to encourage, engage and support teachers in 'immersion', 'reflective practice', 'charting professional pathways' and 'responsive practice'. To do this, a multi-method approach was employed comprising:

1. Two surveys;
2. Interviews with 28 teachers in three focus groups;
3. Four case studies;
4. Document analyses; and
5. Field observations.

The evaluation shows that the PST provide an authentic framework for reflection on professional practice. The standards themselves were affirmed as

accurately capturing the complex nature of teachers' work across locations and career stages, and there was clear evidence that the PST can be used for planning and structuring ongoing professional development. They were also affirmed as pivotal to, and providing a sound basis for, strengthening and renewing the teaching profession.

Data indicated that much of the teachers' engagement with the standards during the Pilot involved personal, undocumented reflection on aspects of their own classroom practice. The Pilot was therefore conceived as a 'First Phase' that provided a platform for a 'Second Phase' that could move teachers from personal engagement with the standards to a focus on professional communities. The challenge for the next phase is to further explore issues associated with ongoing and productive professional learning, embeddedness of the PST within and beyond EQ initiatives, and recognition.

# 1. Evaluation of Professional Standards for Teachers Pilot 2002: Project Brief

## 1.1 Context

The Professional Standards for Teachers Pilot 2002 was developed in partnership with Education Queensland (EQ) and the Queensland Teachers' Union (QTU). It emerged as a key recommendation of EQ-QTU Taskforce 2 established following the enterprise bargaining process. The intention is that the outcomes from participants' work within the Pilot will inform future models of professional learning developed to support the voluntary engagement of teachers with the standards.

The Professional Standards for Teachers (PST) aim to describe the knowledge, skills and abilities that teachers demonstrate in providing relevant and worthwhile learning experiences for individuals and groups of students. They aim to define teachers' work in Queensland state schools and provide a framework for individuals, teams and networks of teachers to:

- Reflect on, talk about and review teaching practice;
- Formulate goals to strengthen practice;
- Establish personal professional learning plans; and,
- Monitor the achievement of their goals.

There are 12 standards:

1. Structure flexible and innovative learning experiences for individuals and groups
2. Contribute to language, literacy and numeracy development
3. Construct intellectually challenging learning experiences
4. Construct relevant learning experiences that connect with the world beyond school
5. Construct inclusive and participatory learning experiences
6. Integrate information and communication technologies to enhance student learning
7. Assess and report on student learning
8. Support the social development and participation of young people
9. Create safe and supportive learning environments
10. Build relationships with the wider community
11. Contribute to professional teams
12. Commit to professional practice

Each standard comprises a standard descriptor, statements about the standard, indicators and underpinning knowledge and skills (The State of Queensland (Department of Education), 2002).

The Professional Standards for Teachers Pilot 2002 spanned 6 months from 29 April – 26 October 2002. It comprised a number of components designed to help the 220 volunteer teachers 'field-test' the standards in a school context:

- Immersion
  - A three-day TRS-supported workshop exploring the PST and the concepts of critical reflection and networked learning communities.
- Supported Reflective Practice
  - Field-testing the standards, in context
  - Designing participants' preferred models of reflection and networking
  - Proposing supports to enact these models
  - Engaging in discussion with a range of colleagues
- Professional Pathways
  - Identifying strengths and learning and developmental goals
  - Locating and taking up relevant learning and development opportunities and resources to meet goals
- Responsive Practice
  - Critiquing the standards in practice
  - Contributing to the refinement and revision of the framework
  - Informing models of effective engagement with the standards
  - Sharing effective practice models of reflection and discussion on teaching and learning
  - Informing development of related support materials and tools

### Immersion Workshops

The three-day TRS-supported Immersion Workshops were held at Gold Coast, Toowoomba, Bundaberg, Townsville, and Brisbane North throughout April and May. Their foci were to:

- develop an understanding of the Professional Standards for Teachers
- generate individual reflection; and
- establish professional learning communities.

### Blackboard®

Blackboard 5™ was the e-Learning software platform used to provide an online community for the PST interactive site, giving participants the opportunity to share their ideas, resources, projects and professional learning activities, and to communicate with each

other. The PST Blackboard site comprised six areas: Announcements (by the Project Team), Information (Newsletter, participant contact details, general information), Staff Information (contact details of the Project Team), Documents (e.g. Immersion Workshop materials, materials from follow-up meetings), Projects (e.g. surveys, action plans, resources, reflections), and Communication (email, discussion board, virtual classroom).

### **Professional Standards for Teachers newsletter**

Nine newsletters were provided to participants via the Blackboard site during the Pilot. Each one included a few snippets of current Blackboard discussions, and most had reminders to respond to their group's discussion question. Also, each edition had a graph showing the weekly Blackboard usage. This was presented cumulatively so the reader could compare that week's usage with previous weeks.

### **Follow-up meetings**

Initial feedback received from Pilot participants suggested follow-up meetings. These were held on the following dates at various venues:

- 20 August – Gold Coast South and Brisbane A (Geebung, Stafford, Bayside)
- 26 August – Cairns and Chinchilla
- 27 August – Mackay and Toowoomba
- 28 August – Bundaberg
- 30 August – Maryborough
- 2 September – Biloela
- 3 September – Mt Isa
- 4 September – Logan 2
- 5 September – Logan 1 and Emerald

These meetings were designed to build upon the three-day Immersion Workshop and facilitate the sharing of work being done by Pilot participants.

## **1.2 Project brief**

The brief for this Report specifies that the document will be used for further development of the Professional Standards for Teachers and their implementation. Specifically, executive staff of both Education Queensland and the Queensland Teachers' Union will use the recommendations made in this Report to inform future strategic directions for the use of the Professional Standards for Teachers as a:

- reflective framework; and
- support for professional learning.

To achieve these purposes, this Report is well-grounded in the experience of teachers who volunteered and who were selected to take part in the Pilot. We understood that participants in the Pilot were not randomly selected for some theoretical experiment. As a limited number of volunteers in a developmental process, they

cannot represent the full extent of the experiences of teachers throughout Queensland. Nevertheless, particular care was taken in selecting schools, individuals and groups of teachers to ensure a representative sample was selected for detailed follow-up data collection. Specific recommendations are made that will, we believe, enhance the potential use of the PST in Education Queensland schools.

A considerable amount and range of both quantitative (e.g., online and postal surveys) and qualitative data (e.g., meetings, focus groups, email and Blackboard messages) was collected at all stages of the Pilot. A balance of both types of methods has allowed more reliable tracking of the responses of many participants over time. The experiences of both individuals and groups of practitioners have also been very carefully sampled, portrayed and triangulated across several data sources. This data ensures that key variables that appear to influence practitioners in their understanding and use of the PST are identified and understood.

On the basis of related research, we anticipated that variables such as the following might be influential over the responses of teachers to the use of Professional Standards:

- Teacher demographic features (e.g., age, gender, teaching experience, subjects/year levels taught ...);
- School features (e.g., sector, location, size, SES level, student year levels available ...);
- Schooling sectors (e.g., preschool, primary, secondary, special, P-10/12 ...);
- Level of proximate support (e.g., members of pre-existing networks, school teams or isolated teachers, rural/remote or city locations ...); and
- Interests in being in Pilot Study (e.g., individual professional development, team-based support, chance to influence policy ...).

As will become obvious in this Report, several of these variables appear to intersect as influences over teacher perceptions of both the PST and their potential uses.



## 2. Literature Review

The literature review examines key aspects of the current discussion of Professional Standards for Teachers both in Australia and internationally. The review focuses on the ways in which standards for teachers are being conceptualised and, more particularly, the purposes associated with their development and use. This provides a broad context in which to locate Education Queensland's Professional Standards for Teachers Pilot 2002. The literature review also examines relevant aspects of teacher professional learning and methods of professional networking and communication.

### 2.1 Standards for the teaching profession From 'competencies' to 'standards'

In the 1980s and into the 1990s, educators in Australia, USA and UK were considering competencies in teachers' work. In Australia, teachers and teacher educators were encouraged to take control of the competency agenda (Kennedy, 1993), with suggestions that 'the fact that teaching is complex should not prevent us from attempting to understand' (and articulate) what effective teachers do (Eltis & Turney, 1993). As part of responding to these challenges, the National Competency Framework for Beginning Teachers was developed by the National Project on the Quality of Teaching and Learning and published by the Australian Teaching Council in 1996 (National Project on the Quality of Teaching and Learning, 1996). Across the country, professional bodies, registration authorities, employing authorities and academics entered discussions about developing competences for teachers' work.

However, critics argued that the move to define teachers' work through competencies not only deskilled teachers but also reinforced teachers' practices as reproductive of schooling rather than being transformative (Ginsburg, 1988; Porter, Rizvi, Knight, & Lingard, 1992). Those who highlighted the potential instrumentalism of competencies were critical of the emphasis on 'doing teaching' rather than 'knowing about teaching', and the potential that this agenda had to influence teacher education programs towards focusing only in the development of technical, demonstrable, and work place-oriented skills (Eltis & Turney, 1993). Competencies have been criticised for their potential to fragment, technicise, and decontextualise teachers' work (Hattam & Smyth, 1995; Loudon & Wallace, 1993), and their potential to restrict teachers' professional growth rather than

transform and extend it (Whitty, 1994). One of the major issues to arise within the early teacher competency agenda was that of how competencies would be used to assess professional performance. Many questioned whether competencies could be both an educative tool and an instrument for appraisal (e.g. Hattam & Smyth, 1995), suggesting that the regulating effect of surveillance may close rather than promote debate around professional practice. In addition, Preston and Kennedy (1995) cautioned that:

*Competencies held by individuals cannot be absolutely known, and competence cannot be directly observed. Rather, there may be evidence which more or less strongly indicates the presence (or absence) of competencies. (p. 7)*

Despite this activity, for a number of reasons the teacher competencies agenda in Australia never fully came to fruition (Louden, 2000). Nevertheless, by the mid-late 1990s in Australia, the UK and the USA, there was a shift from the discourses of competencies to standards. As explained by Reynolds (1999), the concept of standards still aims to make the basis for accreditation of practice transparent but it is a broader concept than competencies as it includes a range of factors such as values and attitudes. Further, standards refocus issues of teachers' processes, purposes and efforts rather than outcomes alone. In 1998, the Senate report on the inquiry into the teaching profession in Australia (Senate Employment Education and Training References Committee, 1998) described the characteristics of professionalism as including 'control of standards, admission, career paths and disciplinary issues', and confirmed a commitment to standards for teacher education graduates through to experienced teachers. In contrast, the USA's National Board for Professional Teaching Standards (NBPTS) has created rigorous standards for what highly accomplished teachers should know and be able to do (National Board of Professional Teaching Standards, 1999). However, many of the same issues and debates around 'competencies' as outlined above are continuing to be played out in relation to 'standards'. Roth (1996) characterised the 1990s as the 'age of standards'; this does not seem to be waning in the 21st century.

#### Standards for the teaching profession: United States

According to Darling-Hammond (2001), the US is characterised by 'a morass of teaching standards', each set developed by different groups, often for different purposes and often in isolation of each other. In

addition to a large number of state and employing groups determining their specific standards and the mechanisms for admission to practice in their jurisdiction, the Interstate New Teacher Assessment and Support Consortium (INTASC) is developing standards and assessments for beginning teachers aimed at providing a transportable teacher licensing within the US, the National Board for Professional Teaching Standards (NBPTS) is providing national certification for highly accomplished teachers, and the National Council for Accreditation of Teacher Education (NCATE) is accrediting teacher education institutions.<sup>1</sup> Recently there has been some linking of the activities of each of these three major national groups, but:

*For the most part, however, teacher education, accreditation, licensing, induction, on-the-job evaluation, and ongoing professional development have operated in splendid isolation from one another, using different implicit criteria for judging good teaching and different explicit procedures from one district or state to the next. Even within states, enormous variability often exists in the requirements associated with the many types of licenses, endorsements, and certifications that are issued. (Darling-Hammond, 2001, p. 754).*

In the US, much discussion revolves around the teacher assessment processes for licensing and certification rather than on the actual standards themselves. Like other countries, the claims for developing 'rigorous' standards and 'rigorous' processes for determining achievement of a level of performance in relation to those standards are grounded in debates about improving the status of the teaching profession, ensuring high quality teachers and enhancing student learning outcomes. However, the research evidence about these claims is inconclusive.

For example, there is some evidence that the NBPTS certification process is linked to improved professional practice for accomplished teachers, and that the INTASC licensing process is similarly linked for beginning teachers (Darling-Hammond, 2001). However, Burroughs (2001) asserts that the NBPTS certification may be as much an evaluation of a teacher's writing about his or her teaching as it is an evaluation of the teaching itself. He suggests the process assumes that the performance of teaching and the performance of writing about one's teaching are identical. He concludes that rhetorical skill is a problematic, unarticulated standard of the board. In addition, Serafini (2002) suggests that the NBPTS

certification process may create a hierarchy within the teaching profession that will establish one legitimate style of teaching over other styles. There are also concerns that standards may compose a certain type of teacher. For example, white teachers who teach in suburban schools who report that they are confident about teaching seem to be more successful in gaining certification through the NBPTS process (Burroughs, 2001). There are many suggestions that NBPTS standards themselves could be a normative force and that perhaps 'the teaching profession should be celebrating its diversity and creative differences rather than a solitary vision of accomplished teaching' (Serafini, 2002, p. 319).

However, there are those who argue like Yinger and Hendricks-Lee (2000), that:

*The key to successful professionalization of any practice is to convince clients and the public that a professional, as a result of education and practical experience, possesses unique knowledge and skills that can be employed to solve the particular problems of practice and thus serve client needs. Research and knowledge-based standards can convey the professional qualifications of teachers by creating a shared and public language of practice that not only describes how knowledge is used in practice but also becomes a vehicle for testing and elaborating the components of professional activity. Standards, when used in this manner by a developing profession, thus become a means to development and empowerment, not merely a means of external control. (p. 94)*

But others are concerned about the 'vagueness' of standards documents, suggesting that they amount to no more than 'slogan systems' that offer little but are hard to dispute (King, 1994).

### **Standards for the teaching profession: Australia**

The development of standards for the teaching profession in Australia has emerged within the last decade, following developments in the US. Debates in Australia for the establishment of standards for the profession, like in the US and UK, are usually premised on an argument linking student learning outcomes and teacher quality, and the importance of standards and assessment of teachers against those standards for the image and status of the teaching profession. The sentiments put forward by Ramsey in the Review of Teacher Education in New South Wales capture these arguments. For example:

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<sup>1</sup> In discussions about teaching standards, different terminology for the concepts associated with how they are used permeate the literature. In this review, following Darling-Hammond (2001), the terms 'licensing' or 'registration' will be used to describe the states' decisions regarding admission to practice, 'certification' used to describe the actions of a professional group in certifying accomplished professional practice (often linked to incremental salary scales), and 'accreditation' used to describe the system by which professional preparation programs are accredited enabling their graduates to obtain licensure or registration to teach.

*Teaching needs to be created as a quality, rather than a mass, profession. (Ramsey, 2000, p. 7)*

and

*... unlike other professions, teaching has only a limited focus on standards of professional practice; there is no self-regulation for quality. If teaching is to be a true profession, with a focus on quality, teachers need to have their own standards of professional practice ... there needs to be requirements about and recognition of their own learning once they commence their careers. There needs to be a process which formally accredits them as members of the profession ... The evidence indicates that until the teaching profession itself is in a position to deal with quality issues, the decline in the status of teaching ... will continue.' (Ramsey, 2000, p. 9)*

The development of standards for the teaching profession in Australia is emerging every bit as complex as the US. There are calls for a national standards framework (e.g. MCEETYA Taskforce on Teacher Quality and Educational Leadership, The Australian College of Educators, Ingvarson, 2002). In addition, professional associations are developing standards for accomplished teaching in subject areas (e.g. Australian Science Teachers Association, 2002; The Australian Association of Mathematics Teachers, 2002). Many are arguing for national frameworks for establishing standards and using them for licensing/registration and certification which draw on established procedures in other professions such as medicine, engineering and architecture (Ingvarson, 2002).

In addition, employing authorities have developed standards as competency frameworks. For example, the Department of Education in Western Australia (EDWA) has developed standards to assess experienced teachers for promotion, as classroom teachers, with a salary increment. Education Queensland's Professional Standards for Teachers have no such purpose, and this evaluation explores the EQ PST Pilot focus on teachers volunteering to explore the use of the standards for their own reflection and professional learning. In Victoria, the Standards Council for the Teaching Profession has developed a set of Professional Standards for Teaching framed around content, teaching practice, assessment and reporting, interaction with the school community, and professional requirements across four levels of teaching from beginning to leading teachers.

Another dimension of this debate is the licensing or registration of beginning teachers. In Queensland, the Board of Teacher Registration has had a long history of accrediting teacher preparation programs for teacher registration purposes. Until recently this was based on assessing the content of the program. Now it is based on assessment of graduates in relation to graduate

attributes or professional standards (Queensland Board of Teacher Registration, 2002). South Australia has similarly had a long history of teacher registration. Tasmania, Victoria, Western Australia and New South Wales have either recently established teacher registration authorities or are soon to do so. All are talking about or developing standards in relation to the purposes for which they were/are being established. Even though the Australian Council of Deans of Education argued for a national system for national standards and guidelines for initial teacher education in 1998 (e.g. Australian Council of Deans of Education, 1998), there is no national system of teacher accreditation or registration.

In Australia, the professional standards discussions and debates sometimes run parallel to each other, often with no resolutions – Are there stages or levels of professional practice which can be captured by a tiered system of professional standards (beginning and experienced)? Should professional standards be subject-specific or can they be generic? Probably the largest debate relates to how standards should be used. There are many suggestions:

- as quality assurance and accountability mechanisms in initial teacher education;
- as frameworks to guide induction programs;
- as reflective tools;
- as frameworks for determining and prioritising areas of professional growth; for assisting selection and participation in professional development activities;
- for performance management frameworks (teachers know exactly what they are expected to do)
- for performance appraisal (to judge the standard of performance)
- for selection of teachers for higher levels of accreditation/appointment – linked to career structures and incentives

As yet, no consensus has been reached.

## **2.2 Teacher professional learning**

Any discussion about teacher professional standards cannot happen in isolation of discussions about teacher professional development and teacher learning. Research over the last decade has:

*steadily converged on claims that strong professional communities are important contributors to instructional improvement and school reform. Researchers posit that conditions for improving teaching and learning are strengthened when teachers collectively question ineffective teaching routines, examine new conceptions of teaching and learning, find generative means to acknowledge and respond to difference and conflict, and engage in supporting professional growth. (Little, 2002, p. 917)*

In Queensland, the Queensland School Reform Longitudinal Study (QSRLS, 2001) similarly found that communities of teachers were essential to improving professional practice. Many others have endorsed the importance of teacher learning being a collaborative undertaking, rather than solely an individual activity (e.g. Cochran-Smith & Lytle, 1999; Louis & Kruse, 1995; Louis, Marks, & Kruse, 1996; McLaughlin & Talbert, 2001; Toole & Louis, 2001). Most of these refer to school-based professional learning communities. However, across schools networking is also important for teacher learning. Lieberman and Grolnick (1998) suggest that these expanding professional learning networks typically involve 'a sense of shared purpose, psychological support, voluntary participation and a facilitator' (p. 710).

Moreover, teacher learning has been found to be most beneficial when it is focused explicitly upon how teachers work with their students, and is situated in their workplaces (e.g. Ball & Cohen, 1998; Darling-Hammond, 1998). It is also important that teacher professional development opportunities are underpinned by a focus on how teachers learn (Day, 1999). Day suggests that the essential ingredients of professional learning include: deliberate reflection and inquiry; contracting with self and others; self and peer confrontation; and sharing of insights. Professional portfolios are important in the process of teacher learning for increased professionalisation (e.g. Retallick & Groundwater-Smith, 1999). Portfolios not only help teachers plan their professional learning goals and take control of their own learning, but they also provide publicly available documented evidence of ongoing professional learning.

A new and increasingly important issue in discussions of teacher education and professional development concerns the ways in which communications technologies can be used to support teacher learning (Blanton, Moorman, & Trathen, 1998; Laferriere, 2000). The literature in this area is characterised by considerable optimism regarding the potential of the technology to extend professional networks and create collaborative professional communities in ways that transcend time and place. Various e-learning software, electronic discussion tools and mail systems are being used with greater frequency as part of formal and informal education for teachers. Likewise, many employers, professional associations and other educational groups are using websites and associated tools to create resources through which teachers can access information, contribute ideas, and engage in professional dialogue.

While there is considerable innovation in this area, and while to ignore the educational potential associated with technology would be folly, there is an ongoing need for research to evaluate uses of technology and to

provide direction for future developments. Key areas identified in the literature as being important to investigate are: relationship between face-to-face interaction and online interaction, clarity of participation expectations, the role of online moderators, the differential uses and needs for technology (e.g. geographic isolation, cross-sector collaboration, beginning teacher support groups), school and teacher access to high-speed Internet connections, pedagogical value of interaction, provision of access to educational research (Breulux, Laferriere, & Bracewell, 1998; Burbules & Callister, 2000; Clift, Mullen, Levin, & Larson, 2001; Willinsky, 2000).



## 3. Methodology

The brief was to evaluate and report on the capacity of the Professional Standards for Teachers Pilot 2002 to encourage, engage and support teachers in examining, building ownership and proposing ways of working with the PST as they engage in 'immersion', 'reflective practice', 'charting professional pathways' and 'responsive practice'. To do this, the following research procedures and methods were employed at various stages during the Pilot. The multimethod approach to the research (surveys, focus groups, interviews, document analyses, and field observations) provided a broad and complementary set of data from which to conduct the analysis.

### 3.1 Database analysis

The Education Queensland database of the participants in the Pilot was examined to determine patterns in relation to variables such as:

- Teacher demographic features (e.g., age, gender, teaching experience, subjects/year levels taught)
- School features (e.g., sector, location, size, SES level, student year levels available)
- Interests in being in the Pilot study (e.g., individual professional development, team-based support, chance to influence policy)

Database information was used to inform the selection of participants in the focus groups and case studies, and to inform key variables in the design of surveys.

### 3.2 Field observations

Members of the Evaluation Team were present at three Immersion Workshops: Gold Coast, Townsville and Brisbane North. During these Workshops, the Evaluation Team met with Pilot participants, engaged in the group activities, outlined to participants the evaluation procedures and purpose, established focus group membership, and documented key issues and ideas emerging from the Workshops. Field notes from these Workshops were used to inform the design of the initial survey.

### 3.3 Participant surveys

Two surveys were conducted during the Pilot. An initial survey was conducted after the Immersion Workshops and focused on participants' expectations of the Pilot, perceptions of the Immersion Workshops, and early thinking about possible uses of the standards. Analysis of the findings of that survey is presented in Appendix A.

A second survey was conducted at the conclusion of the Pilot and focused on participants' reflections on the standards, the nature of their engagement with them, and the uses and potential uses of the standards based on their experience in the Pilot (see Appendix E for a copy of the final survey).

The surveys were designed to provide both quantitative and qualitative data. Most of the survey items were rated using a 5-point Likert scale (related to the degree of agreement) or Likert-like scale (related to the frequency of occurrence or amount of support/engagement/acquired knowledge, etc.). The response rate for the initial survey was 53% and for the second 56.4%. Open-ended responses have been analysed using content analysis.

### 3.4 Tracking of selected teachers' experiences: focus groups and case studies

#### Focus groups

Three focus groups were established to track the experiences of 28 teachers in the Pilot study. Selection of teachers for the focus groups was designed to ensure proportional representation across the following sets of variables:

- Level of teaching experience: beginning teachers (< 4 years experience, including preservice) and experienced teachers (> 4 years experience)
- Geographic location (urban, rural, remote; socioeconomic status of school district)
- School type and size (primary, secondary, special, P-12)
- Gender mix in different schooling sectors
- Year levels/subjects taught
- Participation as part of school team or as single teacher from a school.

The focus group participants were selected in the following ways – by school sector, location and type, and by teacher experience level.

LOCATION & TYPE	SECTOR			TOTALS		
	Primary	Secondary	Special/P-10/12	BEG	EXP	TOT
Low SES Urban	2	2	1	2	3	5
Low SES Rural	1	1	1	3	0	3
Med SES Urban	4	4	2	4	6	10
Med SES Rural	3	1	1	1	4	5
High SES Urban	3	1	-	2	2	4
High SES Rural	1	-	-	1	-	1
ALL URBAN	9	7	3	8	11	19
ALL RURAL	5	2	2	5	4	9
TOTALS (F) (BEG/EXP)	14 (10 F)	9 (5 F)	5 (3 F)	28 (18 F) (13 BEG, 15 EXP)		

**Note:** BEG = Beginning teachers (Preservice – 4 years), EXP = Experienced teachers (> 4 years)

These targeted focus group participants were approached during the Immersion Workshops located at the Gold Coast, Brisbane North and Townsville. At least two meetings were held with each of the three groups. These meetings took place in the initial stages of the Pilot and then again towards the end of the Pilot. The meetings were held either face to face or using teleconference facilities. The structure of the focus group sessions was open-ended and informal but guided by a set of questions. This enabled all participants to explore and respond to a range of issues pertaining to the standards, their usage and the phases of the Pilot.

The discussions in the first focus group were guided by four questions:

- What were your expectations prior to attending the Immersion Workshops?
- What were your impressions of the efficacy of the Immersion Workshops?
- What are your initial readings of the Professional Standards for Teachers?
- How do you envisage you will use the standards in your reflective practices and charting professional pathways?

The discussions in the second focus group were guided by the following questions:

- Please describe any uses you have made of the Professional Standards for Teachers material.
- In what ways, if any, are the standards assisting you to reflect on your practice?
- In what ways, if any, are the standards assisting you to chart your own professional pathway?

- In what ways, if any, has your use of the standards provided avenues for collaboration with others in or outside your school?
- What are the factors that are enabling and/or constraining your use of the standards?
- What do you see as some of the benefits and/or problems associated with the standards and their use in your school?
- What do you see as some of the benefits and/or problems associated with the process of the Professional Standards for Teachers Pilot?

All focus group sessions were audiotaped and transcribed. Follow-up phone or face-to-face interviews were held with individual members of the focus groups by way of seeking further detail or clarifying information. Some focus group participants forwarded written material in the form of action plans, personal reflections and curriculum documents. These materials have been drawn on to prepare focus group reports. The transcripts were subjected to content analysis and key themes were mapped. An analysis of phase 1 focus group discussions is presented in Appendix B. Overall reports for each of the focus groups are presented in Appendix C. Analysis of the focus group data also guided the development of the final survey sent to all participants. Further, responses by focus group participants provided guidance in identifying sites and material for the case studies.

#### **Case studies – site visits and Blackboard**

More in-depth data about how the Pilot participants were engaging with the standards was collected during site visits. These site visits and additional telephone

interviews were conducted to prepare case studies (see Appendix D). These cases seek to illuminate issues and ideas pertaining to the degree to which the Pilot extended professional learning, connected people to support learning and sustained professional development. Case studies have been constructed to examine the experiences of Pilot participants who were:

- isolated and beginning teaching
- involved in across-school networks
- part of a group of Pilot participants all from one school.

In addition, Pilot participants' contributions to the electronic Blackboard site have been tracked and quantified primarily to determine the extent and nature of participation using this medium. The postings have also been analysed to explore the purposes for which participants joined the electronic discussions. This is also presented as a case study in Appendix D.

## 4. Findings

This section draws together findings from the analysis of all culminating data sources: final survey, site visits, focus groups, field notes, individual interviews, and Blackboard postings. Analysis of these data sources is presented in the following appendixes:

- Appendix C: Focus group reports
- Appendix D: Case studies
- Appendix F: Quantitative data – final survey

The site visits, focus groups, field notes, individual interviews, and Blackboard data analyses are presented as case studies in Appendix D. The quantitative survey data analysis is presented in graph and tabular form in Appendix F. In addition, the open-ended responses from the final survey have been analysed and categorised, and inform the findings presented here.

The findings are presented in the following subsections:

- The Professional Standards for Teachers (PST)
- Engagement with the PST during the Pilot
- The Pilot – structures, processes, support
- Professional learning outcomes
- Where to from here?

An overall summary of findings is provided at the end of this section. This summary statement is then explored and discussed further in section 5. Discussion of the findings, providing the basis for section 6. Recommendations.

Note: Text in italics denotes participants' direct quotations (either written or verbal) drawn from the data.

### 4.1 Participant profiles

Two hundred and twenty teachers from across Queensland participated in the Pilot. The Pilot group comprised teachers from a range of geographical locations, school sectors, levels of appointment, and years of teaching experience. However, it must be noted that those who participated in the Pilot were mostly volunteers, and so their views and interests in the standards may not be representative of all teachers across the State. Further, of the 220 Pilot participants, 124 completed the final survey (13 survey responses were received too late to be included in the data analysis). The sample characteristics of these 124 respondents are worth noting for the potential they have to influence the data and the ways in which they may differ from state norms. The mean age of teachers

in this sample of 124 was 37.73. Most teachers in this sample could also be considered in the early to middle phases of employment in the teaching profession. Of the 124 teachers, 27 (21.8%) had 0-4 years of teaching experience; 22 (17.7%) had 5-9 years of experience; and 31 (25%) had 10-15 years of experience. The figures for age and level of experience suggest that this sample is relatively 'fresh' compared with the state averages.

Participant profiles for the focus groups have been outlined in the methodology section. It cannot be assumed that those in the focus groups represented the views of teachers in a particular demographic cohort. However, the selection of focus group participants did aim to ensure that a range of demographic and sectorial differences were represented in the sample.

### 4.2 The Professional Standards for Teachers (PST)

This section comments on the findings in relation to the content of the PST, their perceived strengths and weaknesses, and suggestions by Pilot participants for changes to the standards.

#### Final survey

There was strong agreement that the PST capture key aspects of teachers' work, will hold their value into the future, and that they provide aspirational goals for professional practice. There was also general agreement that the PST were appropriate for all teachers with differing levels of experience. When this data was examined for variations in responses according to sex, year level primarily teaching, current level of appointment, and years of teaching experience, no significant between-group differences were found.

Overwhelmingly, respondents agreed that the PST were 'complete' in content indicating that, in general, they were flexible and could be interpreted and adapted for most teachers' work. They also noted that the PST would need continual revisiting and ongoing revision; that they should not be static statements. There were some components of Pilot participants' professional work that were identified by them as not encapsulated by the current wording of the standards. However, as one respondent pointed out, it may be that participants need a longer period of engagement with the standards than was available in the Pilot, to be able to give specific suggestions:

*It would take me far longer than 6 months to suggest*

*revised/refined content. I would need to work with the standards for more than a year.*

Behaviour management and the social/counselling/mediation/emotional support work teachers do with students and parents and even community members were identified by some participants as difficult to find within the current wording of the standards. Those who were in administration positions (Principals, Deputy Principals, Heads of Departments) suggested that some non-curricular components of leadership were missing and specifically pointed to the duties of middle management such as HODs. Likewise, classroom teachers reported that administrative aspects of their work (e.g. form filling, data collection, budgeting), the management of large projects (no examples given) and physical and financial resources, QSA panel work, and co-curricula work (e.g. sport programs, coaching sporting teams, excursions, debates, dance/drama/music nights, camps) were not covered in the current standards. Engagement with professional colleagues was thought by some to need more emphasis, for example:

*Engagement with professional colleagues is not emphasised as much as it ought. This aspect of 'being a teacher' is critical for 'day to day' stuff through to pedagogical implications. Teacher work in professional organisations, journal reading, research etc. could also have more emphasis.*

Another form of engagement with professional colleagues that was thought to need greater emphasis was mentoring and supporting new teachers in their school and new entrants to the profession:

*Support of staff/mentoring of staff in their commitment to professional practice – this is often undertaken by teaching staff in relation to new staff, graduating teachers and student teachers (i.e. this aspect of professional practice is not just undertaken by middle management).*

Indeed, there were some suggestions that the PST need to be reworked for use by beginning teachers, for example:

*Close look at how beginning teachers will be able to implement the standards in their current form. May be necessary to direct some attention to rewriting with beginning teacher input and/or mentor teachers.*

There were also some respondents who highlighted the importance of capturing in more detail the specialised nature of their work, e.g. specialised subject area knowledge and skills, specialised knowledge and skills for particular areas of schooling such as early childhood and special education, and for describing more clearly the work of beginning teachers.

There were some additional and general comments that respondents included which highlight issues probably needing further consideration. There was some

questioning of the reference to EQ in the standards and whether they should be standards for the profession more widely rather than for one particular employer. This highlights the debate about who should 'own' and drive the development and use of professional standards – the profession, jurisdictions, and/or professional associations. Some respondents also suggested that it should be made very clear that teaching is a complex job and that it is not possible to be performing brilliantly in all aspects, and thus that teachers need to prioritise the standards and how they might work with them. In relation to this, another respondent highlighted the forgotten pages of the Pilot document (pages 30-31) suggesting that this part about professional learning should be foregrounded in a preface, not an overlooked epilogue. Some respondents also suggested the importance of admin (Principals, Deputy Principals) being in-serviced with PST so that they can support and encourage the use of the standards across the school.

### **Focus groups and case studies**

Focus group and case study findings reflected the trends in the survey data. There was strong support for the PST in terms of their affirmation of current practices and priorities, connection with teachers in differing contexts and career stages, and direction for refining teaching practices. In short, they were seen to represent the complex nature of teachers' work now and into the future. Their positive portrayal of teachers' work was appreciated and seen to be a platform for renewing and strengthening the profession. Structurally, the language and layout were accessible although some teachers believed that the PST could more closely articulate with other EQ documents and policies.

The case study teachers identified two possible oversights in the PST; the place of teacher advocacy and the recognition of teachers' work outside the 'classroom'. Some teachers also noted that the six-month timeframe provided too little time to adequately critique the PST.

## **4.3 Engagement with the PST during the Pilot**

This section focuses on findings in relation to the nature of participants' engagement with the standards, and the factors that supported and constrained their engagement.

### **Final survey**

#### ***Use and understanding of the standards***

Generally, respondents indicated that they had a good working knowledge of all the PST and there was strong agreement that the PST provided a framework for reflecting critically on professional practice and planning professional learning goals. When this data

was examined for variations in responses according to sex, year level primarily teaching, current level of appointment, and years of teaching experience, no significant between-group differences were found, other than that Principals did indicate least knowledge of the PST (however, N=6).

### **Engagement with specific standards**

Respondents indicated moderate engagement across all the standards, but they engaged less with those standards related to aspects of teachers' work outside the classroom and the school (e.g. standards 4, 7, 10) and more with those standards more closely related to their classroom practices and themselves as professionals (e.g. standards 1, 3, 5, 9, 11, 12). When this data was examined for variations in responses according to sex, year level primarily teaching, current level of appointment, and years of teaching experience, no significant between-group differences were found, other than special school participants reporting higher levels of engagement with standards 5, 7, 8 and 11 (however, N=8).

### **Purposes for engaging with the standards**

Most often, survey respondents reported engaging with the standards to improve their classroom practice and to extend their personal professional learning. Engagement in order to enhance their career prospects was the purpose reported least often. Again, when this data was examined for variations in responses according to sex, year level primarily teaching, current level of appointment, and years of teaching experience, no significant between-group differences were found.

### **Mode of working with the standards**

Overall, survey respondents reported engaging with the standards most often either alone or with teacher colleagues in their school. Males tended to use existing research networks and the networks established at the Immersion Workshops more than females did, while Deputy Principals tended to work more with other administrative staff in their school during the Pilot than teachers did. When the data was examined for variations in responses according to year level primarily teaching and years of teaching experience, no significant between-group differences were found.

### **Support while working with the standards**

The Immersion Workshops and the PST Pilot 2002 booklet were identified most often as supporting respondents' engagement with the standards. Males tended to draw support from a critical friend available to their schools, the PST newsletter and the networks established at the Immersion Workshops more than females did. Deputy Principals reported receiving significantly more support from school administrative staff during the Pilot than teachers did. Teachers with 20+ years of teaching experience thought they received

significantly more support from the PST newsletter during the Pilot than teachers with 10-14 years of experience did. No significant between-group differences were found when the data was examined for variations in responses according to year level primarily teaching.

### **Impediments while working with the standards**

Even though the data indicates evidence of perceived high levels of support from the PST Project Team and perceived relevance of the PST to their day-to-day work, respondents did experience impediments while trying to engage with the standards and these most often related to time constraints. Other comments related to difficulties associated with being the only Pilot participant at a school, for example:

*I found it difficult that no one else near me had participated in the Immersion Workshop or had an understanding of the PS. I think it would be much easier if it was a whole-school project.*

Difficulties accessing and using computer-based communications technology was also reported as an impediment. In addition, there was anxiety expressed by many respondents related to feelings of uncertainty about exactly what it was they were supposed to be doing during the Pilot. This sentiment is captured by the following comments:

*The model of how to engage with the standards is hard to capture, but examples need to be provided for the graduates/relevant users of the standards.*

*... need model of how to engage.*

*... more clear examples of how others have implemented the practices.*

*We were told at the Immersion Workshops that we would be told through Blackboard what was expected of us in working with the standards. We are still waiting to be told.*

### **Focus groups and case studies**

Again, the focus group and case study data is consistent with the survey data. There was a wide variation in how the PST were used ranging from informal, undocumented personal reflection through to collegial, focused projects. Individually or with peers, the Pilot teachers used the standards to, for example, enrich their planning, guide student and beginning teachers' practice, and examine assessment and reporting frameworks. Some teachers were concerned that their engagement was not 'what was wanted' while others appreciated having the freedom to shape their own patterns of engagement.

Factors that contributed to the sustained engagement of teachers included: sense of professionalism engendered through the Immersion Workshop; subsequent face-to-face interactions with Pilot Project Team and colleagues;

support and recognition from school administrators; school-based critical friends; authentic professional networks; and alignment with other school initiatives such as Productive Pedagogies. Factors that constrained engagement included: intensive nature of teachers' work; the PST being positioned as an 'add on'; limited interest shown by colleagues; sense of isolation; and difficulties in accessing Blackboard. The focus group and case study data suggests that these constraints were experienced by teachers across differing school locations, career stages, as well as by other colleagues in the Pilot cohort.

#### 4.4 The Pilot – structures, processes, support

This section discusses the participants' perceptions of the PST Pilot processes: the Immersion Workshops, and also the support, networks and communication during the Pilot. Appendix B provides a thorough analysis of feedback on the Immersion Workshops.

##### Final survey

The survey respondents reported using 'Face-to-face – within school' and 'Email' most often to network and communicate with others while they were involved in the Pilot. This was followed by 'Blackboard – Discussion Board', and 'Blackboard – Immersion Workshop groups'. Respondents reported making little or no use of 'Teleconference', 'Blackboard – Real time chat', 'Blackboard – Diverse groups'. Males tended to use 'Blackboard – Immersion Workshop groups', 'Blackboard Discussion Board' and 'Face-to-face – across schools' more often than females during the Pilot. When this data was examined for variations in responses according to year level primarily teaching, current level of appointment, and years of teaching experience, no significant between-group differences were found.

The purposes for which respondents reported mostly using face-to-face contact within their schools included getting ideas for planning and teaching, and supporting each other, providing mentoring, and being critical friends. They used email (not the Blackboard site email) to exchange ideas and information, seek help and support, to find out what was happening, and to communicate with the project team. Respondents reported using Blackboard Immersion Workshop groups and Discussion Board areas for a range of reasons. Most often these areas were used to get news, information and updates about the Pilot, and to find out what others in the Pilot were doing. Respondents accessed these sites less often to share action plans, contribute to debates/discussions and share ideas, interact with others and offer support, learn from others. Respondents also reported accessing these sites to meet Pilot commitments and looking for what they were actually supposed to do with the standards.

Other comments from survey respondents highlight the difficulties they experienced with Blackboard. These related to issues of time, access to a computer (trying to get access to a networked school computer because the participant had no computer access at home), access to the Blackboard site (e.g. password problems), knowledge and skill with Blackboard (haven't been shown how to use it and found it hard to use) and problems associated with their location (e.g. lack of electricity). There were also suggestions that Blackboard was perhaps not the most suitable software to use e.g. *I had the best intentions but Blackboard was not that user friendly and in terms of modern IT ... terrible*. One participant's comment encapsulates the thoughts of many: *nothing beats face-to-face; tried it [Blackboard] but got nowhere*. There is some indication that some people accessed the site and posted messages but lost interest and motivation when no one contributed to keep the momentum going.

##### Focus groups and case studies

Pilot teachers were generally extremely supportive of the Immersion Workshops' content and processes. They enjoyed the opportunity to pause and reflect and used terms such as *revelation* and *invigoration* to describe their impact. Keys to the Workshops' success included their length, being teacher-centred, respect being shown for teachers' experiences, and task-oriented rather than didactic. Depending upon the individual teacher and their Workshop, levels of readiness to engage with the PST at the conclusion of the workshop varied, with some teachers wanting more direction. Face-to-face meetings with the PST Project Team, the evaluators, or engaged colleagues provided some impetus for the teachers' sustained interest in the Pilot.

For many teachers, the Pilot was a professional yet private experience, even in schools that had a cohort of Pilot teachers. The case of an active teacher network demonstrated the potential of 'authentic' professional learning networks where teachers who have a common interest can meet regularly and discuss their professional challenges in depth. As indicated by the survey data, Blackboard was generally not a useful medium through which to receive professional support for a variety of reasons such as access to computers, technical difficulties with the software, teachers' lack of technical confidence, lack of time, and teachers' reticence to share their ideas in such a public space.

#### 4.5 Professional learning outcomes

##### Final survey

Respondents reported learning most about the following standards:

3. Construct intellectually challenging learning experiences
11. Contribute to professional teams
12. Commit to professional practice

When asked to nominate one professional standard they found most useful and learned from, more respondents identified standards directly related to their classroom practice and student learning. They nominated the following standards (in order from most identified):

3. Construct intellectually challenging learning experiences
6. Integrate information and communication technologies to enhance student learning
12. Commit to professional practice
1. Structure flexible and innovative learning experiences for individuals and groups
2. Contribute to language, literacy and numeracy development

Those standards nominated least as the ones they found most useful and learned from include ones related to aspects of teachers' work outside the classroom:

4. Construct relevant learning experiences which connect with the world beyond school
5. Construct inclusive and participatory learning experiences
7. Assess and report on student learning
8. Support the social development and participation of young people
10. Build relationships with the wider community

In the survey, participants were asked to outline their professional learning in relation to the standard they selected above. All but 11 of the 124 respondents briefly outlined learning they perceived to have taken place. Despite caution associated with self-reporting, some trends can be seen here. Usually generalities rather than specifics were reported. This may simply have to do with the lack of space in the survey to respond in detail. There was a wide range of responses. Some focused on aspects about classroom practice, for example:

- Integrating ICT; Learning more about ICT e.g. *learned to use mixer board of PA and integrated digital photography into PowerPoint presentation*
- Using a student-centred approach
- Using varied assessment tasks
- Creating a learning environment where students take more responsibility for their own learning
- Constructing learning experiences where students need to use higher order thinking skills, e.g. *Constructing learning experiences to provide students with a challenge so students can use higher order thinking skills – in line with new science syllabus.*

Other responses related to participants' learning about

their professional identity, responsibility and efficacy. For example:

- Themselves e.g. *Myself as a professional; Myself as a teacher, as a professional and as a member of a team. It gave me the tools I needed to identify professional direction; Taking responsibility for my own practice. Not blaming the shortcomings of the school, department or even a child's home life. I learned to ask what can I do with what I've got and I learned more about the nature of teaching.*
- *The importance of a Professional Action Plan and Professional Networks in building a challenging and rewarding career in Education*
- *How to reflect on my own practice and make an action plan to address it*
- *Accessing professional development e.g. accessing PD which has helped me to get a better working understanding of outcomes/Productive Pedagogies/ leadership skills.*
- *Mentoring student teachers*
- *That there is always more to learn!*

The reported changes in practice were also presented in general terms, for example, *how I plan, how I teach, how I think, and how I interact with students and colleagues.*

An important finding here is the difficulty that the respondents seemed to have in identifying documentation that provided evidence of their professional learning. A large number (22%) suggested that planning documents were evidence of their learning (including lesson, unit, curriculum and school plans), with some (12%) reporting using a personal diary or journal to document their learning journey. A number suggested student results or student work was evidence of their learning, while others listed personal reflection without any written documentation, Blackboard, action plans (see for example Appendixes G and H) and actually doing something as documented evidence of their learning.

### Focus groups and case studies

Although the six-month Pilot was a somewhat brief time period for the generation of professional learning outcomes, the PST did stimulate some teachers/schools to, for example, consider postgraduate study, take on new professional challenges, and identify areas of teaching practice that required development and resources. Artefacts and documentation for these teachers included matrices of self-appraisal, revised unit plans, and conference presentations. Outcomes for the majority of teachers were their engagement in more focused and informed reflection in ways that enhanced student learning yet remained undocumented. Nevertheless, they considered that the PST would continue to be important guides for their

ongoing professional practices and development. Many teachers commented that with more extensive collegial and systemic awareness of the PST, their own professional learning would be enhanced.

## 4.6 Where to from here?

### Final survey

#### ***Impact of teachers' engagement with the standards***

Survey respondents suggested that the potential impact of engaging with the standards mostly related to identifying current professional strengths, identifying areas for improvement, and planning professional development goals. In addition, there was some support for thinking that such engagement could provide a focus for professional discussions, help shape initial teacher education, and promote the status of the teaching profession. Respondents also suggested that the standards may exert most influence on their sense of professionalism, control over their own professional learning, and classroom teaching practices.

#### ***Assisting own ongoing engagement with the standards***

Most respondents identified teacher colleagues/critical friends in their school and more Immersion Workshops as likely to assist their own ongoing engagement with the standards. Males suggested that support from a critical friend at their school would assist them in their ongoing engagement with the standards, more than females did. Also, when compared to females, males thought that the PST Project Team members and electronic communication would provide more support in their engagement with the PST than females did. For the respondents, incentives such as salary or promotion were not considered very important motivators for themselves. When this data was examined for variations in responses according to year level primarily teaching, current level of appointment, and years of teaching experience, no significant between-group differences were found.

There were also a large number of responses in the 'Other' category of this question and these overwhelmingly related to time, citing time to meet face to face and discuss, time for reflection and to work together collaboratively, and time for professional development. For example:

*The creating of reflection time for teachers – along the lines of the 5th year sabbatical (4 years of slightly less pay and every 5th year paid sabbatical) – available to full-time and part-time teachers. To find ways of creating time for teachers for professional development that do not involve disrupting their teaching (time out from class) or having them working on weekends and holidays – because this eventually leads to burnout or a very unbalanced lifestyle.*

#### ***Assisting whole school engagement with the standards***

Like the assistance required for individual ongoing engagement with the standards, most respondents identified teacher colleagues in their school and more Immersion Workshops as most likely to assist whole-school engagement with the standards. They also nominated support from the PST Project Team and from school administrative staff as important. In this section of the survey, there were a large number of responses in the 'Other' category, and again the overwhelming item nominated to support school engagement was 'time'. Some respondents included other incentives as possible motivators/assists for whole-school engagement, for example:

*Time to do it, recognition by promotions, something other than a bit of paper in the mail, build a sense of worth so that if you say you have done 'X' then people will value what you have done not just look at you as if you came from Mars.*

#### ***Recognition***

A number of respondents suggested that engagement with the standards would lead to improved status for the teaching profession (*respect of colleagues and community*) and would have its own intrinsic rewards for individual teachers, for example:

*I am not really interested in recognition – my own self development and my ability to teach effectively are sufficient.*

and

*... for me there is intrinsic value in it – the reward is in knowing I am learning and changing. If there is a perceived external 'reward', how do you measure individual progress? Will it become something people use for the wrong reasons?*

Some suggested that it should be something that everyone is expected to do as part of their usual professional practice. Recognition would be:

*Employment. Are other professionals rewarded for getting it right? If we want respect we just have to get on with it.*

and

*Nil. As part of professional practice all teachers should be engaging in the standards, with time allocated to do so.*

However, a much larger number of respondents said that recognition should be linked to salary increases (20% of comments fitted this category) and/or promotions (8% of comments fitted this category). Suggestions included *incentive bonuses for excellence*, and salary increases tied to *excellence*, to *demonstrated engagement*, to *attainment of professional development*

targets, and to performance/staff reviews stressing make teachers accountable. Promotion opportunities suggested included senior teacher, Head of Department, Head of Curriculum and Pedagogy in primary schools, responsibility for working with new teachers, and becoming a Professional Standards for Teachers Tutor.

Others expressed concern about the standards being used as a checklist to decide on teachers' income or employment opportunity. Another example:

*I think it could be dangerous to link the achievement of standards to salary and I don't believe this was the reason for their development. I am sure they were developed to help teachers become better teachers.*

Many cautioned against using the standards as a 'teacher assessment tool' because they thought that focusing on making teachers 'toe the line' doesn't work. While highlighting the importance of using the standards as a professional development tool, some suggested that teachers should be required to report their professional development plans to their Head of Department or Principal; as such, the standards could be used for performance management rather than performance appraisal.

Other suggested incentives were related to certification or credentialing. Suggestions included awards, certificates (of appreciation, of engagement, of attainment, of achievement), diplomas, teacher registration, membership of a formally established 'college' of professional interest – a teacher-led professional association, and credit in higher degree study. Many thought that recognition such as awards/ letters of appreciation could be school- or district-based. Also falling into this category were comments about the value of incorporating the standards into preservice teacher education.

In addition, there was another category of suggestions which included access to sabbatical or professional leave as a result of engaging in the standards and developing as a professional. This time could be used by teachers to, for example, study (with scholarships providing financial support), engage in professional development programs, or pursue action research projects.

Some thought that teachers successfully engaging with the standards should be given greater autonomy, and the importance of focusing on highly accomplished teachers irrespective of length of service was also stressed. For example:

*Outstanding teachers MUST be recognised, regardless of time in service. This current practice of ignoring teachers until they have attained 10 years of service is ludicrous! Teachers need to be recognised with certificates of attainment, support for additional study, real-world avenues for achievement both within and without schools. Money isn't everything, but it helps.*

*Let's stop catering to the lowest common denominator and start supporting teachers with can-do and will-do attitudes.*

### **What next?**

Survey respondents provided a range of suggestions for what should happen next with the standards: refresher workshops for current Pilot participants; whole-school or school clusters inservice in the PST like the Immersion Workshops of the Pilot; distribution of the document to all teachers so they can start talking to each other about the standards. It was thought that more involvement of administration staff was important for the next phase, along with endorsement at ministerial level and financial commitment to its implementation. Some examples:

*There needs to be a very positive promotional campaign if these standards are to be accepted; by most teachers, across the State. Some see them as another imposition on our time. Also there is scepticism about them being used as an assessment instrument. You cannot meet all criteria all of the time. Teachers are very wary of these being imposed on staff without due consultation with all teachers.*

*Personally I will continue to use the standards. I would like them to be used in my school by all. At this stage I feel like I've just grabbed onto the tip of the iceberg!! We need to make the standards 'common language' so that EQ members can discuss their practice using them. This will create 'real' professional dialogue/discourse.*

*Definitely worth implementing throughout preservice training and EQ schools – why not independent as well? Needs to be mandatory with some reporting to gain competence that you have engaged in it ... but must be ongoing. It really is positive and rewarding for teachers even though the time requirements did put our staff off the program. Tie up the involvement with a salary increment renewable after a specified time to keep the \$ increase, or link it to registration as do other professions with professional development.*

### **Focus groups and case studies**

Teachers involved in the case studies and focus groups believed that all teachers in EQ schools should be familiar with the PST and looked forward to having the standards embedded in EQ practices and policies. In saying this, as indicated in the survey data, there was a range of opinion as to the extent to which the PST should be linked to appraisal, promotion, and remuneration. The teachers did share, however, a sense that engagement with the standards should be recognised by their school and the broader community (including universities, professional associations etc.) and that any statewide implementation should maintain flexibility in how the standards are approached to avoid the perception of 'top-down' innovation.

The 2002 Pilot teachers were very interested in ongoing, meaningful professional support and exchange with respect to the current PST through face-to-face forums rather than electronic communication. Further, given the Pilot teachers' satisfaction with the Immersion Workshops, they were keen to see any future dissemination of the PST be equally teacher-centred and participatory.

#### 4.7 Summary

Overall there was strong support for the PST from the pilot participants; they were able to find spaces for themselves within the standards framework. Despite some misgivings about whether they could adequately critique them given the level of engagement possible within the six-month Pilot timeframe, participants agreed that the PST affirmed current teacher professional practice at all career stages and within a range of work contexts. They agreed that the PST captured the complex nature of teachers' work, and would in all probability provide a valid framework for their work in the future. At the same time participants acknowledged that given the 'point in time' framework of the PST, they will evolve and be refined as they are used and discussed. For some, the PST did not accurately reflect the breadth of their work 'outside the classroom', and a small number of administrators involved in the Pilot questioned the applicability of some standards in describing aspects of their role. Generally there was appreciation of the positive portrayal of teachers' work presented in the PST and participants were excited about the opportunity the framework provided in strengthening and renewing the profession.

Participants agreed that the PST provide a framework for reflection on professional practice and for planning professional learning goals. Even though there was a range of ways in which the Pilot participants chose to engage with the standards, most selected standards with immediate relevance to their classroom teaching practice. Engagement was most often a lone activity or one undertaken with teacher colleagues at their school. More male teachers seemed to utilise networks beyond their schools. This presents an 'inside' picture of the way many teachers worked; they were more focused on working with things close to them (their classroom practice) either by themselves or with a small group of colleagues at the school, rather than the broader aspects of their work and their wider professional community.

Main factors that contributed to the sustained engagement of teachers included: sense of professionalism engendered through the Immersion Workshops; subsequent face-to-face interactions with the Pilot Project Team and colleagues; support and recognition from school administrators; school-based critical friends; and authentic professional networks.

Factors that constrained engagement included: intensive nature of teachers' work; engagement with PST being seen as an additional part of teachers' work; limited interest shown by colleagues; a sense of isolation; and difficulties in accessing Blackboard. In relation to sustained engagement, some participants felt constrained by what they saw as a lack of direction for how they should work with the standards, while others were motivated by this freedom to shape their own patterns of engagement. From the evaluative data collected, there were no discernable patterns indicating which 'types' of teachers (according to the demographic information supplied) felt constrained and which felt motivated by this feature of the Pilot.

The Immersion Workshops and follow-up face-to-face meetings organised by the Pilot Project Team or by groups of teachers within and across schools were the most favoured components of the Pilot. The Immersion Workshops were strongly applauded for the way in which they engendered a sense of worth and value in themselves as professionals. This is consistent with what Kennedy and Hinton argue is an important starting point in relation to the development of a national framework for standards:

*... teachers need to feel good about themselves. While we might be working towards improved outcomes for students, initially we are working to ensure that teachers feel good about themselves, about what they do, who they are, what their roles are and the contributions they make to our society. (Kennedy, 2002)*

To this end, the Immersion Workshops were highly successful.

The electronic communication opportunities offered by Blackboard were not so highly valued. Whilst there were claims of lack of time, difficulties with access, and limited knowledge and skill with the technology, many agreed that electronic communication had potential for facilitating teacher learning and engagement with the standards but that this was not fully realised during the Pilot. There were suggestions that the Blackboard platform may not be the best software available for this purpose. In addition, some people felt intimidated by the virtual but public learning space or lost interest when there were no active and ongoing discussions taking place. When the space was used, it was typically for perfunctory purposes like finding out information and asking questions, rather than for engaging in sustained debates and discussions that show depth of learning. There is a need to examine in more detail ways in which electronic mediums can be used to provide a learning space for teachers.

Also needing more exploration are the professional learning networks that teachers use. There is evidence to suggest that where networks were 'authentic',

teachers used them widely and profitably in their professional learning – whether they were within a school, across schools or across districts. These ‘authentic’ networks seem to have some of the characteristics of successful professional learning communities such as posited by Louis and Kruse (1995). They had a specific purpose for the linkages; teachers had reason to maintain the contact, and the network assisted them in their engagement.

Whilst the six months of the Pilot provided only a brief time for the generation of professional learning outcomes, participants reported a range of engagement activities and learning outcomes. There is some evidence that participants learned more about themselves as professionals, but the majority reported more focused and informed reflection in ways that enhanced student learning. However, this reflection was largely unrecorded, and thus participants were often not able to provide evidence of their learning or changes to their practice to the Evaluation Team. Planning documents (presumably different in some way to the planing documents they would have produced without engagement with the standards) and personal diaries (not available to others) were reported by many teachers as the way they documented their learning journey.

There was support for dissemination of the PST to all teachers and administrators in EQ schools, and for the view that the standards should be embedded in EQ practices and policies. The PST Pilot 2002 participants were very interested in ongoing professional dialogue and engagement with the current PST, supported by opportunities for face-to-face networking and communication. The success of the Immersion Workshops in launching the Pilot meant that many participants suggested that something like these workshops should be included in future dissemination of the standards throughout EQ schools.

The evaluative data shows a range of opinions about how the standards should be used in the future in relation to appraisal, promotion and remuneration. Even though most participants agreed that some sort of broad-based implementation of the standards across Queensland would help raise the status of teachers and the teaching profession, and that engagement with them provided its own personal intrinsic reward, a large number supported the idea that such engagement should be accompanied by some form of recognition by schools, districts, employers, as well as the profession and the wider community. There was however, much less consensus about what this ‘recognition’ should be. The evaluative data does therefore provide a rich collection of suggestions for incentives and forms of recognition that could be further explored.



## 5. Discussion of Findings

This section of the report considers some questions and tensions emerging from the evaluation data in relation to the use of the standards and the Pilot process.

Discussion of these questions and tensions, we will argue, is crucial for determining future directions for the standards. Key themes running through the discussion concern the ways in which and the degree to which the Pilot *extended* learning and professional pathways, *connected* people and ideas, and *sustained* engagement.

One critique about teaching standards raised in the literature is that they can easily become slogans that are hard to disagree with, but that have little impact on professional practice (King, 1994). With this in mind, the following section raises questions and discussion points about the purpose of the PST, the nature of engagement with the standards during the Pilot, and how engagement can be systematically and purposefully sustained.

One of the clear messages emerging from the Immersion Workshops and the PST documentation was that the standards were to be used to support professional learning, and that their use would take different forms in different contexts. In relation to the literature on standards, the approach adopted by Education Queensland was highly innovative. Much of the literature is concerned with defining what the standards might be, or focusing on their use as a credentialling tool. To extend the work on standards for teachers by examining ways in which they might support professional learning represents a significant and positive new direction in this area.

It is of note that most participants reported that their main purpose in engaging with the standards was to improve their classroom practice. The standards in this respect provided a useful tool for reflection, planning and affirmation. Participants in the Pilot also reported that their engagement with the standards contributed to their learning about their professional practice in a range of ways. The breadth of learning reported by participants indicates that the standards had relevance to a diverse group of teachers in diverse settings. The nature of participants' engagement and learning is an indicator of their commitment to ensuring high standards of classroom practice, and to seeing good classroom practice as core business.

The findings from the evaluation point unequivocally to the potential of the standards as a tool that can be used to promote and enhance professional learning.

That said, we want to raise some questions emerging from the evaluative data and the literature about the ways in which this professional learning could be more clearly documented and sustained, validated in public, and used in ways that extend professional pathways. Our questions have been prompted by the following findings:

- Participants' reflections on their practice and the standards was typically an individual activity or undertaken with a small group of teachers at their school. With some key exceptions, the networks established as part of the Pilot, particularly the Blackboard networks, did not sustain broad-based collaboration.
- The ways in which participants documented their learning have been difficult to ascertain and seem to be, at best, sketchy.
- Not surprisingly, given the breadth of the standards, the complex nature of teachers' work, and the individual focus on reflection, the learning reported by participants was often diffuse in its orientation. While strong on contextual relevance, the relationship between participants' learning and professional pathways and system goals was less clear.
- Time constraints were consistently mentioned as being a factor limiting engagement with the standards.
- Descriptive and normative rating scales demonstrated that most participants engaged with the standards as a means of extending their professional knowledge and improving their own classroom practice. Engagement with the standards during the Pilot for the purposes of promotion or salary increase rated less highly. Nevertheless, when talking about future directions for the standards, many respondents strongly endorsed the idea that their use be associated with formal systems of recognition. It was in relation to the purpose of the standards that views were most strongly expressed and where dichotomous views about the standards as a tool for learning, or for credentialling and recognition, were most obvious.
- While there was a strong emphasis in the Pilot (particularly expressed through the Immersion Workshops) that participants were to take responsibility for the type of engagement with the standards, there was some ambiguity in relation to direction that this engagement might take and the ways in which it would be supported and sustained.

The above points that emerged from the evaluation reflect critical and ongoing debates about the nature of teachers' work and professional learning. These debates are often framed around a series of binary oppositions about teachers' work: individual and private or collaborative and public practice; underpinned by internal or external validation and incentives; focused on vocation or career. Teachers' learning is similarly often conceptualised in dualistic ways: a personal process or a form of social inquiry; driven by personal context or state mandates; focused on improving practice or career pathways. Below we propose some questions and commentary in relation to how these oppositions or dilemmas can be worked through so that these dimensions of teachers' work or learning are seen as relational rather than oppositional. We argue that two factors are central to this 'working through':

- Conceptual clarity in relation to professional learning and how it can be extended and sustained.
- Breadth and clarity of purpose in relation to uses of professional standards.

## 1. Professional learning

- How can the collective learning potential associated with the PST Pilot be more fully realised?
- In what ways can teachers document their learning? How can this documentation be used to extend learning and professional pathways?

Much is made in the teacher education literature of the value of collaboration and networking in relation to extending professional knowledge and improving classroom practice. It is clear that networking was an important part of the Pilot process, yet numerous factors constrained the ways in which the networking could be developed. Lack of time was consistently recognised as a factor that limited engagement and networking, and no doubt lack of time will be a perennial problem in relation to professional development. At the same time, it is of value to consider other factors that could strengthen the reasons and processes for networking and associated professional learning. Hargreaves (1994; 1999) argues that one of the dangers in the strategies used to promote professional development is that structures for professional conversation amongst teachers can too easily become structures for 'contrived collegiality' that have little effect on ways in which teachers think about and engage in their classroom practice.

One model is to more coherently link networking to the development of knowledge about teaching and the justification of teaching practice. Shulman (1999), for example, promotes the idea of a 'scholarship of teaching', in which teachers investigate their practice as a means of developing, justifying and enhancing the status of teaching knowledge and their professional practice. This scholarship, he argues, is dependent upon

a process of public inquiry in which the object of inquiry is made public, reviewed by those in a community, and used and built upon by others. If networking and collaboration are processes linked to public inquiry, then they could more purposefully support the development of professional knowledge and learning. The notion of 'deprivatised practice' is likewise a critical component in the development of learning communities and the ways in which they might work to support teacher professional development and improved student outcomes (Toole & Louis, 2001).

One aspect of the use of electronic bulletin boards such as Blackboard is that they are 'public' spaces. In this respect there is considerable potential for their use in relation to connecting people across place and time, exchanging ideas and resources, and building professional communities. Debates about using electronic mediums to support professional development are often unhelpful if the technology is seen as a replacement for face-to-face communication. The potential of different modes of communication for extending learning and the combination and links between modes need further exploration. Ways of facilitating learning in an electronically mediated community are the focus of much research; transferring face-to-face pedagogies to an online environment is problematic.

The current thinking on professional portfolios also assumes that they serve a personal and public function (Groundwater-Smith, Brennan, McFadden & Mitchell, 2000). The development of a portfolio, the collection and annotation of artefacts that demonstrate learning provide a means for personal reflection as well as public affirmation. As such, a portfolio that is based upon agreed professional standards can be used to support and extend professional pathways, such as entry into the profession, probation, promotion, transfer, and so on. In this light the use of the standards can serve a specific learning purpose or set of professional development priorities that may further articulate with system goals. Clear specification of the nature and purpose of professional learning using the standards is crucial to sustainability.

## 2. Purpose

- In what ways can the standards be used as a tool for professional learning and be accompanied by some form of recognition?
- In what ways can the standards be used to 'mobilise' career reform and to reflect flexible career pathways?

While we have suggested that the potential uses and purposes of the standards in relation to teacher learning need to be made more explicit, we also recognise that this argument falls under a broader

debate about the purpose of professional standards for teachers and the ways in which standards can be used as a tool for professional learning, as well as credentialling, recognition and appraisal. While most Pilot participants commented on the value of the standards as a learning tool, there is sufficient evidence from the survey data and focus group interviews to indicate that amongst the participants, debate about the broad purpose of the standards is not closed, with some arguing that the standards should in fact be used for recognition as well as appraisal. Part of the problem is that these two conceptions of purpose are often presented as mutually exclusive. Instead it may be of value to ask whether they can be usefully considered two sides of the one coin, and to consider how both purposes can contribute to defining and strengthening teacher professionalism. This requires asking questions about how the standards might be used by individuals to enhance their learning, as well as how they might be used to articulate and extend career pathways through formal systems of support, recognition and reward.

A potential benefit of this dual use of the standards is that incentives to engage with the standards are both internal – interest in improving professional practice; and external – good practice recognised, access to and extension of flexible career pathways. If this duality of purpose exists, the Professional Standards for Teachers could be used, as Darling-Hammond (2001) argues, to ‘mobilise’ career reform, in ways that make explicit the standards of practice in the teaching profession, extend career pathways, and enhance professional learning. This duality of purpose and incentives associated with the use of the standards may be critical to their sustainability and their centrality to teacher professionalism, particularly in a global context of teacher shortages and workplace deregulation.

## 6. Recommendations

### First Phase: A framework for reflection

The Pilot provided an opportunity for a group of volunteer teachers to engage with the PST over a six-month period. This evaluation shows that the PST provided an authentic framework for reflection on professional practice. The standards themselves have been affirmed as accurately capturing the complex nature of teachers' work, and there is clear evidence that they can be used for planning and structuring ongoing professional development. They have also been affirmed as pivotal to, and providing a sound basis for, strengthening and renewing the teaching profession. A range of Pilot processes have been identified as supporting engagement with the standards; for example, the sense of professionalism engendered by participating in the Pilot (particularly the Immersion Workshops) and the networks and communication strategies that support engagement with the standards (particularly face to face).

### Second Phase: From personal reflection to professional community

A Second Phase would capitalise on these very positive beginnings and build a context within which to explore some of the questions arising from the findings of this evaluation. A central recommendation is that use of the standards be marked by a shift in emphasis from personal reflection to engagement in a professional community. In the Pilot, engagement was essentially a professional but private experience, characterised by individual reflection on aspects of one's own classroom practice. The challenge is to explore ways in which the standards can be used to further extend professional learning (e.g. collective engagement, collaborative inquiry, documenting professional learning outcomes, portfolios); how they can be embedded in teachers' day-to-day practice; and used as a tool for professional recognition and pathways.

The following recommendations are framed in ways that build on what we would call a First Phase and its positive outcomes, and suggests moving on to a Second Phase to explore the range of issues highlighted in the Pilot evaluation.

### Recommendations

Based on the findings of this evaluation, we recommend:

1. That the Professional Standards for Teachers:

- i. while adequately capturing the complexity of teachers' current professional practice, require ongoing analysis and discussion with those in the profession;
  - ii. provide a framework to facilitate teacher professional learning, and that such a focus should be maintained;
  - iii. be embedded within a system of professional recognition; and,
  - iv. be available to all teachers and administrators in Education Queensland schools.
2. That further dissemination of the Professional Standards for Teachers:
    - i. be consistent with other systemic innovations; and,
    - ii. be aligned with Education Queensland priorities and management systems.
  3. That a focused Second Phase explore engagement with the Professional Standards for Teachers in specific contexts and with specific learning purposes, such as:
    - i. whole-school engagement with the standards to establish school-based professional development priorities;
    - ii. mentor teachers working with beginning teachers in the induction/probationary phase of their careers;
    - iii. teacher educators and Education Queensland working with preservice teachers, universities and schools during practicum/internship programs with links into induction programs with Education Queensland;
    - iv. teachers working within electronically mediated professional learning communities;
    - v. connections to the agendas of professional associations and/or pre-existing networks.
  4. That this Second Phase of engagement with the PST within specific contexts investigates ways in which:
    - i. teachers document their professional learning outcomes; and,
    - ii. the standards facilitate planning for and assistance with successfully negotiating transitions in professional and career pathways.



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## 8. Appendixes

### Appendix A: Initial survey – Data analysis

An online survey was available for the 220 Pilot participants after the Immersion Workshops. Responses were obtained from 118 respondents (53% response rate). The survey consisted of 4 sections, the first three asking for perceptions of the Immersion Workshops, expectations of the professional standards for teachers, and perceptions of how the standards would be applied. The final section collected demographic data identifying respondent characteristics.

#### The Immersion Workshops

Overall satisfaction with the Immersion Workshops was high, and a word frequency analysis revealed that respondents' use of words consistent with satisfaction with the Immersion Workshops (such as surpassed, exceeded, and rewarding) was significantly greater than baseline usage rates for those terms (Refer to Table 1). Moreover there was no corresponding increase in words which indicated dissatisfaction with the sessions.

**Table 1: Word counts for selected high frequency words and associated Z scores.**

Word	Raw Frequency	Z score
Rewarding	5	12.20
Surpassed	3	9.85
Exceeded	4	9.87
Informative	2	7.30
Beneficial	3	5.56

**NB:** The higher the Z score the greater the deviation of the word frequency from the Kucera-Francis word frequency norms. All reported Z scores are significant at the .001 level indicating that these words are occurring significantly more frequently than one might expect in a sample of typical written language.

This overall pattern of satisfaction is also reflected in respondents' rating of agreement with items asking them to rate their understanding of the standards after attending the Immersion Workshops, and their satisfaction with the standards (refer to Table 2). As is evident from Table 2 participants in the Immersion Workshops typically rated their understanding as fair to good. In fact the mean underestimates the true understanding score as the distribution of responses is strongly negatively skewed with only 1.8% of respondents identifying their understanding of the standards as poor. The same is true for the respondents' regard for the standards. Of the sample, 97.4%

regarded the standards as being better than average, and 75.4% of the sample regarded them as being 'good'. Comparison of the prior regard for the standards with post-Workshop regard suggests that the Immersion Workshops did not change respondents' attitudes to the standards. However, this simply reflects a ceiling effect. As noted, earlier analysis of the qualitative data from items 1, 2, as well as item 8 strongly suggests that respondents valued the Immersion Workshops.

It would appear from Table 2 that in general, respondents believed that the Immersion Workshops provided a framework for reflection about practice, and that the workshops provided opportunities for the development of professional networks. It may be worthwhile noting that agreement with the latter two propositions was not as high (Median value = 4.0) as the three prior items relating to satisfaction with the standards (Median = 5.0).

**Table 2: Mean responses to Immersion Workshop items.**

	Median	Mean	sd
Having attended the immersion sessions how do you rate your understanding of the Professional Standards for Teachers?	5.00	4.35	.79
What did you think of the standards before attending?	5.00	4.75	.49
What do you think of the standards now?	5.00	4.75	.49
The immersion workshops provide a framework for reflection about my practice.	4.00	4.30	.90
The immersion workshops provide opportunities for the development of professional networks.	4.00	4.29	.70

**NB:** Medians are reported above as the preferred descriptive statistic for skewed data. The Median represents the 50th percentile score. Scores range from 1 indicating strong negative attitudes to 5 indicating strong positive attitudes. For the first three items in Table 1 a score of 1 indicates poor perception of the standards was rated from 1 – bad to 5 – good. For the remaining items a score of 1 represents strong disagreement with the displayed statement and 5 represents strong agreement.

### The Professional Standards for Teachers

Examination of Table 3 paints a similarly positive picture of respondents' perception of the usability of the standards. Median scores of 4.0 for each of the statements indicates respondents agreed that the standards were clearly described and adequately captured both teachers' work in general and their work as individuals. They also agreed that they could see

Teachers, and asked to identify which three of the standards they might engage with first. Table 4 shows the raw counts of responses to each standard and their incidence in terms of the percentage occurrence within total responses, and their prevalence (number of cases).

It is clear from the table that the highest priority for engagement with the standards was in terms of professional team building (79% of respondents),

**Table 3: Respondents' perception of the Professional Standards for Teachers.**

	Median	Mean	sd
The overall clarity of the standards is good.	4.00	4.22	.64
The standards adequately describe my work.	4.00	4.25	.55
I can see how to engage with the standards in my day to day work.	4.00	4.06	.71
I can see how to engage with the standards in a meaningful way.	4.00	4.14	.63
The standards provide a framework for directing professional learning.	4.00	4.39	.65
The standards provide a framework for supporting professional learning.	4.00	4.25	.78
The standards capture aspects of teachers' work.	4.00	4.45	.55

ways of engaging with the standards. An examination of the spread of scores (represented in Table 3 by the standard deviations) shows relatively little individual variation in response, with average variation in rating being less than one scale gradation between respondents. In short, this pattern of responses is consistent across the sample.

### How will the standards be used?

In the final section of the survey, respondents were presented with a list of the Professional Standards for

followed closely by assessment and reporting (73%), and establishing intellectual challenge (72%). Note that there seemed to be little emphasis on engaging with standards relating to inclusive classrooms or information and communication technologies. It is apparent from the engagement priority data broken down by responses that whilst the standards identified above are likely to be those engaged with by the majority of respondents, there is considerable individual variation in respondents' patterns of engagement with the standards.

**Table 4: Respondents' percentile ranking of engagement priorities for the professional standards.**

Standard	Count	Responses	Cases
Professional team building.	86	12.0	79.6
Assessment and reporting.	79	11.0	73.1
Intellectual challenge.	78	10.8	72.2
Establishing relationships with the wider community.	75	10.4	69.4
Flexibility and innovation.	70	9.7	64.8
Connectedness beyond the school.	64	8.9	59.3
Safe and supportive environments.	63	8.8	58.3
Professional practice.	62	8.6	57.4
Social development and participation.	55	7.6	50.9
Inclusive and participatory classrooms.	45	6.3	41.7
Information and communication technologies.	42	5.8	38.9
<b>Total responses</b>	<b>719</b>	<b>100.0</b>	<b>665.7</b>

### Analysis of Demographic influences

Somewhat surprisingly there were no significant differences in proposed engagement with the standards by any of the demographic factors. That is to say, the

same engagement patterns seem to be reported regardless of year level taught, level of appointment, and regardless of teaching specialisation area.

## Appendix B: Interim Report – expectations, Immersion Workshops, perceptions and plans

The Immersion Workshops were held throughout Queensland in April and May. Their foci were to:

- develop an understanding of the Professional Standards for Teachers
- generate individual reflection, and
- establish professional learning communities.

Fieldnotes and focus group data were collected at the Gold Coast, Townsville and Brisbane North meetings guided by four questions:

- What were your expectations prior to attending the Immersion Workshop?
- What were your impressions of the efficacy of the Immersion Workshops?
- What are your initial readings of the Professional Standards for Teachers?
- How do you envisage you will use the standards in your reflective practices and charting professional pathways?

Interviews were conducted with 28 participants representing a proportional cross-section of teachers on the basis of sex, experience, teaching level, and area of expertise, and their school type, location, and socioeconomic status. The majority of teachers were interviewed within a focus group either at the completion of the Workshop (Day 3) or at a convenient time and location approximately one week after the Workshop. Three teachers who were not able to join the focus groups were interviewed individually. All interviews were audiotaped and transcribed for analysis.

### What were the Pilot teachers' expectations prior to attending the Immersion Workshop?

Teachers attended the Workshop for a variety of reasons. Some were asked to attend by their school, some were enthusiastic volunteers specifically interested in the issue of standards for teachers, while others wanted a break from their school routine. Reasons included:

- being asked by the school
- seeking ways for community recognition and support of teaching
- contributing to promotion opportunities and possibly financial rewards
- curiosity
- being contacted by their professional association
- *time off school*
- looking for a challenge; being *nudged* out of their comfort zone.

Similarly, teachers' background knowledge varied from those who had been involved with the development of

standards at national or state levels, through to those who had little idea what the Workshop would address. Accordingly there were teachers who:

- had no idea what it would be about
- thought it would be about performance standards
- read the standards on the web prior to the Workshop
- had been using the professional standards in draft form.

### What were the participants' impressions of the efficacy of the Workshops?

Teachers' impressions of the efficacy of the Workshops varied, more so with respect to the different Workshops rather than across teachers within the one Workshop. Generally, the teachers were very pleased with the Workshops in terms of their foci, length, facilitation, range of participants, and outcomes. Comments included:

- *Damn ... I had to think*
- intentionally open-ended
- wanted more *nitty gritty*

A session teachers particularly valued was the exercise where they put their careers in an historical perspective. Also greatly valued, but not always included in the Workshops, was adequate time for personal reflection and future planning and application. Where teachers also were less confident about access to and using Blackboard, they felt a little uncertain about their direction after the Workshop.

### What were teachers' initial readings of the professional standards for teachers?

Comments were generally positive with respect to participants' initial readings of the standards presented at the Immersion Workshop. As previously mentioned, some participants had knowledge of the standards from the inception of the project three years ago; others came across the standards for the first time at the Workshop. The following dot points represent the range of comments in relation to the nature and relevance of the standards:

- comprehensive – good coverage and balance
- seen as relevant to beginning and experienced teachers, teachers working in range of disciplines and sectors. Appropriately generic – can fit to varying contexts and can be interpreted for different contexts and purposes.
- provide a useful reference point for reflection, validation and improvement (this comment was made by a number of participants).
- not seen as jargonistic – the standards describe what teachers do and make sense in practice.

- standards link to system priorities and other system documents (e.g. Productive Pedagogies).
- standards provide a useful framework for conversation with colleagues.

There were some isolated concerns and questions. For example:

- standards did not recognise advocacy role of teachers.
- degree to which standards acknowledge teachers' responsibilities outside the classroom i.e. responsibilities that are part of teachers' work but not necessarily focused specifically on teaching.
- extent to which the standards adequately accounted for student learning.

### **How did the participants envisage they would use the standards in their reflective practices and charting professional pathways?**

Ideas varied regarding ways in which standards could be used and at the point of interview most ideas were of a preliminary kind and fairly general. The ideas can be clustered in three main categories: the standards would be used as a tool for personal reflection; the standards would be used as a starting point for collaboration and staff development; one or two standards would be used to address a specific curriculum or pedagogical *problem*.

In one group there was debate about whether standards should be used for accountability and thus should be compulsory or whether they should be an optional device to support professional learning and career enhancement. In this respect there was some discussion regarding the degree to which the standards were an incentive for cultural change within schools. There was also discussion regarding the expectations that were being placed on the Pilot participants with respect to the standards and their broad use by schools. Some participants were keen to use standards as part of their school's staff development, while others were planning to use them for their own professional development.

Below are some of the main ideas:

- use to share with staff – staff meetings, pupil-free days and links with Productive Pedagogies
- personal reflection
- focus on one or two standards
- would seek to get a small group using standards in the school, topic discussed with critical friend, electronic networks
- specific application – e.g. assessment and literacy standards.

Some teachers felt a sense of uncertainty with respect to how they could use the standards given that *so much needs to happen to change things in light of the standards* and several wanted a face-to-face follow-up hosted by Education Queensland, by way of maintaining the momentum and interest in the standards generated by the Immersion Workshop.

## Appendix C: Focus groups

Participants in the focus groups represented a broad cross-section of teachers based on the following characteristics: level of teaching experience, nature of school setting (primary, secondary, special), range of discipline areas for high school teachers, geographic location (urban, rural, isolated), socioeconomic status of school district. There were 8–10 people in each focus group. Participants from the following Immersion Workshops were invited to be part of the focus groups: Gold Coast; Brisbane North; Townsville.

Further the focus group participants had a wide range of reasons for their involvement in the Professional Standards Pilot. These reasons included the following: personal/professional interest (status of teaching, professional development, curiosity, philosophical commitment to the concept, interest in building professional networks), contact via a professional association, union networks, part of schoolwide initiative, involvement in the initial Queensland standards work.

At least two meetings were held with each of the focus groups. These meetings took place in the initial stages of the Pilot and toward the middle and end stages of the Pilot. The meetings were held either face to face or using teleconference facilities. Follow-up phone interviews have been held with individual members of the focus groups by way of seeking further detail or clarifying information. Some focus group participants have forwarded written material in the form of action plans, personal reflections and curriculum documents, that has been drawn on in the preparation of these focus group reports.

The focus groups provided the Evaluation Team with a strong sense of the ‘on the ground’ reactions to the standards and the Pilot. The representative nature of the focus groups meant that in canvassing opinions we were getting a cross-section of responses. The responses provided by those in the focus groups have been drawn on to guide the development of the final evaluation sent to all participants.

Note: Text in *italics* denotes participants’ direct quotations. All names are pseudonyms.

### Gold Coast Workshop focus group

What became evident through the Gold Coast Workshop focus group meetings was the commitment of those in the group to extending the quality of their own teaching practice and more broadly to enhancing the professional status of teachers. This is not to say that all teachers in this group thought the same about the standards and how they should be used, rather it is to say that they had a willingness to engage in open debate about the relevance of the standards to their teaching practice, their workplace and the teaching profession.

### The standards

As the group acknowledged, the people who volunteered to be part of the Pilot, did, on the whole, have some sort of commitment to the idea of the standards and to engaging with them during the Pilot. There was a consistent view among the Gold Coast focus group that the standards did adequately represent the complex nature of their work. Each of the standards was important to include by way of capturing what teachers did and could aim to do. That the standards were both affirming and aspirational was important:

*The most interesting revelation was that I was already doing a lot of the things that the standards propose that we do. But I recognised the areas where my teaching practice was lacking. There were areas that I could identify through the standards as being weak links in an increasingly strong chain.*

*We don’t often get the chance to peel the layers of the onion off about our job – and it is very complex, it requires a lot of deep thinking ... But the complexity for me, that is the key to this. It [the PST document] is a very complex document.*

*I love them because it’s the first document put out by EQ that I have gone ‘I fit into this and I can do these things’. It’s not something that I have to adapt to a thousand times until I can use it.*

Moreover many of the teachers in this group noted that the standards aligned with other EQ priorities. For instance at one school the standards connected with the school’s pedagogy initiatives. This connection served to validate both the pedagogy initiatives and the standards. The alignment between the standards and other systemic and school initiatives was seen as vital to the continuation of the standards project.

*When I go to report to the staff meeting in two weeks’ time I don’t want to say here’s another document and make it number 49 or 50 that we have to take on board. Rather I came away thinking there wasn’t a huge expectation on me to reinvent the wheel and I can build this into what we are already doing in school.*

### Engaging with the standards

The processes by which people engaged with the standards in this group was varied and depended to a large extent on the school context, their level of responsibility within the school, the type of support structures and available time. Many people in this group saw that they had some responsibility to at least share what they had done at the Immersion Workshop with other staff and to develop some plans of action that had a focus broader than their own personal learning. This was particularly the case with those

teachers who had some level of administrative responsibility, or where there was a group of teachers from the one school who were participating in the Pilot. Examples include:

- Developing a school computer club for teachers to assist them to use ICT in their teaching practice.
- Encouraging members of staff to participate in professional networks.
- Drawing on the literacy standard to inform curriculum design and whole-school literacy planning models.
- Linking with school pedagogy initiatives.
- Working with preservice teachers and discussions with colleagues.
- Participating in cross-school network (see Gold Coast Network case study).
- Reflecting on particular classroom or workplace issues and related standards.

Two members of this group did express some concern over what they were expected to do with the standards in their school context. Some felt ill-prepared to 'in-service' staff in this area, and that the Immersion Workshop had left them without substantive knowledge of all the standards and ways in which they could be used.

*I just wanted more information and then I was really disappointed ... and I was winded when they said OK this is what you have to do. I was like, what? ... I didn't have enough knowledge on board.*

*I don't feel the back-up to the standards and the staff is there. I would feel a lot more comfortable if the staff [at my school] had an inservice ... It shouldn't be our job.*

Many focus group members acknowledged the problems of sustaining their engagement with the standards. One obvious and commonly noted factor was time or lack thereof. Those in the focus group recognised that alongside their commitment to the standards Pilot, were a range of other professional and curricular activities and priorities that often mitigated the extent to which they could engage directly and explicitly with the standards. Further those in the group who were the only participants at the Pilot, or who did not necessarily work in a school with teachers or administrators who had an interest in the standards found it difficult to sustain engagement. Their comments indicated that there needs to be a shared language amongst staff in order to promote engagement with and discussion of the standards.

Paradoxically, when teachers started talking about the range of their professional and pedagogical practice, they were often implicitly 'engaging' with the standards, in that they were demonstrating and thinking about their teaching, their learning and the

conditions that support students', colleagues' and their own learning. The following example written by one teacher neatly illustrates this:

*After the three days I went back to my school full of enthusiasm, convinced that I was going to live and breathe the standards ... But back at school the intray was overflowing ... I carefully put the training manual on the shelf above my desk where I could see it and use it often ... It sat there gathering dust; there was not time to look at it. But the general idea of the standards stayed with me. Not clearly defined and neatly worded as they are in the manual, but in a general and blurred sort of way.*

It was this teacher who started a computer club for teachers – which aligns with Standard 6 (Integrating learning technologies into teaching practice). Likewise it was this teacher who encouraged staff to become involved in school planning committees – which 'looks like' Standard 11 (Contribute to professional teams). The following comment by this teacher neatly illustrates how she reconceptualised her engagement with the standards:

*As I drove to the evaluation meeting I felt guilty because I didn't have anything to show for how I'd used the standards since the three-day Workshop ... But during the discussion I started to talk about my enthusiasm for doing things better, and about the Computer Club, and about the staff member who wanted to join a team, and I realised that I have been inducting staff into the standards; not in the formal way that I was inducted, but by my enthusiasm and example.*

### **Pilot processes and outcomes**

Many in the focus group spoke cogently about the need for face-to-face contact as a means of sustaining the standards momentum developed at the Immersion Workshop. People acknowledged that the Blackboard forum provided one avenue through which communication could be maintained, but there was little satisfaction amongst this group with the way in which Blackboard had run. Some people just did not like using the technology for this purpose or did not have the time to write responses. Others visited the site but found they had little to say or if they did say anything there was little by way of response. Their interest subsequently dropped off.

### **Systemic implications**

One final issue that was debated amongst this focus group concerned the use of the standards in relation to the current status and quality of teaching. Concern was expressed about the ways in which some teachers survived from day to day without feeling part of a profession, and about the negativity that some teachers had towards the choices being made by those entering the teaching profession. Questions were asked about

the ways in which the standards could be used to raise the professionalism of teachers and the sort of practices that might assist this. A component of this was whether the standards should/could be used as a measure of accountability and as a lever to raise teaching standards. Those who advocated that the standards be used as an accountability mechanism acknowledged that this was not consistent with the message about the use of the standards advocated at the Immersion Workshop. Nevertheless they argued that if the standards are to be part of a broad professional culture change amongst teachers, then they also needed to be used as a mechanism for accountability, for saying that someone may not be meeting appropriate professional standards. Moreover, there was talk about the ways in which the standards could be used to mark entry into the profession and that they should be embedded into the evaluative processes that are part of preservice teacher education. While these views do not necessarily reflect the views of all in this focus group, it was an issue that was brought up by participants at both focus group meetings and on both occasions it encouraged lively debate. The underlying message was that these teachers were concerned about their professional culture, about ways in which it could be improved, and about asking questions about the ways in which the standards might be a part of creating cultural change.

### **Brisbane North Workshop focus group**

The Brisbane North Workshop focus group is indicative of the various ways in which both beginning and experienced teachers engaged with the standards, and the impact of school context on this engagement. As a group they highly valued their connections with their school-based colleagues as well as other face-to-face communications about the Pilot. As mentioned frequently throughout the Pilot, they were keen to have the standards implemented statewide and the more experienced teachers of the group wanted to see some formal recognition of good quality practices in line with the standards.

### **Teacher profiles**

Nine teachers comprised this focus group although one withdrew from the Pilot due to personal pressures. They were a diverse group in terms of age, teaching experience, school type (primary, secondary, special, distance), and school socioeconomic status, although the majority were female, primary generalists. Four were the only teachers from their school involved with the Pilot. Contact was maintained with this group via email and two informal after-school meetings. They became involved in the Pilot through a number of avenues: personal interest (curiosity, professional development, status of teaching), contact via a professional association, professional/union networks, and schoolwide commitment.

### **The standards**

The group were impressed by the standards in terms of their:

- Breadth
- Accessible language
- User friendliness
- Capturing of professional work practices
- Consistency with systemic priorities (e.g. literacy, Productive Pedagogies).

They believed that the standards related to teachers across experience and context and that they had some longevity although they may need to be updated as EQ priorities change. *The standards have provided me with a vision of what good practice should be and how I can make that happen* (Beginning Pilot teacher).

Early in the Pilot there was some concern that the standards did not adequately address the advocacy role that the teachers believed they should play and as the Pilot progressed there was some concern that the standards did not fully capture teachers' work outside the 'classroom' (e.g. school camps, sporting, cultural and educational trips, musicals, displays, competitions etc.). Associated with both these concerns was the need for the standards to *break down the cellular nature of schools*.

### **Engaging with the standards**

Most of the Pilot teachers presented an overview of their Immersion Workshop experience to their school colleagues and introduced the standards framework positioning themselves as an advocate for the standards within their school, and in one instance, for nearby schools and in another advocacy to parents. The teachers went on to use the standards for:

- Reworking of the school's assessment and reporting system
- Developing a personal action plan for self-appraisal, refinements of practice and career planning (see Appendix H - Leanne)
- Assisting the professional development of their school's student and beginning teachers
- Appraising their curriculum's higher order thinking
- Implementing Productive Pedagogies
- Shaping planning
- Engaging in professional dialogue with colleagues
- Informal, personal reflection.

There were variations in whether teachers chose to develop an artefact or not, and whether they limited their focus upon one or two standards or chose to address the range as appropriate. Some teachers used the standards to analyse their current practices while others used them to guide future practices. Appendix H, posted on Blackboard, is a self-rating matrix that

the Pilot teacher used to not only appraise herself but also other non-Pilot colleagues in her school. It was notable the number of teachers who were concerned that they may have not been using the standards *as was intended* by EQ.

Where there was more than one Pilot teacher from a school, teachers seemed more likely to have a formal and extensive engagement with the standards. For example, one school that had a cohort of teachers in the Pilot divided up the standards amongst the teachers for each to flesh out and create a plan for the application of that standard to their work, undertake to reflect and briefly evaluate their progress. The Pilot teachers then met fortnightly to discuss their progress/implementation. *The direct contact to talk about what we are doing is great ... The other staff keep me motivated.* However, despite this potential support, over half of that school's cohort drifted away from the Pilot meetings.

Another teacher worked with a school-based critical friend. This was a very productive relationship in that the critical friend challenged the Pilot teacher to regularly reflect in his journal at a depth he may not have otherwise done. For others working alone on the Pilot, the school administration's interest and support were very important to their momentum suggesting the need for some minimal level of recognition for teachers when working with the standards.

*I hate the excuse 'I don't have time' ... however, to be realistic, time is against me right now.* Problems with time were frequently mentioned as a barrier to engaging with the standards across teachers and contexts. Access to computers was also prohibitive to some teachers' accessing their support networks and a lack of appreciation of the standards by the administrative staff was somewhat discouraging for others.

### **Pilot processes and outcomes**

All the teachers were extremely supportive of the Immersion Workshop in terms of content (a *revelation, religious experience, invigorating*), pedagogy, and length of time giving them the opportunity to *pause and reflect*. They were impressed by the participant-driven nature of the program, the breadth of participants, and the extent to which they could share their experiences and perspectives. There was a little frustration for some in that the time to plan their own engagement with the standards was limited and there was some early concern about professional networks that relied upon computer access and familiarity. Nevertheless, they were very pleased to have left the Workshop feeling that they had support networks for their ongoing engagement.

In practice, the support networks afforded by Blackboard were not accessible for some teachers and

not *inviting* for others. Generally the teachers preferred face-to-face communication available through school-based meetings, EQ follow-up functions, and professional network and focus group meetings.

Given the length of the Pilot, teachers beginning their engagement with those standards that they felt most comfortable, and the informal and/or limited nature of some Pilot teachers' engagement, it was early days for the teachers to consider their professional learning outcomes. Clearly the Immersion Workshop was a significant and renewing professional development experience in itself. Professional learning outcomes articulated by the group included:

- Considering enrolment in postgraduate study
- Undertaking new professional reading
- Framing a Quality Teaching Program application for developing a learning community
- Forcing deeper reflection and consequently better decision making
- Encouraging new professional experiences/ challenges e.g. giving a conference paper
- Having a vision for what good teaching may look and feel like
- Refining practices in ways that benefited students' learning.

The teachers within this focus group were frustrated at the lack of interest in the standards framework shown by their non-Pilot colleagues but remained optimistic that the framework should have statewide implementation. They perceived the challenge here was to fund an effective implementation using a similar model to the one they had experienced, in particular the Immersion Workshops. They also believed that it was very important for leaders in the regions and schools to be fully supportive of the standards and embed them across curriculum and assessment initiatives, professional development expectations, and the like otherwise *they will get lost in the wash*.

There was a breadth of opinion about the *recognition* that the standards should receive. This ranged from teachers wanting a formal voluntary appraisal process associated with the standards for which teachers could receive remuneration (those more experienced teachers tended to feel this) through to school-based professional development processes that centred on the standards. Teachers mentioned the need for flexibility and support if they are to chart their own professional pathways in line with quality practices across the standards. Several teachers mentioned the positive relationships between the standards, postgraduate study, and professional recognition and rewards.

### **Townsville Workshop focus group**

The Townsville Workshop focus group provides a good example of the various ways in which both beginning

and experienced teachers engaged with the standards, and the impact of their school contexts and geographical locations on this engagement. As a group they highly valued their face-to-face connections with their Workshop colleagues.

### **Teacher profiles**

Nine teachers comprised this focus group. They were a diverse group in terms of age, teaching experience, school type, and school socioeconomic status; however, given the geographic locations of these participants it is not surprising that many were early career teachers. Five were beginning teachers in their first 3 years of teaching, two had been teaching for 5-6 years, and the remaining two had been teaching 14 and 20 years respectively. Three of the group were secondary teachers, one was a primary teaching Principal, one was a middle years teacher, and the remaining four were primary school teachers. Six of this group were the only teachers from their school involved with the Pilot.

All nine teachers were involved in the first focus group sessions after the initial Immersion Workshop, while only three could be available for the second whole-group teleconference call. Contact was also maintained with this group via informal email and telephone conversations. They became involved in the Pilot for a number of reasons: seeking alternatives to unsatisfying professional development currently on offer for them; needing reinvigoration after teaching for a while; to force them 'out of their comfort zone'; curious to find out what this was all about; an opportunity to meet new people; prior knowledge and involvement with the development of the standards and wanting to find out more. Generally they were unsure of what to expect in the Pilot.

### **The standards**

The group agreed that the standards were broad and all encompassing of teachers' professional practices, and that they allowed everyone to have a slightly different interpretation of them in line with their teaching contexts and backgrounds. They saw them as affirming of teachers' professional practice but also that they could be used as a framework for planning future professional growth. It was also suggested that the PST would re-empower teachers encouraging a commitment by teachers to 'own' their profession, and that the standards were applicable for all teachers irrespective of length of teaching experience or teaching subject area. For example:

*Whether you're just out of Uni or you've been out for years, you can look at it and ... as a teacher you can identify with all of it.*

However, it was pointed out that the 6 months of the Pilot was probably not sufficient time of engagement with the standards to enable a full critique of them.

There were no weaknesses of the standards discussed by this group, although as indicated above, it was mentioned that *I just think I could go for a whole year and not even really fully critically analyse the standards and work out how they're good and how they're bad.*

### **Engaging with the standards**

At the commencement of the Pilot, the teachers in this focus group planned a variety of ways they would engage with the standards during the Pilot, including:

- Guiding their planning – *the kids are not doing so well* [higher order thinking] *so I'll focus on the standard that will help me improve my classroom teaching in that area and get feedback from my students* [about what to focus on]
- Planning to use the standards *when I get complacent*, when looking to *change my teaching behaviours*, and *when I need to get out of my comfort zone*
- Planning and implementing a definite project that they already had in mind, and using the standards to give *structure to it and sort of an official status to it, so it's just perfect for what I want to do ... this is just what I needed to give me a bit more direction in what I was fumbling around in, so it's good*
- Informal personal reflection
- *To have a better understanding of yourself*

Many were going to take the message from the Immersion Workshop as a framework for their professional behaviours in the future, for example:

*I'm going to stop being a victim and take responsibility for my own professionalism and stop blaming everybody else for what I should be getting off my bum and doing myself!*

As a result of being involved in the Pilot, some teachers were able to report that they had carried out their intentions, with many reporting informal and undocumented reflection as the main way they engaged with the standards during the Pilot. One teacher has used the standards to shape and guide her curriculum planning but it was still in the early stages of development. Another had used the standards framework as a reflective tool to help her reflect on what she needed to do as she worked to improve the assessment and reporting practices in her classroom. As a result she had reworked her reporting frameworks. A third used the standards as a basis for working with student teachers in her school. All agreed that as a reflective tool the standards provided guidance and direction for their planning, teaching and professional learning. Many used the PST Pilot booklet and some used materials from the Blackboard site as resources in helping them engage with the standards. For example:

*I go to the specific standards and look at the indicators ... and I've also found the work from Peter Senge ... and I've found that quite inspirational, some of his writing.*

Generally, the Immersion Workshops and the follow up visits by the PST Project Team, along with any face-to-face meetings that were possible with other Pilot participants, were identified as most helpful for sustaining engagement with the standards. Electronic communication via Blackboard was identified as not helpful.

Where there was more than one Pilot teacher from a school, teachers seemed more likely to have a formal and extensive engagement with the standards, however one teacher did point out that *the links I'm looking for are with people who are doing the same sort of thing as I'm trying to do, as opposed to people who are in the same place*. For many, being the only Pilot teacher in the school (or even one of only two in the school) made sustained and focused engagement difficult. Many tried to set up times to meet with Pilot colleagues in nearby schools but it proved difficult to find suitably common times. For some working alone in their school, the school administration's knowledge of the standards, interest and support was very important for sustaining engagement.

Problems with time were frequently mentioned as a barrier to engaging with the standards. In addition, some were unclear about what to do and wanted more direction. Access to computers was a problem for some and a lack of appreciation of the standards by the administrative staff was somewhat discouraging for others.

### **Pilot processes and outcomes**

All the teachers were extremely supportive of the Immersion Workshop in terms of content and process. They were impressed by the way they were listened to, the opportunity they had to meet new people, the variety of backgrounds and experiences of the participants, and the extent to which they were involved and motivated. Many were impressed by:

*... the positivity of the group. I just hear a lot of people being frustrated and blaming it on EQ, and it was really nice for us to come out with the fact that we actually are EQ. We're the ones that are responsible. It just shifted my whole way of thinking, that if something's not right and I'm not doing anything about it then I'm just as much at fault as anybody else and I've got no one to blame. So that shift in my psyche is really good. On top of that there were all these people who felt the same way that I could have contact with.*

However, as mentioned above, some were unsure what they should be doing during the Pilot and wanted more direction. For example:

*I think I'm the kind of person that really needs to be given more direction, and then I do it ... I guess my feeling after that Immersion time ... I would have liked to have come away being told clearly what was expected and what I had to do, and then I would have*

*sat down and worked out this is what they need me to do for this Pilot. I'll do this, this and this ... and I'd have gone ahead and done it. I didn't feel I was given much in the way of direction so therefore 'I'll think about that another time, I've got to get this done'. It was easy to just push it aside.*

But another said that it was exactly not being told what to do that motivated and sustained her during the Pilot:

*Just on that point, that's what worked for me, keeping me interested, that I wasn't told exactly what to do. [what's kept you going?] Well the positive atmosphere was a big part of it. Also because I chose to do something I'm quite interested in, and I've just started a Master's in, which is quite different to anything to do with this. But the emails from Ros and Andrew were good ... the pressure there was good, just to keep it in the back of my mind. You have to please fill in this survey by this time, please do this that did help, a bit of direction in that sense. The follow-up meeting was excellent ... that was probably the most helpful thing.*

All agreed that involvement in the Pilot was different from other professional development they'd experienced in that they felt ownership, and this was much appreciated:

*And you know what I like is that we're not, we haven't been told to use it. Like 'effective teaching' or 'productive pedagogies' is put in front of you and they go you must use this ... and that just made me not want to use it even more, because I was like under protest almost, I don't want to do this because they're making me do it.*

In addition, most found it comforting to realise that *we're not expected to go out and try and do all ten or twelve of them at once and that we can concentrate on maybe one or two ... so I think, maybe I can do this.*

As mentioned above, it was indicated by many that Blackboard was not helpful. Not only did some have problems accessing the site, but also there were comments that the level of (in)activity on the site was not motivating. For example:

*I found the Learning Place quite good, but not quite sort of stimulating enough in the sense that often you'd log on and the same information was there from the last time you logged on. So it wasn't moving along as much as I thought it would, and I've given up on it because of that I guess.*

A lot of participants used private emails to keep in contact with others during the Pilot.

Given the length of the Pilot, teachers just beginning engagement with one or two standards, and the informal and/or limited nature of some Pilot teachers' engagement, it was early days for the teachers to consider their professional learning outcomes. One teacher had changed the way she assessed her students

and reported to parents, and another had developed a curriculum plan that she was talking to her department for budget priority. However, most reported ongoing (but undocumented) reflection as the outcome of their participation in the Pilot. Clearly the Immersion Workshop was a significant and renewing professional development experience in itself.

The teachers in this focus group were concerned about the future of the standards and how they would be released into schools, stressing that:

*... if department came out and said, now we want you to look at these standards, I think that most people would totally switch off. I mean they're already doing that with the Productive Pedagogies, a lot of them, and I think it's just a general negativity and another oh here we go, another new thing that's going to change in the next 6 months. I'm actually really concerned about how it can be presented, or how people can be exposed to them without them just switching off and them going oh this is another government initiative that we have to take on.*

There was a suggestion in this group that the standards could be most profitably used next by and with beginning teachers and student teachers. However, caution was expressed about how they might be presented to student teachers and beginning teachers:

*I also think that it would be really important to suggest to new users that they don't have to use every single standard and follow every single indicator. The way that it's presented is really important. If you said to beginning teachers, here's these standards, this is what you're expected to do, it would just overwhelm them. But the way that we've been doing it where you pick out what you think would be most relevant to you and work with them as you can, would probably be a much better way of doing it, and I think that beginning teachers would really appreciate it because it could guide them.*

It was suggested that another useful strategy would be to use the standards for school-based prioritising of professional development sessions; the important thing here would be that the planned professional development sessions would be part of a coordinated and coherent overall plan, and that there would be choice involved for the teachers at that school and therefore ownership by them.

This group cautioned using the standards for any sort of credentialling, since it was felt that to do this *would be at the risk of losing the essence of them, and they'd become like lists that you tick off*. Another participant added:

*... you never really achieve them it's more of a continuance rather than, I do this and tick it off. Because you just don't, you never really reach the stage of perfection. Because pay increases or something like*

*that based on this sort of thing would ruin the nice thing about them. As would certificates or whatever because your ladder climbers would jump on the bandwagon ... I just will say that I have done it all, manipulate my words so it sounds like I've done it so I get that, and can move onto the next level of whatever.*

However, as one participant outlined, many agreed that the Pilot 'package' was probably the most invigorating thing for them and that without a similar 'roll-out' for others, the greatest benefits of the PST for EQ employees would be lost. For example:

*For me it has been more than just the document, it's been the whole experience that's been quite helpful. [In what way?] The way we talked about Education Queensland, and the whole picture as well, as I guess it relates to the Senge stuff. The way things are achieved and the positive attitudes. That whole process that went together with the document, made the document mean more than just being a normal document. Without all of that the document wouldn't be so alive for me. [So you're referring to the Immersion Workshops?] Yes the Immersion Workshops and then the follow-up session. As well as probably the interviews with you, and meeting up with real people in between.*

## Appendix D: Case studies

Note: Text in *italics* denotes participants' direct quotations (either written or verbal) drawn from the data. All names are pseudonyms.

### Case study A: Early career and isolated – three teachers' stories

Case study A tells the stories of three early career teachers who were relatively isolated on the basis of geography, being the only Pilot teacher in their school/ on their campus, and not connecting with a professional network due to issues with technology and time. Their approach to the Pilot varied from using the Professional Standards for Teachers to direct a planning initiative to informal, personal reflection upon their planning and practice. Each teacher was highly supportive of the standards and the Pilot process but gave no indication of any sustained engagement with the standards, beyond personal reflection, unless the standards were adopted school- and systemwide.

#### Teacher profiles

Anita, John and Karen have all been teaching between two and four years and are currently located in relatively isolated schools in far north Queensland. Anita specialises in secondary English and languages, John, who considers himself still in *survival mode*, is a middle school teacher while Karen is a primary generalist teacher located on a separate campus of the same school as John. Each had chosen to be in their remote school for different reasons. They shared a sense of being *novice* teachers, still in the early stages of consolidating their skills and looking for direction.

The teachers came to be involved in the Pilot also for different reasons. Anita volunteered for the Pilot as a way to *get out of here* and because she felt she needed to *reflect ... because ... there isn't up here ... any way of debriefing through your experiences unless you find someone coincidentally*. She was expecting the standards to focus on acceptable standards of teacher behaviours (e.g. dress), *but I didn't care what it was, I was going!* All teachers in Karen's and John's school were informed about the Pilot. Karen applied out of professional interest never expecting to be chosen, while John was approached directly after another secondary teacher from the school was unable to go to the Immersion Workshop. John's interest was in how the standards provided a *good framework for someone who has been out of the system for so long*.

#### The standards

The teachers were positive about the standards in terms of both content and structure. For Karen they were *tight knitted and easy to understand*. She felt that beginning teachers, in particular, could benefit from

the standards *just to have something to reflect on and internalise*. While also supportive of the *great standards and their structure, a really good framework to work within*, John was a little concerned about their relationship to Productive Pedagogies, wondering *which one are you supposed to be doing* although he could see their overlap. Karen found the language of the standards more accessible than that of Productive Pedagogies. John could not *think of something extra to put in, or ... of taking out or a better way of doing things*. Karen concurred, *I think that in terms of easiness to pick up and refer to, it is a really good thing to have only made it as brief yet compact as possible ... My guess is that the basis of these will be there (in ten years time)* although the language may need to change a little. Anita was equally supportive and emphasised, *It's just really important that people realise that it's something that complements (teachers' work) rather than something added on top of*.

As suggested above, these early career teachers could see no weaknesses in the standards except that the language differed from other professional materials (e.g. Productive Pedagogies) with which they were engaging.

#### Engaging with the standards

Each teacher, upon returning to their school from the Immersion Workshop, briefly addressed their colleagues, and hoped *that maybe our enthusiasm was enough for people to ... pick up the standards, and have a look at them* (Karen) but this did not eventuate across the schools. In part as a result, the teachers' engagement was largely a personal initiative.

John used the standards to reflect fairly generally across his classroom practices:

*'Okay, I do that', or 'no, I don't do that a lot' ... What I have been doing is subtly using them as a framework and making sure I include bits and pieces from all of them ... At the beginning of the day, or the beginning of the week I'll go and I'll look at the professional standards and go 'okay, which one haven't I been sort of focusing on last week, or I could do better this week?'*

John explained this incidental reflection in the context of no available relief teachers resulting in little non-contact time for teachers, and in turn feeling *squeezed* to the point where *the last thing you want to do is say, right 'okay, I'm going to start a big project'*. Like John, for Karen:

*it's not a matter of designing a project and having an end product. For me, it's more or less sort of assessing myself in terms of what I am covering and what I am not covering ... This last unit of work that I planned (with a focus on Standard 6: Integrate information and*

communication technologies to enhance student learning) I actually got the standards out ... to say, 'Yep, this is really what I want to cover.' So for the first time I sort of had something that I really liked as a document to follow.

Karen also used the standards in her end-of-week evaluations where she briefly noted, *that went well, maybe I could do that better*. She also had a copy of the standards in her classroom where she could *look at it every now and again*.

Anita took a more formal approach than Karen and framed her engagement around the rewriting of an English Communication unit for Years 11 and 12 based upon what she perceived were substantial needs of the students. She wanted *a package I could have at the end*. Her unit (see Appendix G) indicates how she linked the content and pedagogy of the unit to the professional standards for teachers. Standard 2 was the primary focus while a range of standards (4, 5, 8, 9, 10, 11, 12) were the secondary foci. She used the standards to *confirm* rather than *inspire*. Further, Anita is undertaking a master's degree in which she is using this project/focus as the basis for her master's level reading and assessment.

When asked about facilitators and barriers to engagement, no school-based facilitators were mentioned. Clearly, a school culture that valued their participation was important to their initial engagement but apart from computer access, the school contexts offered little support.

Karen, John and Anita felt quite isolated in their engagement with the standards. They would have appreciated colleagues who they were able to *talk to ... on the same level* and share the *enthusiasm that we had actually felt for it* (Karen). All three were looking for someone to discuss their experiences with but felt *there was no-one there to share the momentum* (Anita). They were envious of their city/town colleagues who could meet face to face when they wished, making the process *more personal* (Karen). Karen observed that *because of that social side of things they are more willing to get together and try a few of these extra things out and be more of a network*. They also mentioned the perceived advantages of having clusters of teachers from the one school, and those clusters involving administrative staff.

For Karen, time was a limiting factor, especially third term, in which *you barely sometimes feel like you've got enough time to teach the basics in the classroom let alone try and incorporate everything else into your day*. Similarly, John felt the pressure of time and *if one thing has to go, I feel like maybe the professional standards side of things has to be put to one side because I have other things that have to be done first*. He and Karen suggested that the school administration could have timetabled some space during the day for

them to engage with the standards (e.g. *40 minutes a week*), *to get onto Blackboard and share ideas with everyone and that's all time ... something that we don't all have* (John). For Anita, time was not so much an issue as was the psychological barrier of attending to the standards as part of her normal work practices.

### **Pilot processes and outcomes**

All three teachers were very positive about the Immersion Workshop in that *it was a real learning sort of Workshop* (Karen) that provided opportunities to reflect and discuss with teachers in similar situations without being *told*. Anita felt that it was an *honest forum ... where you didn't have to have presupposed educational jargon, knowledge or experience*. While feeling very positive about the experience their reactions included being overwhelmed with the amount of ideas that it stimulated, feeling unsure about what they *were supposed to be doing* (John), and being pleased that the standards *didn't have to be followed by the book* (Anita). In short, the length of the Pilot and its open structure were considered appropriate.

Ongoing support of the Pilot through networks and Blackboard was not very successful for this cohort. *When we first started we had lots of problems getting together with our groups from down south ... I had a lot of problems getting onto the internet, and forgetting my password ... and you get there, but you can't go in and actually exchange ideas* (John). Karen had more hurdles in that early in the Pilot she relied upon accessing a computer on a different campus when it became free. However, even with easier access Karen reflected that she's *never been into chat rooms* and that it is *a little bit intense for me to be on there every week*. Karen would have preferred to read on Blackboard postings of what others were doing and thinking about, or contact colleagues when she needed assistance, rather than feel committed to regular communication. Anita had more ready access to Blackboard but was disappointed about the lack of *a constant flow of discussion*. At the much-appreciated follow-up meeting in Cairns, Anita, Karen and John shifted network groups and were anticipating enjoying a much more active network, giving Anita support personally and emotionally.

Anita has *learnt a lot about how I like to interact* in that pedagogically it has provided a strong mental learning experience for her. In future she believes that the standards will be there to work towards as she gains in experience and expertise and continues to meet new challenges and reflect upon them. Similarly John felt that they have helped *to keep him on track* and that in the future they would serve to simulate change through revisiting them and reflecting upon his practices *so you don't get stuck in a rut*. Karen felt that engaging with the standards had benefited her own

teaching and *ultimately it is the kids that are going to benefit in the long run too*. There was, however, a sense that for their engagement and learning to be sustained, there needed to be much wider collegial and systemic awareness and support of the standards framework.

John, Karen and Anita are looking forward to being able to share their knowledge of, and experiences with, the standards with their colleagues. When considering general implementation, *It can't be just dumped in pigeon holes and expected to be taken on. I don't think it would work at all without a similar level of inservice* (Anita). They recognised the value of having teams of teachers, and administrators, from the same school being inducted in face-to-face Workshops and highly valued any face-to-face contact that the Pilot had provided.

All three teachers did not favour any financial or promotional recognition of their engagement with the standards. For her engagement, Anita would have liked some school-based recognition for her work rather than any certification or material reward. Karen believed that any extrinsic reward *would defeat the purpose of doing it for myself* and John agreed that engaging with the standards *should be something that people want to do to improve themselves*. Both Karen and John were concerned that the standards could become *some sort of weapon used to manipulate teachers* (Karen) and threaten teachers' jobs.

## **Case study B: South-east Queensland across-school network**

### ***Teacher and network profile***

The south-east Queensland network was established at the Immersion Workshop by a group of teachers who 'gravitated' toward each other – they had some common interests and ideas in relation to the standards, they all worked in high schools, and they wanted to sustain discussion about the standards in a face-to-face context. The network originally consisted of 10 teachers who were from four different schools; who came from a range of disciplinary backgrounds; and who had varying levels of teaching experience. The network had an informal structure – two teachers were mainstay members of the group during the Pilot, other members would attend if they were able, and teachers from outside the Pilot who had an interest in the topics under discussion also attended. While there was typically a different group of people at each meeting, typically five or six teachers would join the discussions. Monthly meetings were organised and at each of these meetings one member of the group would take responsibility for presenting ideas and initiating discussion about an aspect of the standards. The meetings were held in off-campus venues, which proved useful by way creating a climate for discussion away from the structured environment of school.

### ***Engaging with the standards***

While the network was established as part of the structure of the PST Pilot, it did develop a life of its own and a sustainable impetus primarily because people came to meetings with ideas, a willingness to talk openly about their teaching practice and because they enjoyed the conversation. Through its structure and its focus, the group developed the characteristics of what could be called a community of inquiry or a learning community, with their own professional practice the central topic under investigation. One member of the group commented on the particular value of two of the discussions. One of these discussions was concerned with the ICT standard, the analysis of which raised for this person some of the 'gaps' between what she was doing and what she could be doing. Through the discussion she was able to get a sense of some examples of things that she could do as part of her teaching practice and of ways in which she could work some of these ideas into her own personal plan. Another discussion that this teacher found particularly valuable concerned the assessment and reporting standard. What this teacher found noteworthy about this discussion was the way in which teachers talked openly about some of the problems they experienced in assessing and reporting on students. This was seen as an indicator of the openness of the group and of the complex dilemmas associated with methods of assessment. It was also seen as a demonstration to those who had less experience in the group that there are often not easy answers to particular teaching problems and that experienced teachers continue to debate and be challenged by aspects of their practice.

While it is not clear whether the network will continue to meet and discuss the standards after the Pilot, it is clear that there have been flow-on effects from the network and from participation in the Pilot that have been significant for the ways in which individuals in the group have been able to extend their professional contacts and their sense of community. For example, one beginning teacher who was the only person from her school to participate in the Pilot, now has regular contact with teachers from other schools and has participated in other out-of-school PD activities with these teachers. For another teacher who was new to the area, the network and participation in the Pilot have enabled her to develop a much broader set of professional contacts within her local area – across disciplinary fields and across schools.

### ***Systemic implications***

The network provided members with the experience and structure of a professional conversation. In this respect it provided a model for a type of learning community. It is of note that the model of networking and community embedded in the goals of the Pilot

were consistent with a set of collaborative practices established at the school in which one of the mainstay members worked. Likewise this school was also developing in a systematic way the use of Productive Pedagogies, which have a close alignment with some of the standards. This consistency in approach to pedagogy and to the process of professional learning was a critical factor in rendering the standards relevant and aligned to other school processes and other EQ initiatives. This was identified by one of the mainstay teachers as critical to enabling the network to develop. She also thought that such consistency was also crucial to future developments associated with the standards. Her view was that the standards, as well as the communicative principles underpinning the process of PD in the Pilot, could and should be incorporated into other networks, professional and curriculum associations and school practices. Thus while the network with its focus on the Professional Standards per se, might not exist in the future, the discussion of standards and the processes of professional networking could continue in other forums.

Another factor that one member of the network was adamant about in relation to extending the professional discussion was that it was best done through face-to-face meetings. As mentioned above, it was the desire for face-to-face communication that led to the establishment of this group. Perhaps because this network existed, its members did not participate in the Blackboard discussions. Certainly a clear message emanating from this group was the value of contact in person – either through the network or through the Immersion Workshop or through the dinner meeting organised by the EQ standards team.

What is interesting in the case of the network is that despite participants' acknowledgment that the time to engage with the standards was always limited, there was a high degree of motivation amongst the participants to exchange ideas and ensure that the network continued to meet. A central part of this seems to be that both the standards themselves and the discussions that took place worked to affirm teachers' professional efficacy and the value of their work. As well the length of the trial and the nature of these activities provided time for some consolidation, but also dispersal of ideas. Thus, while the activities associated with the Pilot had a shelf life, which is positive, there is clear evidence that the ideas and the networks will continue in other forums.

### **Case study C: Large metropolitan primary school**

Case study C tells the stories of five teachers in a primary school in suburban Brisbane with an enrolment of approximately 800 students. Despite the fact that this was a sizable group from one school volunteering to be involved in the Pilot, these teachers

still reported having difficulty finding the time and the support from colleagues and administration to engage with the professional standards during the Pilot. *Even though we were a group that got involved in the standards together ... we had a vision of what we were going to do ... but it suddenly brought home just how isolated you are ... we're all in the same school but we don't see each other ... literally we don't see each other, a week could go by ... so the time to sit down and talk was a problem* (Cathy).

### **Teacher profiles**

The five teachers taught across a range of year levels in the school: Cathy, Mary, Paula, Shaun and Howard (all names are pseudonyms). Shaun was a Learning Support teacher. Originally there had been six teachers out of the staff of approximately 40 but one of this group had taken another position during term 4. Four of the teachers reported that this teacher had instigated their involvement in the trial. He had been involved with the standards previously and told them that *this is about affirmation of our profession and it's going to be something really worthwhile*. He wanted a team from the school to be involved. The other teacher, Paula, who graduated as a mature age student and is in her second year of teaching, said she volunteered because she thought the project would be inspirational and help her learn more about teaching. She felt her expectations weren't realised because she didn't get enough direction about what to do. Most also reported that they were encouraged to be part of the Pilot by the fact that both the union and the department were supporting it.

### **The standards**

The teachers were positive about the standards both in content and structure. They all agreed that the standards adequately reflected their professional work, were all-encompassing and thorough in the detail. They particularly appreciated the way in which the standards presented a positive view of the profession and affirmed the value of their work. For example: *instead of having that negative idea [of the teaching profession] – oh you have all those teachers with all those holidays or whatever ... here was a document that was acknowledging how diverse our job is, and how we do cater for difference and how we do in lots of different ways through lots of these standards, do great things. So this was a wonderful document to say ... not a checklist, as a punitive 'are you up to standard?' but acknowledgment of our profession.* (Mary)

As suggested above, these teachers saw no weaknesses or omissions in the standards. One did point out that the 'underpinning knowledge' would be necessarily 'shifting' and thus that this section of the booklet should not be seen as definitive.

### **Engaging with the standards**

Each of the teachers engaged with the standards in different ways. Generally they worked with the standards by themselves, sometimes chatting to others looking for affirmation that what they were doing was okay. Some 'skimmed' over all of them. Many agreed that they were still not entirely clear on how they should 'use' the standards.

Cathy felt that she didn't need to 'do anything differently' as she participated in the trial. During her planning and teaching of a 10-week English/SOSE unit in term 3, she used two standards as guiding framework for her planning of the unit and for her reflections on its implementation. At the school, the teachers had been involved in inservice sessions around Productive Pedagogies, Bloom's taxonomy and multiple intelligences, and she felt that she could use all of these, as well as the standards to plan her unit and then reflect in a focused way on what she had done. *I used that standard because it fitted really nicely with my normal classroom practice ... but making me become more aware and I guess try new things, experiment a little bit more and then see how things went.* She felt that using the standards as a reference point during her planning helped make the unit successful in relation to the style of teaching she used.

Shaun said that he read through and engaged informally with standards 2 and 5 because they seemed most closely connected with his role as a Learning Support teacher in the school. He didn't do anything different in his day-to-day work but he felt that the standards affirmed his work.

Paula felt that she was using aspects of the professional standards every day in her work but she didn't think that having the list of standards really helped her engage any differently than she was already doing every day.

These teachers felt that the school was heavily engaged in other professional priorities during the time of the Pilot, and therefore that the standards were seen as 'another thing'. They felt that the school as a whole and the administration in particular, didn't promote engagement with the standards across the whole staff. Consequently, these five teachers felt somewhat isolated. They were unsure what their role was. They didn't want to come back to the school as the 'experts', but were unsure how else to proceed. According to them, their school is a very busy school with lots of agendas already under way and it was difficult to find a space to bring the professional standards to a high priority across the school.

### **Pilot processes and outcomes**

All teachers were energised and enthused as a result of their participation in the Immersion Workshop. They appreciated the positive acknowledgment of the value

and complexity of the professional work that teachers do. *It was just a wonderful way to be treated as a professional and it just doesn't happen, normally it just doesn't happen at all* (Howard). They also felt re-energised as a result of the follow-up meetings, and felt reaffirmed 'as a real person'. All the teachers at this school stressed the importance of face-to-face contact even though they realised the logistical and financial implications of more face-to-face meetings. However even though they all felt enthused and motivated after the Immersion Workshop and then after the follow-up meeting, they reported that on both occasions they returned to school and promptly got 'engulfed' with the day-to-day running of the school and their time was taken with the various components of their particular jobs. In this way, engaging with the standards was seen as an 'add-on' and it was difficult to find the time to do this well. Many did not follow up and use the networks that were established during the Immersion Workshops.

These teachers generally felt that they were using all of the standards every day in their work and were not sure exactly what else they should be doing in terms of formal engagement with the standards during the Pilot. All but one sought more direction about what they should be doing with the standards. They expressed a lack of direction.

All participants found the support offered through the Blackboard site not helpful. Issues of time and access, technical problems, as well as their own levels of competence in using the technology were the main reasons. In addition, on the Blackboard site, these teachers felt there was not the affirmation that they were doing the right thing which they sought. There were examples of people asking for help and suggestions, but often there was not even anyone answering back. Another reported issue was the hesitancy associated with 'talking' with people you had not met in a face-to-face situation first. They suggested that if they had a query they would be more likely to ask a colleague in the school than ask people they had never met. Paula sent emails to people in the Pilot that she had met during the Immersion Workshops. She felt more comfortable doing that than putting something on the site for all to see.

Not having computer access at home proved a great disadvantage for Cathy; she had to rely on access at school.

*It's a nightmare. You literally finish your work at ... well the children leave at 3 and you might finish your work at 4:30. So at 4:30 you think okay and then you sit down, and by the time you log on and by the time you read all the stuff that you've missed because it's been a week ... so you read through everything. Then you've got to somehow try and ... you want to have a discussion, you've got things in the back of your head you want to discuss ... but you're so tired because now*

*it's 5:30 and you've been at school since 7:30 that morning ... and you're thinking 'I'm talking absolute drivel here.' I know this is not ... it wasn't ... I didn't feel fresh, I didn't feel as if I was really giving a true reflection of what I felt because half the time I felt rushed and pushed and almost felt like .. the pressure, I haven't been on, you know I'd better get on. And you almost feel like you had to get on ...*

This also hampered her efforts to get involved in the real-time chat room sessions. In order to be more efficient with her time on the Blackboard site, Cathy decided to read only the discussion areas in relation to the two standards with which she was engaging.

Mary found Blackboard threatening to start with because she didn't have the skills. She admitted that perhaps she did put it all in the 'too hard' category at first but then when she was able to get help to get into the site, there were technical problems with the computer. Then she was 'so far behind' that she found it overwhelming. She was also threatened by the space, particularly in relation to others' contributions '*... it was too good. I'm thinking I'm too tired and I can't even speak like that let alone type something in right now that is that good*'. Others agreed that the permanency of the written word in the discussion areas was very daunting; they would have been very happy to discuss issues verbally but writing their thoughts for others to visit again and again was daunting.

Paula was finally able to get onto the site but after logging on daily for many weeks said she was not able to find the direction she sought. *At our Workshop we were told that if you got onto Blackboard we would find out what to do with the standards.* She says she searched the Blackboard site for this guidance but was not able to find it. The discussions on the site were, for her, too general.

Most agreed that their early visions of their professional learning during the Pilot were not entirely realised and many agreed that this was due to them not 'following through' well enough. As indicated above most used the standards for informal reflection and affirmation of their professional work. It was felt that if you were unsure of something in your teaching you would find out about it, and that the professional standards would not necessarily help you define this. However, as reported above, one of the teachers, Cathy, did use the standards to give her some other ideas for her unit planning, they helped her think of new things to try out.

The teachers agreed on the tremendous value and potential of the professional standards and had many ideas for a next phase. They highlighted the importance of engagement with the standards within a whole-school context. Even though these five teachers all came from the one school, they still felt isolated because of lack of support from administration for a

whole-school approach and because they teach in different sections of the school and rarely see each other.

This group suggested a 'Round 2 Pilot' which would comprise Pilot schools volunteering to engage with the standards. They stressed that this should not be decided by the administration team alone on behalf of the school but that the decision to become a Pilot school would result from everyone in the school agreeing that the school should be involved. They suggested that this second Pilot should include a wide variety of schools, and that more administration staff now need to get involved, cautioning that *it should not be admin driven*. If a school were to become a Pilot school, engaging with professional standards would be one of the priority areas for the whole school for that time and that all inservice etc would revolve around that. They suggested Immersion Workshops much like in this first Pilot but that these should be at a school, cluster or district level (perhaps during pupil-free days). They also highlighted the importance of supporting networking within and across schools. This could be provided by using some Curriculum Coordination Time for teachers to meet in teams, stressing the importance of supporting face-to-face networking. *The department has to back it up ... it can't just be us meeting at a coffee shop at 5 o'clock on Friday* (Howard). The next phase has to reach the *non-believers*, and *PST shouldn't be just a document, it should be part of our everyday talk*.

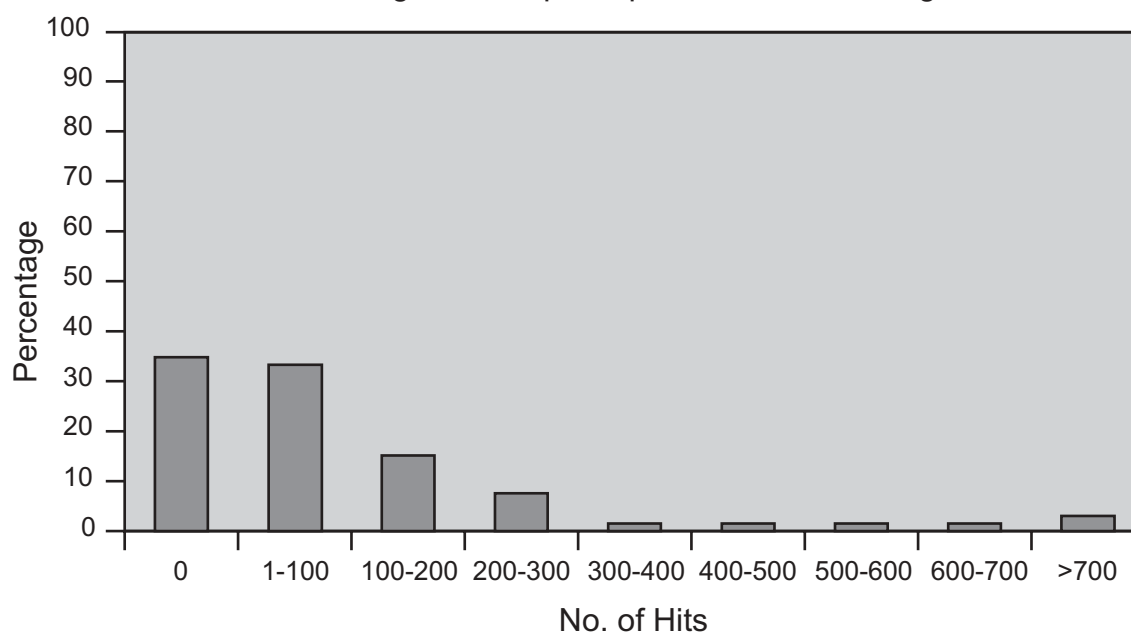
All of this group also cautioned against any moves to link engagement with the standards and demonstration of a high level of competence in relation to the standards and incentives such as pay scales. They stressed that *engaging with the standards does not necessarily make you a better teacher*.

#### **Case study D: Blackboard electronic learning community**

##### **Use**

The Evaluation Team had limited access to the Blackboard site. Education Queensland provided the Evaluation Team with the organisational statistics generated for the Blackboard site. The overall statistics generated on Tuesday 22 October 2002 show that there had been 35 046 'hits' across the four areas of the Blackboard site (communication areas 11 046 hits; main content areas 12 224 hits; group areas 11 419 hits; student areas 357 hits). Some caution does need to be taken when interpreting usage of websites with 'hit' statistics as hits demonstrate the number of visits to 'pages' within an area, they do not necessarily provide an accurate indicator of the actual number and frequency of visits to the Blackboard site, or whether participants read or made any contribution to the discussion in any particular area. With these cautions in mind we have interpreted the hit or access figures the following way.

Percentage of Pilot participants in access categories



The graph shows that a large percentage of participants made either no hits or less than 100 hits (34% and 33% respectively). As we have indicated, using 'hit' figures as indicators of usage is problematic, however if we are to assume that less than 100 hits represents an infrequent use of the Blackboard site, then it is possible to surmise from the data that only a relatively small number of people used the Blackboard site extensively.

### Purposes

Analysis of postings in the areas the Evaluation Team had access to, indicate the following range of purposes for which participants posted messages:

#### 1. Seeking others engaging with the same standard/with similar interests

*I'd be really interested to set up a discussion with others who are focusing on teacher learning/ learning teams. Who else is out there? :) (week 3, term 3)*

*Have just received and read this wonderful document (ICT for learning) – has anyone else read it and would like to discuss it? I was very interested in the benchmarks and how there are two – a minimal and a higher up one. (week 4, term 3)*

*I'm wanting to focus on the literacy development of older students – especially of senior students in Vocational English courses who are often viewed as being too old to help. At ... we have the added complication of having a 100% English as a Foreign Language Voc Ed population. Is there anyone out there with expertise in this field? (Standard 2) (week 7, term 3)*

#### 2. Presenting opinions and ideas and inviting comment

*I find that numeracy is more direct and straightforward at my teaching level. I am an Early Childhood teacher and at this level numeracy is quite basic and more concept-based. Does anyone disagree with me on my views on numeracy? I'd love to hear from you. (week 3, term 3)*

*... I am thinking along the lines of making connections with local companies and business. It just struck me that I could approach a local gallery cafe and ask them if some of my talented students could exhibit their art in the gallery. Any other ideas? (week 3, term 3)*

*... At this point in my unpacking of the standards I am trying to link this philosophy with a SOSE unit I am planning, dealing with Active Citizenship. I am particularly focusing on statement 5.3. If anyone has any ideas on this particular aspect please have your say. (Standard 5) (week 5, term 3)*

#### 3. Suggesting resources

*Have found that this standard has led me on a broader journey involving many other standards ... In my adventures I found some excellent references re intellectually challenging on the Productive Pedagogies site – matrix of web sites etc. Look at the School site in Canberra. (week 3, term 3)*

*... With regards to numeracy, I feel that it will take a while for people to distinguish between Mathematics and Numeracy, in the same way that it is taking a while to distinguish between literacy*

and English the subject. There is a worthwhile document called 'Policy on Numeracy Education in Schools' put out in 2000 by the AAMT. Their website is at <http://www.aamt.edu.au> It is a very good starting point for raising the issues involved and gives a definition of the distinction between Mathematics and Numeracy. (Standard 2) (week 5, term 3)

On the subject of useful references about understanding reading I found *The Cognitive Foundations of Learning to Read - a Framework* by Sebastian Wren from the Southwest Educational Development Laboratory very readable. It is on the web as an Acrobat file which I have downloaded and so no longer have the address handy. (Standard 2) (week 7, term 3)

#### 4. Sharing how they have attempted to operationalise their learning plans

... So my first attempt at getting a handle on enhancing student learning through ICT was to seek out inservice in webpage development that students can use at school and is focused on the topics that are being discussed in class. I am also going to attach it to the school webpage so that students can access information at home through ICT ... (week 3, term 3)

#### 5. Sharing teaching ideas

In this instance it was Mother's Day advertisements, and looking at the reality of the ads e.g. gorgeous, slim, European mothers, all mothers wanting household purchases [for the sake of a sale]. The students in her class then created advertisements, which related more to their personal lives, through interviewing their own mothers for realism. With Father's Day coming up soon this might be an interesting activity. It can cover 4.1, 4.2, 4.3, 4.4 and 4.5. (week 4, term 3)

#### 6. Sharing reflections

... I have found that the way that MATHS teachers relate to their own students means that often the students are disengaged from the learning process and therefore the skills that you ASSUME are there from maths are not there! In this case do the students have a deep conceptual understanding of how standardising data works whereby the student can draw on these skills in any context or are they merely reproducing what is on a blackboard or textbook in order to pass a test ... (Standard 2) (week 6, term 3)

#### 7. Commenting on a standard/the standards

This standard is particularly relevant for country schools like ours, because we have to find ways to make this education stuff sound real for our students, who often 'just want to get to work'. We

have a few things going ... (Standard 4) (week 7, term 3)

... However, Number 12 caused me some personal angst. I am having difficulty getting my head around our profession adopting professional standards that are generated by our employer NOT by our profession. I think all reference to Ed Qld should be removed from the documents e.g. 'the school's policies and procedures related to school governance are known' should suffice. The school's policies would reflect the employer direction be it State, Cath ED, Independent etc. These standards must be owned by teachers not Ed Qld!! Off soap box. (Standard 12) (week 10, term 3)

#### 8. Commenting on the Pilot process and Blackboard

It's great to hear that you're looking at alternative ways of presenting the package [Productive Pedagogies]. As someone who's had a very brief inservice on the topic - I spent the whole time thinking back to the Townsville PST Workshop and discussions pertinent to the top-down approach to professional development and thinking what a classic example it was of that!

... For me one of the greatest benefits of the process has been talking to other teachers about the process of teaching and how it doesn't really matter where you teach or what you teach, the issues are the same. This type of contact is OK but I really enjoy that face-to-face interaction. My plea would be for time and therefore money to allow teachers to have meaningful professional exchange. (Reflections) (week 10, term 3)

... I must say that the Immersion Workshop still lingers with me in terms of the level of empowerment I feel and in my resiliency in dealing with some pretty tough situations. I will forever be indebted to Tony for his references to 'the Love Space' ... that was life-changing for me! Thanks also to all the friends from the Workshop who have been there for me with affirmations and support. The power of networks at that level can never be underestimated! (week 4, term 3 2002)

I've felt very detached from the process. Having finally organised other aspects of school life and prioritised this project, it's been a surprise to finally get into Blackboard and find very little in terms of discussion. Am I missing something? Can anyone offer a suggestion? (week 5, term 3 2002)

Have just had my first look at this forum. Seems pretty quiet. A brief response. We are very lucky at ... school to have so many participants because we have been able to share formally when we meet whilst also having many informal opportunities to share - these have been as valuable. There's still

*plenty of conversation about the standards  
amongst many of us at ... I really feel for  
participants who may only have themselves as  
participants. It must be difficult. Any comments  
out there? (week 5, term 3 2002)*

## Appendix E: Final survey

### Dear participant in the Professional Standards for Teachers Pilot

We understand that Paul Leitch, Director, Workforce Capability has recently written to you in anticipation of your receipt of this survey and outlining its design and importance:

*As we approach the end of the Pilot term, it is vital that we collect data related to your use of the standards so far and your ideas about possible future models for the most effective use of the framework. It is also crucial that your collective experience is channelled into the formal evaluation process for the Pilot ... As the time for the reporting function of the evaluation team is also looming and we want to collect the data at the latest possible time, this survey will necessarily have a very short turn-around period.*

We are most interested in your honest, immediate responses to being involved in this Pilot. Please be assured that your responses will be handled confidentially. Only group responses will be featured in our analysis. It will not be possible to identify any individual survey responses in our written report.

Please take a few minutes to complete the following instrument, comprising six sections. The first section seeks your feedback on the *Professional Standards* themselves, the second section asks about the *nature of your engagement* with the Standards, the third section asks more specifically about how you used the standards for *reflection, professional learning and networking*. The fourth and fifth sections are seeking your views on the *uses and potential uses of the Professional Standards* based on your experiences in the Pilot. The final section asks for some *personal details* about your roles and responsibilities.

Please return the survey in the reply paid envelope **by Monday 28 October 2002**.

Thank you in advance for completing this survey.

Mr Ray Land

Dr Diane Mayer

Dr Jane Mitchell

Dr Mark Bahr

School of Education

Dr Doune Macdonald

Dr Ester Barnet-Cerin

School of Human Movement Studies

16 October 2002

**Q1-PST-APTNESS**

Please indicate how much you personally agree with each of the statements listed below by circling the appropriate response.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. The Professional Standards for Teachers adequately describe all aspects of my work.	SD	D	U	A	SA
2. The Professional Standards for Teachers capture key aspects of teachers' work.	SD	D	U	A	SA
3. The Professional Standards for Teachers reflect current professional practices.	SD	D	U	A	SA
4. Some aspects of my work are not reflected in the Professional Standards for Teachers.	SD	D	U	A	SA
5. The Professional Standards for Teachers reflect what teachers should aspire to do in their professional practice.	SD	D	U	A	SA
6. The Professional Standards for Teachers do not translate well into practice.	SD	D	U	A	SA
7. The Professional Standards for Teachers are universal principles which will hold their value into the future.	SD	D	U	A	SA
8. The Professional Standards for Teachers are just the latest EQ fad, they won't last through the next change of government.	SD	D	U	A	SA
9. The Professional Standards for Teachers are not relevant for my subject teaching area(s).	SD	D	U	A	SA
10. The Professional Standards for Teachers are relevant for teachers with different levels of experience.	SD	D	U	A	SA

**Q2-PST-COMPLETENESS**

What aspects of your work, if any, are not captured in the Professional Standards for Teachers?

You may continue your answer on a separate page if necessary.

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**Q3-PST-CONTENT REVISIONS**

Do you have any suggestion for refinement/revision of the content of any of the Professional Standards for Teachers? Please explain.

You may continue your answer on a separate page if necessary.

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## Engaging with the Professional Standards for Teachers

### Q1-ES-USE & UNDERSTANDING

Please indicate how much you personally agree with each of the statements listed below by circling the appropriate response.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. I have a good working understanding of all of the Professional Standards for Teachers.	SD	D	U	A	SA
2. I have been able to engage with the Professional Standards for Teachers in my day to day work.	SD	D	U	A	SA
3. The Professional Standards for Teachers provide a framework for reflecting critically on professional practice.	SD	D	U	A	SA
4. The Professional Standards for Teachers provide a framework for planning for teaching.	SD	D	U	A	SA
5. The Professional Standards for Teachers provide a framework for planning for longer term professional learning (e.g., Professional Action Plan).	SD	D	U	A	SA

**Q2-ES-ENGAGEMENT WITH SPECIFIC STANDARDS**

<p>The following is a list of the 12 Professional Standards for Teachers. By circling the appropriate response, please indicate the degree to which you have thus far engaged with each of these standards in your day to day work</p>	No engagement	Little engagement	Moderate engagement	Considerable engagement	Strong engagement
1. Structure flexible and innovative learning experiences for individuals and groups	0	1	2	3	4
2. Contribute to language, literacy and numeracy development	0	1	2	3	4
3. Construct intellectually challenging learning experiences	0	1	2	3	4
4. Construct relevant learning experiences that connect with the world beyond school	0	1	2	3	4
5. Construct inclusive and participatory learning experiences	0	1	2	3	4
6. Integrate information and communication technologies to enhance student learning	0	1	2	3	4
7. Assess and report on student learning	0	1	2	3	4
8. Support the social development and participation of young people	0	1	2	3	4
9. Create safe and supportive learning environments	0	1	2	3	4
10. Build relationships with the wider community	0	1	2	3	4
11. Contribute to professional teams	0	1	2	3	4
12. Commit to professional practice	0	1	2	3	4
13. Other (please specify) _____	0	1	2	3	4

**Q3-ES-ENGAGEMENT PURPOSES**

For what purpose(s) did you engage with the set of Professional Standards for Teachers? Please circle the appropriate response.	Not at all	Somewhat	Moderately so	Considerably so	Very much so
1. To improve classroom practice.	0	1	2	3	4
2. To enhance career prospects.	0	1	2	3	4
3. To participate in a professional community.	0	1	2	3	4
4. To enhance the professional status for teaching.	0	1	2	3	4
5. To extend personal professional knowledge.	0	1	2	3	4

**Q4-ES-MODE OF WORK**

Please indicate how you have worked with the Professional Standards for Teachers. Please circle the appropriate response.	Never	Seldom	Sometimes	Often	Always
1. ... alone	0	1	2	3	4
2. ... with teachers in your school	0	1	2	3	4
3. ... with administrative staff in your school	0	1	2	3	4
4. ... with colleagues outside the school	0	1	2	3	4
5. ... with the network established at the Immersion Workshop	0	1	2	3	4
7. ... with existing research networks	0	1	2	3	4
8. ... with existing professional networks	0	1	2	3	4
9. ... other (please specify) _____	0	1	2	3	4

**Q5-ES-SUPPORT**

Indicate the degree to which the following supported your work with the Professional Standards for Teachers during the Pilot. Please circle the appropriate response.	No support	Little support	Reasonable support	Considerable support	Strong support
1. Critical friend available through your school	0	1	2	3	4
2. Teacher colleagues within your school	0	1	2	3	4
3. Team members Professional Standards for Teachers Project	0	1	2	3	4
4. Already established professional networks outside the school	0	1	2	3	4
5. Immersion Workshops	0	1	2	3	4
6. Networks established at the Immersion Workshops	0	1	2	3	4
7. Follow-up meetings organised by team members of the Professional Standards for Teachers Project	0	1	2	3	4
8. The e-Learning software 'Blackboard'	0	1	2	3	4
9. School administrative staff	0	1	2	3	4
10. Professional Standards for Teachers Newsletter	0	1	2	3	4
11. Professional Standards for Teachers Pilot booklet	0	1	2	3	4
12. EQ online resources	0	1	2	3	4
13. Other (please specify) _____	0	1	2	3	4

**Q6-ES-IMPEDIMENTS**

Please indicate the degree to which the issues listed below hindered your engagement with the Professional Standards for Teachers during the Pilot by circling the appropriate response.	Not at all	Somewhat	Moderately so	Considerably so	Very much so
1. Isolation	0	1	2	3	4
2. Lack of support from colleagues	0	1	2	3	4
3. Lack of support from administrative staff	0	1	2	3	4
4. Time constraints	0	1	2	3	4
5. Lack of support from the PST Project Team	0	1	2	3	4
6. Irrelevance of the Standards to my day to day work	0	1	2	3	4
7. Other factors (please specify) _____	0	1	2	3	4

## Reflection, professional learning and networking

### Q1-PLN-LEARNING

Please indicate how much you learned of each Professional Standard for Teachers by circling the appropriate response.	Nothing	Very little	Some	Much	Very much
1. Structure flexible and innovative learning experiences for individuals and groups	0	1	2	3	4
2. Contribute to language, literacy and numeracy development	0	1	2	3	4
3. Construct intellectually challenging learning experiences	0	1	2	3	4
4. Construct relevant learning experiences that connect with the world beyond school	0	1	2	3	4
5. Construct inclusive and participatory learning experiences	0	1	2	3	4
6. Integrate information and communication technologies to enhance student learning	0	1	2	3	4
7. Assess and report on student learning	0	1	2	3	4
8. Support the social development and participation of young people	0	1	2	3	4
9. Create safe and supportive learning environments	0	1	2	3	4
10. Build relationships with the wider community	0	1	2	3	4
11. Contribute to professional teams	0	1	2	3	4
12. Commit to professional practice	0	1	2	3	4
13. Other (please specify) _____	0	1	2	3	4

**Q2-PLN-STANDARD**

Please complete the following sentences:

**Q2a-PLN-STANDARD**

The Professional Standard for Teachers that I *learned the most about* and/or *found most useful* is:

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**Q2b-STANDARD**

Using the above standard, I *learned more about* .....

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**Q2c-STANDARD**

Using the above standard, I *changed the way* .....

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**Q2d-STANDARD**

Using the above standard, *my journey in the Pilot is best documented by* .....

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(e.g., personal diary, Project newsletter, contributions via the 'Blackboard', school unit plans, whole-school curriculum planning, minutes of school/network meetings, etc.)

**Q2-PLN-COMMUNICATION**

Please indicate how often and for what purposes you connected with your networks and used the modes of communication listed below.	Never	Seldom	Sometimes	Often	Always	Purposes
1. Blackboard – Immersion Workshop groups	0	1	2	3	4	
2. Blackboard – Similar groups	0	1	2	3	4	
3. Blackboard – Diverse groups	0	1	2	3	4	
4. Blackboard – Email	0	1	2	3	4	
5. Blackboard – Discussion Board (the discussion groups related to each of the standards plus 'Reflections upon reflecting')	0	1	2	3	4	
6. Blackboard – real time chat (Virtual Classroom)	0	1	2	3	4	
7. Individual telephone call	0	1	2	3	4	
8. Teleconference	0	1	2	3	4	
9. Email	0	1	2	3	4	
10. Face-to-face – within school	0	1	2	3	4	
11. Face-to-face – across schools	0	1	2	3	4	
12. Other (please specify) _____	0	1	2	3	4	

## Potential Impact of the Professional Standards for Teachers

### Q1-IP-IMPACT 1

Based on your experience gained in the Pilot, please indicate the degree to which you think that teachers' engagement with the standards may ...	Not at all	Somewhat	Moderately so	Considerably so	Very much so
1. ... provide focus for professional discussion/collaboration.	0	1	2	3	4
2. ... help identify their professional strengths.	0	1	2	3	4
3. ... help identify areas for improvement in professional practice.	0	1	2	3	4
4. ... facilitate planning of professional development goals.	0	1	2	3	4
5. ... facilitate documentation of professional learning pathways.	0	1	2	3	4
6. ... help them get a promotion.	0	1	2	3	4
7. ... help them get a salary increase.	0	1	2	3	4
8. ... promote the profession.	0	1	2	3	4
9. ... provide a framework for appraisal.	0	1	2	3	4
10. ... shape initial teachers' professional programs.	0	1	2	3	4

**Q2-IP-IMPACT 2**

	Direction of influence		Degree of influence				
	Positive influence	Negative influence	No influence	Little influence	Reasonable influence	Considerable influence	Strong influence
<b>Please indicate the direction (positive or negative) and degree (no influence to strong influence) of the influence the standards may exert on ...</b>							
1. ... teaching practice.	+	-	0	1	2	3	4
2. ... sense of professionalism.	+	-	0	1	2	3	4
3. ... control over own professional learning.	+	-	0	1	2	3	4
4. ... facilitating and coping with change.	+	-	0	1	2	3	4
5. ... collegial working relationships.	+	-	0	1	2	3	4
6. ... opportunities for shared discourse.	+	-	0	1	2	3	4

**Where to from here?**

**Q1-WFH-FUTURE SUPPORT**

Indicate how much the following sources of support will assist your ongoing engagement with the standards. Circle the appropriate response.	Not at all	Somewhat	Moderately so	Considerably so	Very much so
1. Critical friend available to your school	0	1	2	3	4
2. Teacher colleagues within your school	0	1	2	3	4
3. Team members Professional Standards for Teachers Project	0	1	2	3	4
4. Professional networks outside the school that were already established prior to the Pilot	0	1	2	3	4
5. Immersion Workshops	0	1	2	3	4
6. Electronic communication	0	1	2	3	4
7. School administrative staff	0	1	2	3	4
8. More incentives (e.g., salary and promotion)	0	1	2	3	4
9. Other (please specify) _____	0	1	2	3	4

**Q2-WFH-SCHOOL ENGAGEMENT**

<p>Indicate the degree to which the following tools and resources will assist whole school engagement with the standards. Circle the appropriate response.</p>	Not at all	Somewhat	Moderately so	Considerably so	Very much so
1. Critical friend available to your school	0	1	2	3	4
2. Teacher colleagues within your school	0	1	2	3	4
3. Team members Professional Standards for Teachers Project	0	1	2	3	4
4. Professional networks outside the school that were already established prior to the Pilot	0	1	2	3	4
5. Immersion Workshops	0	1	2	3	4
6. Electronic communication	0	1	2	3	4
7. School administration	0	1	2	3	4
8. More incentives (e.g., salary and promotion)	0	1	2	3	4
9. Other (please specify) _____	0	1	2	3	4

**Q2-WFH-RECOGNITION**

What processes of recognition for teacher involvement, if adopted by the system, would be beneficial and attractive to teachers in engaging with the Professional Standards for Teachers?

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**Q3-WFH-ONLINE RESOURCES**

Do you have any suggestions regarding *whether* and *what* additional online resources should be developed and made available to help build knowledge and skills in relation to the Professional Standards for Teachers? Please explain.

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**Q4-WFH-COMMENTS**

Overall, where to from here?

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**Personal Characteristics**

***PC- A . Please identify and describe yourself:***

- 1. Name: \_\_\_\_\_
- 2. Date of birth: \_\_\_\_\_
- 3. Sex (circle):    Male    Female

***PC- B. What year level do you primarily teach?(circle)***

- a)    Preschool
- b)    Primary
- c)    Middle years
- d)    Secondary
- e)    Special
- f)    Other – please specify .....

***PC- C. In which District do you teach?***

\_\_\_\_\_

***PC- D. At what level are you appointed?(circle)***

- a)    Principal
- b)    Deputy Principal
- c)    Head of Department
- d)    Teacher
- e)    Other – please specify .....

***PC- E. In total, how many years have you been teaching?***

\_\_\_\_\_

***PC- F. How many years have you been teaching in your current position?***

\_\_\_\_\_

***PC- G. If applicable, what is your main specialist teaching subject/Key Learning Area?***

\_\_\_\_\_

THANKS FOR TAKING THE TIME TO RESPOND TO OUR SURVEY.  
*YOUR CONTRIBUTION IS APPRECIATED*

## Appendix F: Quantitative data analysis of final survey – Summary

### A) SAMPLE CHARACTERISTICS

N = 124 respondents (an additional 13 responses were received too late to be included in the analysis)

Figure 1

Sample Characteristics - Sex Distribution

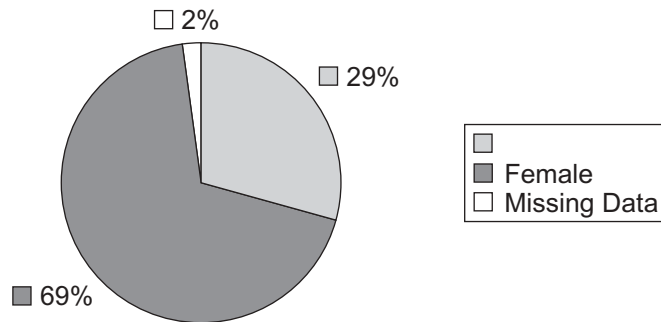


Figure 2

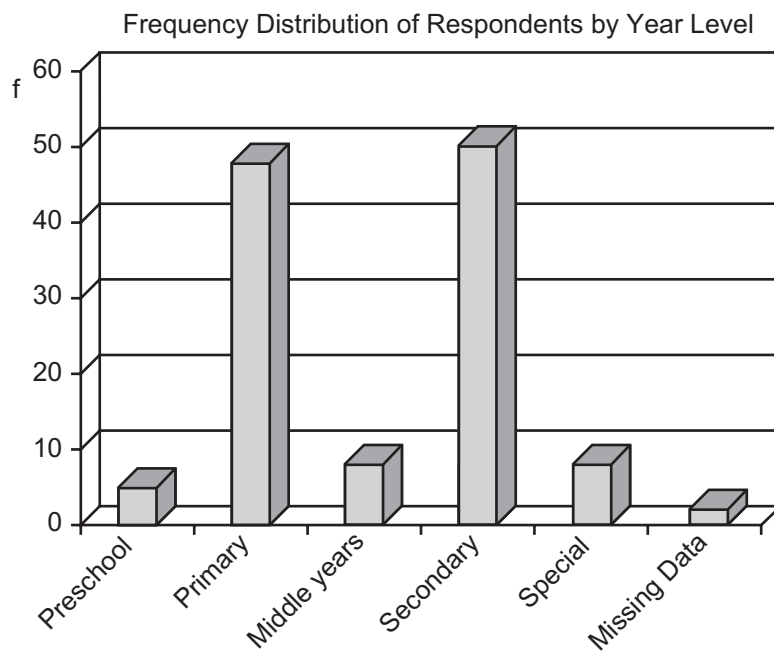


Figure 3

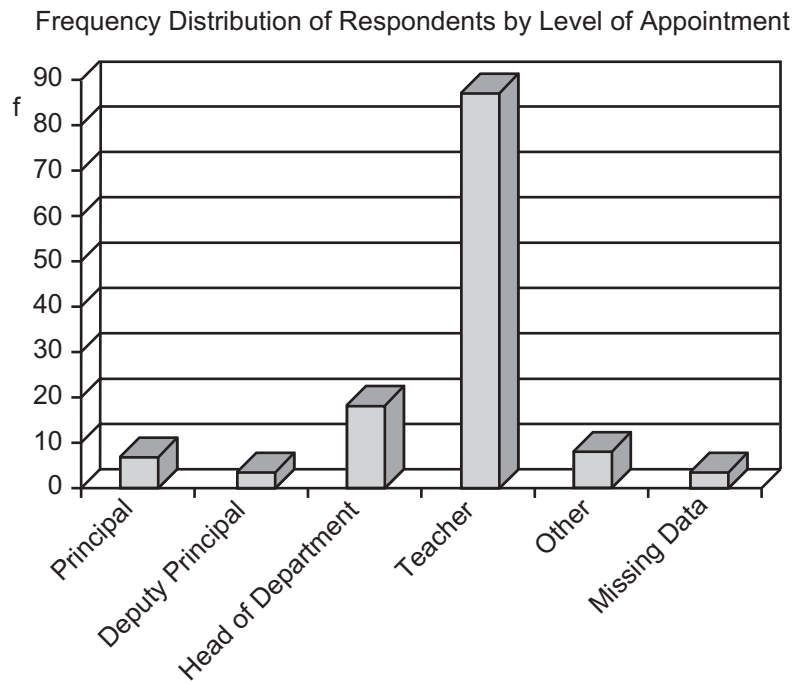


Figure 4

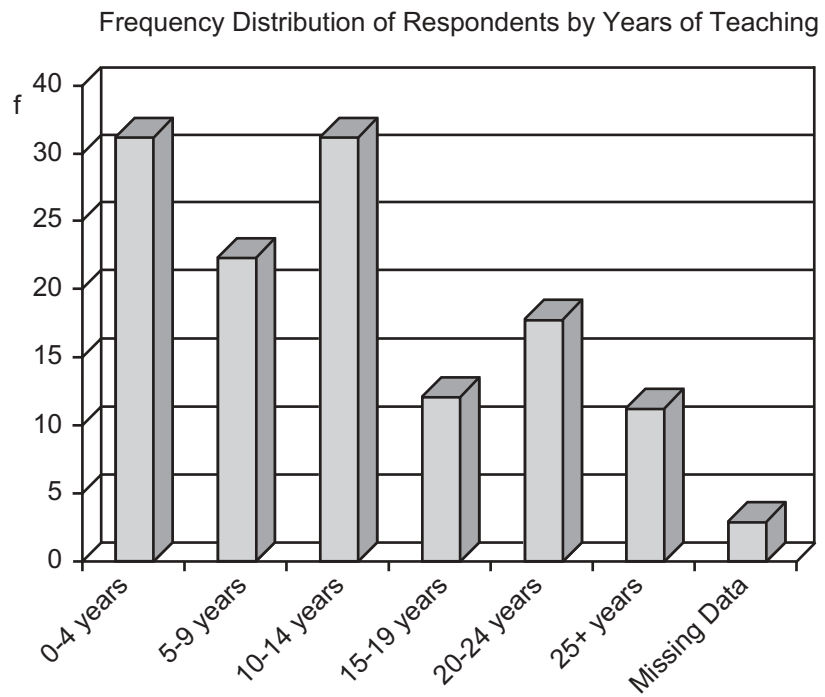


Figure 5

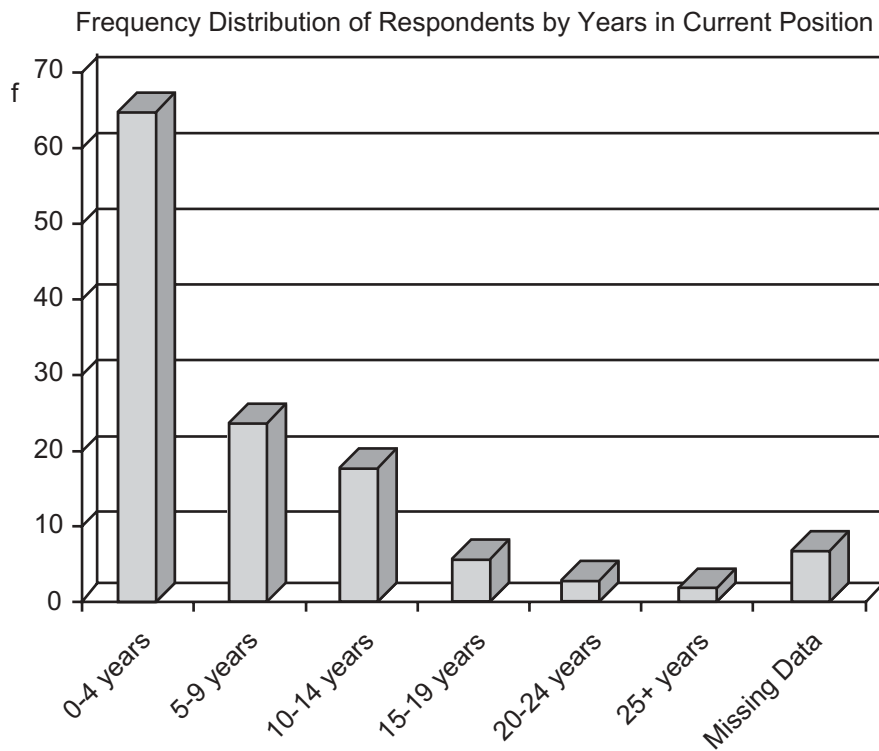


Table 1

Sample characteristics: descriptive statistics for age, years of teaching and years in current position

Variables	Mean	Median	SD	Skewness	Minimum	Maximum
Age	37.73	38.00	10.26	<i>ns</i>	21.00	66.00
Years of teaching	12.20	10.25	8.77	positive	0.00	46.00
Years in current position	5.89	4.00	5.76	positive	0.50	29.00

Note. *SD* = standard deviation; *ns* = not significant

### B) DESCRIPTIVE STATISTICS FOR THE WHOLE SAMPLE BY ITEM

Mean, medians, standard deviations, skewness and minimum and maximum values were calculated for each quantitative item of the survey for the whole sample (see Tables 2 to 14).

Table 2

Descriptive statistics (N = 124): question 'Q1 – PST – APTNESS' – 'Please indicate how much you personally agree with each of the statements listed below by circling the appropriate response'

Category of question	Items	Mean	Median	SD	Skewness	Minimum	Maximum
Q1 – PST – APTNESS	The Professional Standards for Teachers adequately describe all aspects of my work.	4.10	4.00	0.81	negative	1.00	5.00
	The Professional Standards for Teachers capture key aspects of teachers' work.	4.40	4.00	0.67	negative	1.00	5.00
	The Professional Standards for Teachers reflect current professional practices.	4.19	4.00	0.75	negative	1.00	5.00
	Some aspects of my work are not reflected in the Professional Standards for Teachers.	2.95	3.00	1.17	<i>ns</i>	1.00	5.00
	The Professional Standards for Teachers reflect what teachers should aspire to do in their professional practice.	4.55	5.00	0.70	negative	1.00	5.00
	The Professional Standards for Teachers do not translate well into practice.	1.95	2.00	0.77	positive	1.00	5.00
	The Professional Standards for Teachers are universal principles which will hold their value into the future.	4.16	4.00	0.68	negative	2.00	5.00
	The Professional Standards for Teachers are just the latest EQ fad, they won't last through the next change of government.	2.35	2.00	0.93	<i>ns</i>	1.00	5.00
	The Professional Standards for Teachers are not relevant for my subject teaching area(s).	1.60	2.00	0.54	<i>ns</i>	1.00	3.00
	The Professional Standards for Teachers are relevant for teachers with different levels of experience.	4.34	4.00	0.71	negative	2.00	5.00

Note. 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree

Table 3

Descriptive statistics (N = 124): question 'Q1 – ES – USE & UNDERSTANDING' – 'Please indicate how much you personally agree with each of the statements listed below by circling the appropriate response'

Category of question	Items	Mean	Median	SD	Skewness	Minimum	Maximum
Q1 – ES – USE & UNDERSTANDING	I have a good working understanding of all of the Professional Standards for Teachers.	3.51	4.00	0.89	negative	2.00	5.00
	I have been able to engage with the Professional Standards for Teachers in my day to day work.	3.88	4.00	0.73	negative	2.00	5.00
	The Professional Standards for Teachers provide a framework for reflecting critically on professional practice.	4.48	5.00	0.58	negative	2.00	5.00
	The Professional Standards for Teachers provide a framework for planning for teaching.	3.98	4.00	0.86	negative	1.00	5.00
	The Professional Standards for Teachers provide a framework for planning for longer term professional learning (e.g., Professional Action Plan).	4.35	4.00	0.81	negative	1.00	5.00

Note. 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree

**Table 4**

**Descriptive statistics (N = 124): question 'Q2 – ES – ENGAGEMENT WITH SPECIFIC STANDARDS' – 'The following is a list of the 12 Professional Standards for Teachers. By circling the appropriate response, please indicate the degree to which you have thus far engaged with each of these standards in your day to day work'**

Category of question	Items	Mean	Median	SD	Skewness	Minimum	Maximum
<b>Q2 – ES – ENGAGEMENT WITH SPECIFIC STANDARDS</b>	Structure flexible and innovative learning experiences for individuals and groups	2.56	3.00	1.67	negative	0.00	4.00
	Contribute to language, literacy and numeracy development	2.60	3.00	1.06	negative	0.00	4.00
	Construct intellectually challenging learning experiences	2.75	3.00	1.01	negative	0.00	4.00
	Construct relevant learning experiences that connect with the world beyond school	2.51	3.00	1.15	<i>ns</i>	0.00	4.00
	Construct inclusive and participatory learning experiences	2.65	3.00	1.05	negative	0.00	4.00
	Integrate information and communication technologies to enhance student learning	2.23	2.00	1.10	<i>ns</i>	0.00	4.00
	Assess and report on student learning	2.55	3.00	1.22	negative	0.00	4.00
	Support the social development and participation of young people	2.62	3.00	1.18	negative	0.00	4.00
	Create safe and supportive learning environments	2.82	3.00	1.11	negative	0.00	4.00
	Build relationships with the wider community	2.31	2.00	1.21	<i>ns</i>	0.00	4.00
	Contribute to professional teams	2.90	3.00	1.05	negative	0.00	4.00
	Commit to professional practice	3.00	3.00	1.04	negative	0.00	4.00
Other (n = 9)		2.56	3.00	1.67	negative	0.00	4.00

*Note.* 0 = no engagement; 1 = little engagement; 2 = moderate engagement; 3 = considerable engagement; 4 = strong engagement

Table 5

Descriptive statistics (N = 124): question 'Q3 – ES – ENGAGEMENT PURPOSES' – 'For what purpose(s) did you engage with the set of Professional Standards for Teachers? Please circle the appropriate response'.

Category of question	Items	Mean	Median	SD	Skewness	Minimum	Maximum
<b>Q3 – ES – ENGAGEMENT PURPOSES</b>	To improve classroom practice.	3.07	3.00	0.96	negative	0.00	4.00
	To enhance career prospects.	1.19	1.00	1.34	positive	0.00	4.00
	To participate in a professional community.	2.69	3.00	1.17	negative	0.00	4.00
	To enhance the professional status for teaching.	2.70	3.00	1.27	negative	0.00	4.00
	To extend personal professional knowledge.	3.22	3.00	0.92	negative	0.00	4.00

Note. 0 = not at all; 1 = somewhat; 2 = moderately so; 3 = considerably so; 4 = very much so

Table 6

Descriptive statistics (N = 124): question 'Q4 – ES – MODE OF WORK' – 'Please indicate how you have worked with the Professional Standards for Teachers. Please circle the appropriate response.'

Category of question	Items	Mean	Median	SD	Skewness	Minimum	Maximum
<b>Q4 – ES – MODE OF WORK</b>	... alone	2.74	3.00	0.94	negative	0.00	4.00
	... with teachers in your school	2.01	2.00	0.94	<i>ns</i>	0.00	4.00
	... with administrative staff in your school	1.33	1.00	0.98	<i>ns</i>	0.00	4.00
	... with colleagues outside the school	1.47	2.00	1.13	<i>ns</i>	0.00	4.00
	... with the network established at the Immersion Workshop	1.18	1.00	1.10	positive	0.00	4.00
	... with existing research networks	0.74	0.00	1.00	positive	0.00	4.00
	... with existing professional networks	1.11	1.00	1.12	positive	0.00	4.00
	... other (n = 11)	1.00	0.00	1.18	positive	0.00	3.00

Note: 0 = never; 1 = seldom; 2 = sometimes; 3 = often; 4 = always

Table 7

Descriptive statistics (N = 124): question 'Q5 – ES – SUPPORT' – 'Indicate the degree to which the following supported your work with the Professional Standards for Teachers during the Pilot. Please circle the appropriate response.'

Category of question	Items	Mean	Median	SD	Skewness	Minimum	Maximum
Q5 – ES – SUPPORT	Critical friend available through your school	1.50	2.00	1.33	<i>ns</i>	0.00	4.00
	Teacher colleagues within your school	1.94	2.00	1.27	<i>ns</i>	0.00	4.00
	Team members Professional Standards for Teachers Project	1.89	2.00	1.20	<i>ns</i>	0.00	4.00
	Already established professional networks outside the school	1.01	1.00	1.15	positive	0.00	4.00
	Immersion Workshops	2.22	2.00	1.23	<i>ns</i>	0.00	4.00
	Networks established at the Immersion Workshops	1.30	1.00	1.15	positive	0.00	4.00
	Follow-up meetings organised by team members of the Professional Standards for Teachers Project	1.58	2.00	1.31	<i>ns</i>	0.00	4.00
	The e-Learning software 'Blackboard'	1.30	1.00	1.22	positive	0.00	4.00
	School administrative staff	1.21	1.00	1.17	positive	0.00	4.00
	Professional Standards for Teachers Newsletter	1.11	1.00	1.02	positive	0.00	4.00
	Professional Standards for Teachers Pilot booklet	2.51	3.00	1.10	negative	0.00	4.00
	EQ online resources	1.25	1.00	1.18	positive	0.00	4.00
	Other (n = 6)	1.33	1.00	1.51	<i>ns</i>	0.00	3.00

Note. 0 = no support; 1 = little support; 2 = reasonable support; 3 = considerable support; 4 = strong support

**Table 8**

**Descriptive statistics (N = 124): question 'Q6 – ES – IMPEDIMENTS' – 'Please indicate the degree to which the issues listed below hindered your engagement with the Professional Standards for Teachers during the Pilot by circling the appropriate response.'**

Category of question	Items	Mean	Median	SD	Skewness	Minimum	Maximum
<b>Q6 – ES – IMPEDIMENTS</b>	Isolation	1.21	1.00	1.39	positive	0.00	4.00
	Lack of support from colleagues	0.93	1.00	1.11	positive	0.00	4.00
	Lack of support from administrative staff	0.71	0.00	1.10	positive	0.00	4.00
	Time constraints	3.24	4.00	1.15	negative	0.00	4.00
	Lack of support from the PST Project Team	0.38	0.00	0.75	positive	0.00	4.00
	Irrelevance of the Standards to my day to day work	0.27	0.00	0.73	positive	0.00	4.00
	Other factors (n = 20)	3.25	4.00	1.16	negative	0.00	4.00

*Note.* 0 = not at all; 1 = somewhat; 2 = moderately so; 3 = considerably so; 4 = very much so

Table 9

Descriptive statistics (N = 124): question 'Q1 – PLN – LEARNING' – 'Please indicate how much you learned of each Professional Standard for Teachers by circling the appropriate response.'

Category of question	Items	Mean	Median	SD	Skewness	Minimum	Maximum
Q1 – PLN – LEARNING	Structure flexible and innovative learning experiences for individuals and groups	2.19	2.00	0.87	<i>ns</i>	0.00	4.00
	Contribute to language, literacy and numeracy development	2.21	2.00	0.90	<i>ns</i>	0.00	4.00
	Construct intellectually challenging learning experiences	2.39	2.00	0.85	<i>ns</i>	0.00	4.00
	Construct relevant learning experiences that connect with the world beyond school	2.16	2.00	0.97	<i>ns</i>	0.00	4.00
	Construct inclusive and participatory learning experiences	2.20	2.00	0.89	<i>ns</i>	0.00	4.00
	Integrate information and communication technologies to enhance student learning	2.00	2.00	1.03	<i>ns</i>	0.00	4.00
	Assess and report on student learning	2.10	2.00	1.05	<i>ns</i>	0.00	4.00
	Support the social development and participation of young people	2.15	2.00	0.94	<i>ns</i>	0.00	4.00
	Create safe and supportive learning environments	2.23	2.00	0.98	<i>ns</i>	0.00	4.00
	Build relationships with the wider community	2.12	2.00	1.08	<i>ns</i>	0.00	4.00
	Contribute to professional teams	2.40	2.00	1.03	<i>ns</i>	0.00	4.00
	Commit to professional practice	2.45	3.00	1.08	<i>ns</i>	0.00	4.00
	Other (n = 12)		1.83	2.00	0.94	<i>ns</i>	0.00

Note. 0 = nothing; 1 = very little; 2 = some; 3 = much; 4 = very much

**Table 10**

**Descriptive statistics (N = 124): question 'Q2 – PLN – COMMUNICATION' – 'Please indicate how often and for what purposes you connected with your networks and used the modes of communication listed below.'**

Category of question	Items	Mean	Median	SD	Skewness	Minimum	Maximum
<b>Q2 – PLN – COMMUNICATION</b>	Blackboard – Immersion Workshop groups	1.07	1.00	1.04	positive	0.00	4.00
	Blackboard – Similar groups	0.83	1.00	1.05	positive	0.00	4.00
	Blackboard – Diverse groups	0.64	0.00	0.90	positive	0.00	4.00
	Blackboard – Email	0.93	1.00	1.10	positive	0.00	4.00
	Blackboard – Discussion Board (the discussion groups related to each of the standards plus 'Reflections upon reflecting')	1.12	1.00	1.23	positive	0.00	4.00
	Blackboard – real time chat (Virtual Classroom)	0.59	0.00	0.87	positive	0.00	3.00
	Individual telephone call	0.85	1.00	0.98	positive	0.00	3.00
	Teleconference	0.26	0.00	0.60	positive	0.00	3.00
	Email	1.55	1.00	1.16	<i>ns</i>	0.00	4.00
	Face-to-face – within school	1.78	2.00	1.41	<i>ns</i>	0.00	4.00
	Face-to-face – across schools	0.93	1.00	1.09	positive	0.00	4.00
Other (n = 8)	0.75	0.00	1.39	<i>ns</i>	0.00	3.00	

*Note.* 0 = never; 1 = seldom; 2 = sometimes; 3 = often; 4 = always

Table 11

Descriptive statistics (N = 124): question 'Q1- IP - IMPACT 1' - 'Based on your experience gained in the Pilot, please indicate the degree to which you think that teachers' engagement with the standards may ...'

Category of question	Items	Mean	Median	SD	Skewness	Minimum	Maximum
Q1 - IP - IMPACT 1	... provide focus for professional discussion/collaboration.	2.96	3.00	0.89	negative	0.00	4.00
	... help identify their professional strengths.	3.11	3.00	0.79	negative	0.00	4.00
	... help identify areas for improvement in professional practice.	3.21	3.00	0.75	negative	0.00	4.00
	... facilitate planning of professional development goals.	3.18	3.00	0.79	negative	0.00	4.00
	... facilitate documentation of professional learning pathways.	2.75	3.00	0.94	ns	0.00	4.00
	... help them get a promotion.	1.75	2.00	1.20	ns	0.00	4.00
	... help them get a salary increase.	1.08	1.00	1.22	positive	0.00	4.00
	... promote the profession.	2.87	3.00	1.07	negative	0.00	4.00
	... provide a framework for appraisal.	2.02	2.00	1.41	ns	0.00	4.00
	... shape initial teachers' professional programs.	2.94	3.00	0.93	negative	0.00	4.00

Note. 0 = not at all; 1 = somewhat; 2 = moderately so; 3 = considerably so; 4 = very much so

Table 12

Descriptive statistics (N = 124): question 'Q2- IP - IMPACT 2' - 'Please indicate the direction (positive or negative) and degree (no influence to strong influence) of the influence the standards may exert on ...'

Category of question	Items	Direction		Degree of influence					
		f (%) posit.	f (%) negat.	Mean	Median	SD	Skewness	Minimum	Maximum
Q2 - IP - IMPACT 2	... teaching practice.	116 (93.5)	0 (0.0)	2.79	3.00	0.89	<i>ns</i>	0.00	4.00
	... sense of professionalism.	114 (91.9)	0 (0.0)	2.92	3.00	0.96	negative	0.00	4.00
	... control over own professional learning.	114 (91.9)	1 (0.8)	2.81	3.00	1.01	negative	0.00	4.00
	... facilitating and coping with change.	100 (80.6)	7 (5.6)	2.05	2.00	1.02	<i>ns</i>	0.00	4.00
	... collegial working relationships.	113 (91.1)	1 (0.8)	2.46	2.00	0.93	negative	0.00	4.00
	... opportunities for shared discourse.	113 (91.1)	1 (0.8)	2.68	3.00	0.93	negative	0.00	4.00

Note. 0 = not at all; 1 = somewhat; 2 = moderately so; 3 = considerably so; 4 = very much so

Table 13

Descriptive statistics (N = 124): question 'Q1 – WFH – FUTURE SUPPORT' – 'Indicate how much the following sources of support will assist your ongoing engagement with the standards.'

Category of question	Items	Mean	Median	SD	Skewness	Minimum	Maximum
Q1 – WFH – FUTURE SUPPORT	Critical friend available to your school	2.03	2.00	1.41	<i>ns</i>	0.00	4.00
	Teacher colleagues within your school	2.43	3.00	1.29	negative	0.00	4.00
	Team members- Professional Standards for Teachers Project	1.74	2.00	1.13	<i>ns</i>	0.00	4.00
	Professional networks outside the school that were already established prior to the Pilot	1.54	1.00	1.23	<i>ns</i>	0.00	4.00
	Immersion Workshops	2.07	2.00	1.25	<i>ns</i>	0.00	4.00
	Electronic communication	1.66	2.00	1.13	<i>ns</i>	0.00	4.00
	School administrative staff	1.78	2.00	1.29	<i>ns</i>	0.00	4.00
	More incentives (e.g., salary and promotion)	1.71	2.00	1.37	<i>ns</i>	0.00	4.00
	Other (n = 16)	3.63	4.00	1.09	negative	0.00	4.00

Note. 0 = not at all; 1 = somewhat; 2 = moderately so; 3 = considerably so; 4 = very much so

Table 14

Descriptive statistics (N = 124): question 'Q2- WFH – SCHOOL ENGAGEMENT' – 'Indicate the degree to which the following tools and resources will assist whole school engagement with the standards.'

Category of question	Items	Mean	Median	SD	Skewness	Minimum	Maximum
Q2 - WFH - SCHOOL ENGAGEMENT	Critical friend available to your school	2.21	2.50	1.31	<i>ns</i>	0.00	4.00
	Teacher colleagues within your school	2.75	3.00	1.08	negative	0.00	4.00
	Team members Professional Standards for Teachers Project	2.33	2.00	1.13	<i>ns</i>	0.00	4.00
	Professional networks outside the school that were already established prior to the Pilot	1.77	2.00	1.20	<i>ns</i>	0.00	4.00
	Immersion Workshops	2.50	3.00	1.25	<i>ns</i>	0.00	4.00
	Electronic communication	1.80	2.00	1.14	<i>ns</i>	0.00	4.00
	School administrative staff	2.38	3.00	1.30	<i>ns</i>	0.00	4.00
	More incentives (e.g., salary and promotion)	1.93	2.00	1.38	<i>ns</i>	0.00	4.00
	Other (n = 12)	3.50	4.00	1.24	negative	0.00	4.00

Note. 0 = not at all; 1 = somewhat; 2 = moderately so; 3 = considerably so; 4 = very much so

**C) INFERENCE STATISTICS: GROUP DIFFERENCES BETWEEN SEXES, RESPONDENTS TEACHING DIFFERENT YEAR LEVELS, RESPONDENTS WITH DIFFERENT LEVELS OF APPOINTMENT AND RESPONDENTS VARYING IN TEACHING EXPERIENCE (YEARS OF TEACHING)**

One-way ANOVAs were computed to test the significance of the difference between participants grouped by sex, year level, level of appointment and years of teaching in the responses given on the following quantitative items of the survey:

- a) 'Q3 – ES – ENGAGEMENT PURPOSES' – For what purpose(s) did you engage with the set of Professional Standards for Teachers?
- b) 'Q4 – ES – MODE OF WORK' – Please indicate how you have worked with the Professional Standards for Teachers.
- c) 'Q5 – ES – SUPPORT' – Indicate the degree to which the following supported your work with the Professional Standards for Teachers during the Pilot.
- d) 'Q6 – ES – IMPEDIMENTS' – Please indicate the degree to which the issues listed below hindered your engagement with the Professional Standards for Teachers during the Pilot.
- e) 'Q2 – PLN – COMMUNICATION' – Please indicate how often and for what purposes you connected with your networks and used the modes of communication listed below.
- f) 'Q1– IP – IMPACT 1' – Based on your experience gained in the Pilot, please indicate the degree to which you think that teachers' engagement with the standards may ...
- g) 'Q1– WFH – FUTURE SUPPORT' – Indicate how much the following sources of support will assist your ongoing engagement with the standards.

Due to multiple significance testing, a probability level of 0.01 was adopted. Table 15 reports the ANOVAs results. Only significant F-ratios or F-ratios approaching significance were reported.

Table 15

Summary ANOVA table of significant F-ratios or F-ratios approaching significance (between-group differences) in selected items of the survey

Source of between-group differences	Category of question	Items	F	df	p	Details on group differences and post-hoc tests (Scheffe)	Mean and (SD) by group	
							M	F
Sex	Q4 – ES – Mode of work	... with the network established at the Immersion Workshop	6.184	1, 111	0.014	Males tended to work more frequently with the network established at the Immersion Workshop than females.	1.56 (1.05)	
		... with existing research networks	7.810	1, 111	0.006	Males worked significantly more frequently with existing research networks than females did.	1.12 (1.15)	
		Critical friend available through your school	6.853	1, 106	0.010	Males received significantly more support than females from a critical friend at their school.	2.00 (1.37)	
		Networks established at the Immersion Workshops	4.292	1, 106	0.041	When compared to females, males thought that the Professional Standards for Teachers Newsletter provided more support.	1.57 (0.95)	
	Q5 – ES – Support	Professional Standards for Teachers Newsletter	4.952	1, 106	0.028	Males thought that networks established at the Immersion Workshops provided more support for their work with the PST during the Pilot than females did.	1.41 (0.93)	
		Blackboard – Immersion Workshop groups	4.512	1, 106	0.036	Males tended to use the Immersion Workshop groups significantly more often than females during the Pilot.	0.98 (1.03)	
	Q2 – PLN – Communication							

(continued)

Table 15– continued

Source of between-group differences	Category of question	Items	F	df	<i>p</i>	Details on group differences and post-hoc tests (Scheffe)	Mean and (SD) by group		
							M	F	
Sex	Q2 – PLN – Communication	Blackboard – Discussion Board	4.492	1, 106	0.036	Males tended to use the Discussion Board significantly more often than females during the Pilot.	M	1.15 (1.07)	
		Face-to-face – across schools	4.028	1, 106	0.047	Males tended to use the face-to-face communication across schools significantly more often than females during the Pilot.	M	1.17 (1.08)	
		... facilitate documentation of professional learning pathways.	4.542	1, 110	0.035	Females tended to think that the PST would have a greater positive impact on documentation of professional learning pathways than males did.	M	2.47 (0.97)	
		Critical friend available to your school	9.558	1, 107	0.003	Males predicted that they would receive significantly more future support from a critical friend at their school than females did.	F	2.87 (0.92)	
	Q1 – IP – Impact 1	Team members Professional Standards for Teachers Project		5.727	1, 107	0.018	When compared to females, males thought that the team members of the PST project would provide more support in their engagement with the PST than females did.	M	2.19 (0.89)
			Electronic communication	4.074	1, 107	0.046	When compared to females, males thought that electronic communication would provide more support in their engagement with the PST than females did.	F	1.59 (1.15)
		Q1 – WFH – Future support						M	2.03 (1.00)
								F	1.54 (1.15)

(continued)

Table 15– continued

Source of between-group differences	Category of question	Items	F	df	<i>p</i>	Details on group differences and post-hoc tests (Scheffe)	Mean and (SD) by group
<b>Level of appointment</b>	Q4 – ES – Mode of work	... with administrative staff in your school	2.923	4, 109	0.024	Deputy Principals tended to work significantly more frequently with administrative staff in their schools during the Pilot than teachers did ( $p < .05$ ).	DP 2.50 (0.58) T 1.20 (0.93)
	Q5 – ES – Support	School administrative staff	3.418	4, 104	0.011	Deputy Principals received significantly more support from school administrative staff during the Pilot than Principals and teachers did ( $p < .05$ ).	P 0.33 (0.58) DP 1.50 (1.73) T 1.26 (1.25)
	Q6 – ES – Impediments	Irrelevance of the Standards to my day to day work	3.927	4, 111	0.005	Participants in the category 'Other level of appointment' rated the PST as being more irrelevant to their day to day work than Heads of Department ( $p < .05$ ) and teachers ( $p < .01$ ) did.	HD 0.17 (0.51) T 0.27 (0.81) Oth 1.00 (1.60)
	Q5 – ES – Support	Professional Standards for Teachers Newsletter	3.625	4, 104	0.008	Teachers with 20 or more years of teaching experience thought they received significantly more support from the PST Newsletter during the Pilot than teachers with 10 to 14 years of teaching experience did ( $p < .01$ ).	10 – 15 yrs 0.67 (0.71) 20 + yrs 1.56 (1.12)

Note. M = males; F = females; DP = Deputy Principal; T = teachers; HD = Head of Department; Oth = Other levels of appointment; yrs = years

## Appendix G: Action plan – Anita

<b>WHAT</b>	<p><b>AIM</b></p> <p>The aim of this project is to develop an EFL strategy-based, two year Vocational English course for Year 11 and 12 students at North Qld SHS. It is intended that the program will:</p> <ul style="list-style-type: none"> <li>• meet the SAS subject requirements for ENGLISH COMMUNICATION (Strand A)</li> <li>• develop the Literacy skills of students</li> <li>• assist teachers to incorporate EFL/ESL teaching strategies</li> <li>• engage and motivate participants</li> <li>• be culturally appropriate</li> </ul>
	<p><b>RATIONALE</b></p> <p>The project has been deemed necessary for the following reasons:</p> <ul style="list-style-type: none"> <li>• a sample group of Year 11 &amp; 12 English Communication students was bandscaled in February this year, attaining an average level of 3 or 4. (It is expected that students attain Level 6 in Year 8 or 9)</li> <li>• 100% of English Communication students at NQSHS are EFL speakers</li> <li>• the present program does not explicitly develop or teach the English language</li> <li>• there is a highly transient English Communication teacher demographic of which the majority are neither trained English, ESL or LOTE teachers</li> <li>• the development of students' language skills at a whole-school level ends in Year 10 and is determined by individual teacher strategies/knowledge</li> <li>• the present situation disadvantages students</li> </ul>
	<p><b>PROPOSED OUTCOMES</b></p> <p>The project hopes to achieve the following outcomes:</p> <ul style="list-style-type: none"> <li>• present ENGLISH COMMUNICATION work program rewritten with an ESL/EFL basis</li> <li>• implementation of program</li> <li>• Extensive national networking under the EFL/Vocational Education banner</li> <li>• EFL/Vocational Education resource development for North Qld SHS</li> </ul>
	<p><b>LINKS TO PST</b></p> <p>PRIMARY FOCUS</p> <ul style="list-style-type: none"> <li>• 2.1, 2.2, 2.4</li> </ul> <p>SECONDARY FOCUS</p> <ul style="list-style-type: none"> <li>• 4.1, 4.2, 4.3, 5.1, 8.1, 9.2, 10.1, 10.2, 10.3, 11.1, 11.2</li> </ul>

ACTION	REASON	PARTICIPANTS	TIME FRAME	RESOURCES	PD	FUNDS
1. All current 11/12 ENGLISH COMMUNICATION students to be bandscaled	Assess present ESL/EFL levels	Anita David		NILIA Student work Milpera SS	Anita & others to learn bandscaling	QTP ESL VEGAS
2. Research into Vocational Education/ESL/EFL partnerships already in existence	Establish what is already available	Anita		ECEP Deakin TESOL RATEP QSA Curr.Advisors TAFE ESL library Darwin TAFE Milpera SS Sunnybank Hills SHS	Post-grad courses Specialists to visit Visit other schools E-mails EFL/VocEd literature	IETA Teachers Talking to Teachers School VocEd budget English budget EngCom budget
3. Review of present ENGLISH COMMUNICATION work program & resources	Establish relevance to students/aims of subject/ needs of students – focus on PRACTICAL English	Anita HOD Indigenous teachers VocEd Teachers TAFE Employers School-to-work Other EC schools		Curr. Advisors TAFE Employer Body Work programs from other schools	School visits	
4. Incorporation of more real-life/community-based situations into program	Increase student motivation/build confidence/gain status within the community	Anita District Office School-to-work Community groups/businesses		Rich tasks literature Other schools Curr.Advisors Community Indigenous teachers VET Network	Rich task/group work inservices Learn about running committees Assessment Workshop	
5. Re-registration from STRAND C to STRAND A	Ensure students are gaining recognition at a TAFE level for their efforts	Anita Deputy HOD QSA		SAS Module folder		

WHAT

ACTION	REASON	PARTICIPANTS	TIME FRAME	RESOURCES	PD	FUNDS
6. Unit by unit recognition of necessary EFL/ESL strategy-based activities/teaching strategies and assessment	Write EFL/ESL strategies into program and build around these	Anita David HOD		Milpera SS QSA Sunnybank Hills SHS Mette david ESL Library ESL/EFL advisors IETA	Assessment specialist? Expert to observe classes/review ideas	QTP ESL VEGAS IETA Teachers Talking to Teachers School VocEd budget English budget EngCom budget
7. Development of specific resources for use in class and re-development of relevant existing resources	Develop a folder of work to pass on to new teachers of ENGLISH COMMUNICATION to ensure EFL/ESL strategies are implemented	Anita David ?		Trained ESL/EFL teachers Computers	Publisher lessons? Expert to visit	
8. Review of newly developed package	Ensure cultural appropriateness/ implementation of ESL/EFL strategies/compliance to QSA requirements	Anita Indigenous teachers English teachers HOD VocEd teachers Whole staff TAFE Community		QSA Whole staff Milpera SS Other indigenous schools ESL/EFL specialists	Networking?	
9. Implementation of new program	Obvious!	Anita 2003/4 EngComm teachers Other schools HOD		Copies for each teacher – class copies	Inservice for new EngComm teachers to be developed – aim of course, EFL strategies/ networking/ resources	

MOH

MOH	ACTION	REASON	PARTICIPANTS	TIME FRAME	RESOURCES	PD	FUNDS
10. Two yearly review of program	Ensure relevance of program and that most up-to-date strategies are being implemented. To evaluate literacy levels of students.	EngComm teachers Indigenous teachers QSA Deputy HOD English teachers		QSA documentation New ESL/EFL literature Computer based learning programs	Attendance at ESL/EFL courses & Workshops EngComm inservices Bandscaling	QTP ESL VEGAS IETA Teachers Talking to Teachers School VocEd budget English budget EngCom budget	
11. Maintain networking across Australia	Professional development	Anita Other schools HOD EngComm teachers		Blackboard.com E-mail lists ECEP?	? New developments		
12. Develop Vocational Education/ESL/EFL resources at North Qld SHS	For future development of program and professional development	Library HOD Anita EngComm teachers		Catalogues Networking Library Librarian	?		

## Appendix H: Action plan – Leanne

STANDARDS	X	C	S	*	NOTES
<b>1. Structure flexible and innovative learning experiences for individuals and groups.</b>					
1.1 Establish learning goals based on relevant course documentation, curriculum frameworks and school policy					Strengths
1.2 Analyse and incorporate information about students in the design of learning experiences					Explore more
1.3 Plan for and support students with special learning needs					
1.4 Plan and organise the delivery of learning experiences					
1.5 Review and evaluate learning experiences					
<b>2. Contribute to language, literacy and numeracy development</b>					
2.1 Determine students' learning needs in language, literacy and numeracy development to inform the planning and implementation of learning experiences					Strengths
2.2 Integrate language and literacy development in curriculum areas					Explore more
2.3 Integrate numeracy development in curriculum areas					
2.4 Monitor and evaluate students' language, literacy and numeracy development					
<b>3. Construct intellectually challenging learning experiences</b>					
3.1 Provide learning experiences in which students examine the central ideas of a topic, problem or issue					Strengths
3.2 Provide learning experiences in which students question and share ideas and knowledge					Explore more
3.3 Provide learning experiences in which students use higher-order and critical-thinking skills to solve problems and construct new meanings and understandings					
<b>4. Construct relevant learning experiences that connect with the world beyond the school</b>					
4.1 Devise learning goals and learning experiences that build on students' prior knowledge, life experiences and interests					Strengths
4.2 Engage students in learning experiences that integrate ideas, concepts and information across curriculum areas.					Explore more
4.3 Provide learning experiences that establish connections with the world beyond the classroom					

STANDARDS	X	C	S	*	NOTES
4.4 Develop learning experiences that involve students in examining study, work and leisure in the future					
4.5 Design learning experiences that foster personal initiative and enterprise					
<b>5. Construct inclusive and participatory learning experiences</b>					
5.1 Design and implement learning experiences that acknowledge, and cater for, individual learning differences					Strengths
5.2 Design and implement learning experiences that are inclusive and that recognise and celebrate difference					Explore more
5.3 Design and implement learning experiences in which students participate in decision making and active citizenship					
<b>6. Integrate information and communication technologies to enhance student learning</b>					
6.1 Determine students' learning needs in relation to the use of available information and communication technologies					Strengths
6.2 Select learning strategies and resources based on the use of information and communication technologies to cater for students' learning needs and styles					Explore more
6.3 Create learning experiences in which students actively use information and communication technologies to organise, research, interpret, analyse, communicate and represent knowledge					
6.4 Evaluate the effectiveness of teaching and learning approaches based on the use of information and communication technologies					
6.5 Use information and communication technology tools to access and manage information on student learning					
<b>7. Assess and report on student learning</b>					
7.1 Establish and communicate learning goals and assessment criteria					Strengths
7.2 Plan for assessing student learning					Explore more
7.3 Collect and use multiple sources of valid evidence to make judgments about student learning					
7.4 Communicate with students, families, caregivers and other authorities about student progress					
7.5 Use assessment results to guide program planning, delivery and assessment					

STANDARDS	X	C	S	*	NOTES
<b>8. Support the social development and participation of young people</b>					
8.1 Actively support students in developing personal identity, self-esteem and a positive self-image					Strengths
8.2 Assist students to develop sound relations and empathy with others					Explore more
8.3 Construct learning experiences in which students assess and plan their personal futures					
8.4 Support students by providing appropriate pastoral care across a range of activities					
<b>9. Create safe and supportive learning environments</b>					
9.1 Create safe learning environments that are based on mutual trust and respect and that provide social support for student achievement					Strengths
9.2 Provide learning environments in which students have responsibility for their own learning					Explore more
9.3 Implement classroom management strategies that enable students to learn to take responsibility for their own behaviour					
<b>10. Build relationships with the wider community</b>					
10.1 Establish and maintain relationships with families, caregivers, business, industry and community agencies.					Strengths
10.2 Establish learning environments that acknowledge the concerns, values and priorities of students' families, cultures and communities					Explore more
10.3 Promote the schools and public education in the community					
<b>11. Contribute to professional teams</b>					
11.1 Establish and effectively implement procedures to meet personal work-related goals and priorities					Strengths
11.2 Contribute to the effective functioning of professional teams					Explore more
11.3 Work with professionals, paraprofessionals, teacher aides and other community-based personnel					
<b>12. Commit to professional practice</b>					
12.1 Reflect critically on professional practice					Strengths
12.2 Contribute to learning communities and other professional networks					Explore more
12.3 Participate in school governance					





