

THE PROFESSIONAL EDUCATOR



THE ACE FORUM FOR POLICY, RESEARCH AND PRACTICE IN EDUCATION

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RAISING THE STANDARDS

**The debate continues
across all sectors**

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New look but the quality remains

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ou may have noticed the new look to this magazine. We do hope that this is not the only thing that is different. While we will ensure that this journal continues to include high quality articles about contemporary education practice, research and policy issues in Australia, we will also endeavour to provide more information of specific relevance to ACE members, encourage

more members contributions and respond in a more timely way to emerging policy, research and practice issues. For this reason, *Professional Educator* will now be delivered to you six times per year instead of the previous rate of four issues.

This issue (Vol.10 No.1) spotlights the work that is taking place to develop and implement national professional standards in education. Over 2010 the education issues that occupied the media tended to focus on the problems associated with

Building the Education Revolution (BER), NAPLAN and MySchool, funding and national curriculum.

Meanwhile across all education sectors, standards development work has been significant but has not attracted a great deal of debate or scrutiny. In 2010 ACE worked in partnership to generate some discussion about the minimalists approach to standards that is taking place in the VET sector and in this issue we include articles about some of the developments and issues in the other sectors.

In the period immediately after the establishment of Teaching Australia there was high level of discussion about the value of professional standards for teachers, as an essential element of a true profession owned by the profession and used to self regulate. The political and education context for the work of

the Australian Institute of Teaching and School leadership (AITSL) has a different context. It is one of the central policy pieces of the COAG Quality Teacher National Partnerships that committed all jurisdictions to a plethora of initiatives on teacher quality

The sentiment behind this partnership is well captured by the writings of Dr Ben Jensen who argues that raising teacher effectiveness should be privileged above all other education policies. This cry to hunker down and focus on teacher quality above and beyond all else is growing.

I am pretty sure that no professional educator or researcher would want to deny the importance of building the professional capabilities and skills of teachers but the packaging of this initiative needs some dissecting. How will the current initiatives to develop and implement national teacher standards play out in the Australian education policy context?

How should teacher quality be assessed or judged? There is emerging consensus that teacher quality involves more than experience and qualification, but what about the growing pressure to use student test results as part of the assessment. How will the Commonwealth's new policy on monetary rewards for the top 10 per cent of teachers influence what happens?

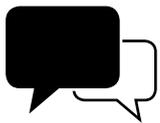
Will a concerted set of actions to build the professional capability of educators make a difference for disadvantaged students? Will high-need schools benefit? Or will they continue to be, overwhelmingly, locations for career entrants to cut their teeth – to fail and leave or to survive and get 'promoted' to a 'better' school?

And finally, will this be good for educators? Will they feel supported as professionals to continue learning, reflecting, collaborating and engaging? Or will they just feel more pressure to solve all social problems?

In this issue we look at some of the issues surrounding this theme. ■



Margaret Clark, chief executive officer, Australian College of Educators.



Among COLLEAGUES

Readers are being invited to pose a question or issue and provide advice from their own professional experience on how to address these.

This new section for Professional Educator will enable practicing educators to draw from their own experience, to share advice about challenges they and their colleagues face.

A selection of responses will be published in this section, with others to

be available at www.austcolled.edu.au where the discussion can continue.

Possible questions and issues are:

How have evaluations helped or hindered your growth as an educator?

How have you dealt with racial discrimination in your educational setting?

How can we put more emphasis on formative assessment and less on summative?

How do you attract and retain

teachers in difficult educational setting?

What has moved you to leave your teaching comfort zone? When will you know it's time to leave the zone, strike out, and not look back?

How can we make time to meet students' emotional needs?

Responses should be practical and successful within their setting and context. All suggestions and responses to ace@austcolled.com.au ■

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Where do all the good teachers go?

Margaret Clark looks at the potential impacts of a national professional standards framework from an equity perspective.



I

n her most recent book, Susan Groundwater-Smith tells a story of remarkable resistance by Norwegian teachers to the fascist 'minister-president' Vidkun Quisling, who, during the German occupation, established a new teacher organisation with compulsory membership and a requirement that they teach a so called Aryan curriculum.

In response, between 8000 and 10,000 of Norway's 12,000 teachers wrote protest letters affixing their names and address – refusing both demands. Eventually, teachers en masse were arrested and transported to the far north in terrible conditions.

This of course fanned the resistance and strengthened resolve. Months later Quisling was forced to release them to a triumphal return. The Quisling education plan failed.

These teachers lived in unique times. Teachers are public servants and as such are subject to formal policies and guidelines but they are also professionals with a moral imperative equivalent of the medical Hippocratic Oath to ensure that their actions have educational integrity. This can, on occasion, mean speaking up, asking hard questions and questioning assumptions. Our own included.

Groundwater-Smiths suggests that the current context in which professional standards for teachers are being developed is potentially at odds with understandings of teachers as highly ethical professional actors and may not give space for the kind of practices she exhorts us to consider as central to teaching with integrity, justice and equity in mind.



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This article asks questions about the potential impacts of the implementation of a national professional standards framework from an equity perspective.

Do the standards ensure that the teachers can demonstrate that they can teach in a way that supports diverse learners?

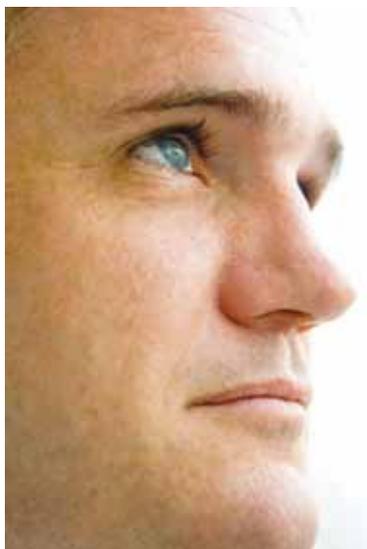
Feedback on the first exposure draft of teacher standards drew a lot of comment about the paucity of the documents in terms of clearly articulating what teachers need to know and do in relation to the teaching of diverse learners, most notable special needs students. As the latest version of the professional standards is not publicly available at the time of writing, I am not able to comment on the extent to which this important concern has been addressed.

Who will assess proficient, leading and highly accomplished teachers?

It is pretty clear that if systems have the political will and the funding to make serious investments in building teacher capabilities, then we need a carefully developed, fully tested and contested shared standards framework, to guide both professional learning, and assessment processes. After all, there is strong evidence that current performance management regimes do not deliver in most systems and schools according to surveys of both principals and teachers, as reported by Ben Jensen.

When implementing the Danielson teacher framework in Chicago they decided to train up a group of independent assessors. Danielson reports that they seriously under-estimated how much time and support assessors required to become proficient in using the framework.

It is not clear what is planned for the assessment of teachers and aspiring principals in the Australian context. But if the bulk of the assessment work is left up to principals this will put it at



What specialties will be identified for specific and aligned standards?

The Australian Institute of teaching and School leadership (AITSL) has indicated that once the standards are finalised subject professional associations will be encouraged to align their own Standards to them. Does this go far enough? Should it be left up to professional associations to decide what level and types of specialism's should attract specific standards. Is there a place for specialist standards in ESL, in literacy, for remote teachers in Indigenous communities, for teachers who can

The logic that inequitable education outcomes are the result of hoards of incompetent teachers has immense popular appeal and is growing.

risk. Principals are already feeling the pressure and nowhere more than in hard-to-staff schools. The disproportionately large numbers of early career teachers in hard-to-staff schools will prove to be beyond the capacity of even the most able principals, given all their other challenges. The reality is that the harder the school post the less experienced the principal is likely to be – though not always. It is also hard to imagine such principals encouraging their staff to go for voluntary assessment at the higher levels if they end up with the assessment burden.

On the other hand, if the assessment is to be carried out by independent well trained assessors, teachers in the most high-need schools may find that assessors do not understand the realities faced by teachers in such schools. Pat Thompson's book, about the OFSTED assessors in the UK relates some interesting stories, including guilty confessions about encouraging extremely disturbed students not to attend on assessment days.

provide specialist support for a school in meeting the needs of disengaged students and special needs students? Who decides?

What messages are communicated about who is responsible for education equity?

Michelle Rhee, who gained notoriety as chancellor of Washington DC schools has established StudentsFirst a new advocacy group dedicated to addressing the problem of underperforming teachers. Bill Gates has weighed in on this agenda and it is also a key message in the *Waiting for Superman* movie. The logic that inequitable education outcomes are the result of hoards of incompetent teachers has immense popular appeal and is growing.

Of course there is scope for significant improvements in teachers' knowledge and understanding about the clinical practice of their profession. In 2011, we know a great deal more about the efficacy of different instructional approaches and

about effective professional learning. Systemic commitment to supporting teachers to engage with emergent understandings in ways that will lead to improved practice had been under invested. This is systemic failure and there is scope for improvement.

If this sort of rhetoric spreads to Australia, the work on standards could be seen as a major tool to support this sort of emphasis. It is important that the packaging and messaging surrounding the implementation of standards does not imply that the burden of overcoming long term problems such as education inequality rests entirely with the work of individual teachers.

It is interesting to note that the 2003 MCEETYA standards framework paper stated that “*the responsibility for delivering the highest quality education rests personally and collectively with teachers, in a context that is contingent on the recognition and support of governments for quality teaching*”. This makes it clear that accountability for high performing teachers was seen as reciprocal in 2003 – relying on government policies, resourcing and processes as much as on schools, leaders and teachers.

In 2009 the National Education Agreement shifted the locus of accountability to individual schools, through the MySchool initiative. But in 2011 the Commonwealth’s new policy on monetary rewards for the top 10 per cent of teachers implies that student outcomes improvement is really all and only down to individual teachers.

How will standards and remuneration be connected?

Will systems create new career paths that recognise and resource the tasks of mentoring, coaching, observing, planning professional learning, and promoting reflection and collaborative planning through flexible funding that allows time for such activities? This could lead to parallel career paths with loose or



Students in our most high-need schools experience a revolving door of under-supported novice teachers.

close relationships to leading and highly accomplished standards. It would also mean that a teacher who is assessed as meeting the leading teacher standard is not automatically given additional remuneration, but will be able to use this as evidence when applying for an identified role as a leading or highly accomplished teacher with clearly defined roles, or as a principal. Managing the process in this way would mean systems could devise smart recruitment, retention and staff deployment strategies that ensured the growing cadre of certified leading and highly accomplished teachers could be appointed to dedicated positions based on the highest priority needs.

The intuitively more appealing approach of attaching remuneration to the individual based on the assessment, will always work as a funding shift to

the easy to staff schools. For example in WA only 27 out of over 600 level 3 classroom teachers are in the low SES schools and in NT in 2009 there was only one advanced standing teacher in any remote/very remote school compared to over eight in one of the highly regarded Darwin schools. NT is taking steps to address this by creating 20 positions in the largest remote schools for leading teachers. This is a great start but does not overcome the problem. Unfortunately this is a tough issue to solve. Disconnecting remuneration from standards is a start, but it is still an under-scoped and significant challenge.

If teacher effectiveness is the most important in-school factor impacting educational attainment, how can we ensure that, as part of the implementation of standards, we address the outrageous

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current situation, where students in low-income schools have far less access to well-prepared and highly effective teachers or even to a teacher that stays for the entire year?

Students in our most high-need schools experience a revolving door of under-supported novice teachers. Addressing this will require parallel reforms that promote and support the creation of a stable supply of expert, experienced educators for all communities. There has been talk of a dedicated remote teacher service, scholarships for education students who commit to teach in high-need fields and locations, teacher education residency models and incentives for highly effective teachers to commit to being part of a stable leadership team. These are needed urgently.

Even if we manage to develop such a comprehensive set of initiatives it will not address all the potential perverse outcomes. It will not stop high SES schools from being able to capitalize on their ability to use remuneration structures to suck the best teachers out of disadvantaged schools. Indeed one could argue that the standards framework provides easy to staff schools – in coastal towns, selective schools, senior colleges, elite schools – with an additional tool to identify and attract the best teachers. And this will be happening right at the peak of baby boomer retirements.

There are many inbuilt disincentives for teachers and principals to move to and to stay in high need schools. Teachers, just like most people, want to live in nice locations and work in intellectually challenging and personally rewarding environments. High needs schools are rarely in such locations and the work can be frustrating, chaotic and unfulfilling for reasons outside the teachers control. There is no doubt that



even very competent inspiring teachers lose some of their skills or their intellectual edge when a higher proportion of their time is focused on supporting struggling students to manage the business of schooling, when other aspects of their lives threaten to overwhelm them.

Schools understandably, operate in a market place and have an obligation to their students and families to strive to attract the best teachers.

However governments at all levels have a clear responsibility to ensure that the different status and purchasing power of schools does not continue to support a de facto structure of inequitable access to quality teachers. And to support this, the four levels of teacher standards are ideal for monitoring the equitable allocation of teaching resources. I look forward to the day when systems are accountable for the resource mix in their schools and agree to ambitious improvement targets. This of course could mean that Myschool data rebalances the burden of accountability to include systems.

Whatever happened to school improvement?

Where does whole school improvement now fit in the reform agenda? Are we

really saying that we can reform education classroom by classroom, teacher by teacher? The ability of individual teachers to contribute to educational outcomes is strongly defined by their location in a school and system structure. In highly successful schools, much of the learning of students is enabled through the collaborative work of groups of teachers as well as the collaborations between students and students and students and teachers.

In other schools student learning is effected by the chaos created through the combined impact of systemic burdens on schools, inadequate funding and infrastructure, unconfident staff, high teacher turnover, constantly changing reforms and priorities, teacher isolation, unsupportive (even racist) school cultures, community problems and so on.

While the proposed standards framework can be used to guide the development of individual teachers, it does not define or address how agency and school structures, policies, funding and processes support or undermine this.

The McKinsey Report makes it clear that the schools facing the most significant issues need to be supported by the centre to stabilise systems, reduce variance and ensure certain standards are met as a first step. Their improvement journey requires this foundation. A culture that supports individual professional excellence is not a given and we cannot afford to ignore it and place all our effort on individual excellence.

Where does this lead us? My take from thinking through these issues is that we need more time. The limited consultations that have taken place have funneled responses into thinking of reforms as isolated events that stand alone.

Good policy development, particularly policy developed to respond to long term intractable issues like education inequity demands more holistic thinking that doesn't draw such narrow boundaries. But I fear that this is not to be at this time. ■

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Professionalism or control?

Do professional standards for teachers serve the profession? By **Cathy Hickey**

The concept and application of standards and codes of practice as fundamental aspects of the notion of professionalism is a widely supported maxim. However, for teachers, there is an ever increasing over-emphasis on standards.

This article explores broadly the role and structure of codes and standards for professions and looks at the current issues emerging for teachers in relation to the way in which standards are constructed and the expanding use of standards.

It discusses the sheer number of standards, the way in which they are framed, their varying purposes and use by multiple agencies, including professional regulatory bodies and employers, is resulting in an over-regulated and over-measured occupation. This throws up a complex and fundamental question about whether standards play a role in de-professionalising teaching.

The paper predominantly deals with the Victorian context, in particular the emphasis on standards in the Victorian regulatory framework

for teacher registration and multiple and uncoordinated sets of standards being applied to government school teachers. It looks at the differences in these areas between the legal and teaching profession. It also highlights the parallel concerns in Britain in respect to teacher codes of conduct and standards and the possible negative effects on the professionalism of teachers.

The plethora of professional standards and codes – some issues

Most professional occupations have some form of Code of Ethics, Conduct or Practice. Some use the term ‘code’, others ‘standards’, and some professions such as teaching, use both to describe somewhat different sets of conduct and practice statements. In addition, the term ‘standard’ in relation to professional practice is also used to denote a measure or degree of competence.

The definition and use of standards as a measure of capacity certainly characterises more and more the context in which standards are

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being applied to the teaching profession. More than one commentator has linked the standards driven measurement agenda applying to the performance of students and education systems in countries such as England, the USA, and more recently Australia, to the same measurement agenda emerging for teachers.

Along with the explicitly produced Codes and Practice Standards documents, are other sets of conduct and standards-related statements which should be included in any discussion. These are those found in the legislation and rules

governing professional regulatory bodies, and are usually statements in respect to eligibility for registration (teaching) or holding a practice license (law), renewal of registration and disciplinary proceedings, deregistration or disqualification.

The terms 'fit and proper', 'professional misconduct', 'suitability matters', 'conduct capable of constituting unsatisfactory professional conduct or professional misconduct' are used and should be included in any discussion of standards.

The co-existence of Codes of Ethics, Codes of Practice, Standards of Professional Practice, Professional Conduct and Practice Rules, definitions of fit and proper and misconduct and the like, illustrate the complexity of the issue, particularly when they sit beside a raft of other sets of standards and codes arising out of other relationships, such as employment practices and industrial

arrangements.

What emerges from an examination of the legislative and related policy matters associated with professional registration, as well as an examination of employment practices such as performance management and salary classification, is that there is both a plethora of these 'sets of standards', including newly added definitions of matters less than serious misconduct and an increasing use of statements of practice as measurement instruments for a range of purposes.

For Victorian government teachers there are at least 16 sets of standards and standard-related processes and procedures which govern their work.

What is also an important issue is how conduct or practice statements are framed. For the teaching profession, particularly in the Victorian context, the generalised nature of the wording of the Code of

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Conduct and Standards of Professional Practice, and the lack of explicitness in definitions of serious incompetence, serious misconduct and misconduct in the relevant Victorian Institute of Teaching (VIT) sections of the Education Reform Act are a cause for concern, particularly given the recent widening of the powers of investigation of the VIT to matters other than serious.

In some legislation such as the Legal Profession Act (Victoria) these standards-related terms are described in some detail. In the legislation governing the VIT and the registration of Victorian teachers (the Education Reform Act), these terms are defined in a general sense, are certainly used in decision making, but their meaning vis a vis specific conduct is not elaborated.

The specified standards and conduct statements exist in documents developed and adopted by the Institute, but here they are fairly general statements about what teachers do.

Finally, there is an important question about whether the use of standards for multiple, and one might say conflicting purposes, can actually have a detrimental effect on the profession.

This question goes very much to the issue of whether standards such as the Victorian Standards of Professional Practice are essentially designed and suitable for measurement of degrees of competence, or as statements that form the basis of career stage aspirational goals and the focus of professional development.

Currently the Victorian Standards of Professional Practice and the recent draft National Teaching Standards are promoted as meeting both, and in the light of the English experience, may well operate to the contrary.

How many sets of standards does it take?

In respect to government teachers in Victoria, one wonders whether they have time to actually plan lessons and teach students. This question is not unreasonable given the unrelenting cycles associated with appraisal and judgement against what amounts to at least 16 sets of standards and standard related-assessment processes.

Indeed, the Victorian Auditor-General's report on *Managing Teacher Performance*

in *Government Schools*, released in May 2010, looked at only some of these standards and processes, namely the professional standards associated with individual performance assessment, incremental progression and performance plans and was critical of the lack of alignment of these various standards and the lack of an integrated approach in the associated processes.

The report concludes that "although initiatives have the intention of improving teacher performance, they are not well integrated with one another, or with the performance and development cycle where teachers are assessed."

It also noted the various processes "differ in their description of teacher skills, knowledge and professional standards under the cycle."

whether a teacher has their registration cancelled or suspended.

The trouble with 'standards of professional practice' is that they are ultimately only simplistic renditions of very complex and inter-related skills and knowledge.

The way in which standards frameworks are attempting to distinguish between minimum performance and higher levels of performance is often by simplistically adding a superlative to the wording of the standard.

This has emerged as a key criticism of the draft National Performance Standards for Teachers. He is tall, he is very tall, he does tall extremely well doesn't help if you don't have a clear view of what measure 'tall' is in the first place.

There tends to be less consensus in

The definition and use of standards as a measure of capacity certainly characterises more and more the context in which standards are being applied to the teaching profession.

The trouble with standards

It is hard to argue against the above evidence that teachers (particularly in Victorian government schools) suffer more than any other professional group from a multiplicity of processes and from what seems a constant re-inventing and re-framing of standards to describe and measure their work.

But the trouble does not end there. For teachers the focus in both the regulatory processes under the Education Reform Act, and the focus of almost all employment-related evaluations is on statements of areas of work which have been labelled "standards", and on notions of measuring these standards to ascertain differences in levels of performance.

As this paper later elaborates, the Education Reform Act has a significant emphasis on standards of practice, and not much on what constitutes misconduct or incompetence for purposes of determining

a judgement of what 'very well' and 'extremely well' mean. There is, on the other hand, greater consensus about behaviour or a level of competence that is not what is expected to do the job at a reasonable standard.

The same problem exists in respect to conduct, and in high stakes assessment, such as disciplinary hearings, it becomes necessary to be very clear what constitutes 'serious misconduct' or 'misconduct'.

Hence, one can understand, the strong emphasis in the Legal Profession Act on clarity of meaning and examples of 'misconduct'.

A standards approach can so easily lead to reductionist attempts to measure the carrying out of complex tasks by blunt and inaccurate, quasi-scientific means – observation of the isolated lesson, using as 'evidence' samples of lesson-plans and descriptions of how a task is done.

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Lessons from England

The weakness in this standards measuring approach is well elaborated by Professor Alexander in the extensive British review of education, the Cambridge Primary Review October 2009.

In a recent paper entitled “The Perils of Policy”, Professor Alexander outlines the major concerns.

He states: “There is a further twist. In England’s green and pleasant land of standards, tests and targets, there are performance standards for teachers as well as for students. These are specified as behaviours required of teachers at different stages of development from novice to expert, or what are called ‘newly qualified’, ‘post threshold’, ‘excellent’ and ‘advanced skills’.

“But the nominated standards have no obvious empirical basis, and indeed run counter to what we do know, mainly from the American research, about the way professionals develop in their thinking and practice as they acquire greater expertise.”

Most damning is his comment that: “the Cambridge Review was forced to concede that far from raising standards of teaching this approach may actually have depressed standards by constraining the work of the country’s most talented teachers.

“It’s a framework which may work tolerably well for novices, because it gives them the support they need, but our best teachers are constrained and diminished by it.”

The Education Reform Act

For teachers, the Education Reform Act and the ensuing Code of Conduct and Standards of Professional Practice articulate in very general terms expectations of values/ethics-driven conduct or behaviour (the Code of Conduct) and extremely general, all encompassing statements (Standards of Professional Practice for Graduating Teachers and Standards Of Professional

Practice for Full Registration) about what teachers should know and be able to do, many of which, while held true by teachers, are generalised, truncated statements.

They are not inaccurate statements about teachers’ work and most teachers agree that they are a good articulation of all of the different areas of teachers’ work. However, they don’t provide a ‘standard’ or ‘measure’ by which degrees of satisfactory, good or poor performance can be measured.

They do not articulate, for example, what the Legal Profession Act specifies as *conduct capable of constituting unsatisfactory professional conduct or professional misconduct*.

For teachers, the Act makes clear that meeting ‘standards of practice’, as well as ‘fitness to teach’ is central to

Do a lack of specificity about misconduct and an increasing emphasis on standards matter?

An interesting question. The lack of clarity about what constitutes misconduct certainly does matter to teachers in England whose unions were involved in a petition campaign against the then released General Teaching Council’s revised Code of Conduct and Practice which has reversed the approach from their previous code.

The construct of the previous code was to outline what were areas and types of misconduct. The new code is written as generalised statements of conduct expected which is almost identical to the Victorian Teaching Profession Code of Conduct.

For teachers in Victoria, the extended

The trouble with standards of professional practice is that they are ultimately only simplistic renditions of very complex and inter-related skills and knowledge.

registration and renewal of registration. However in respect to discipline inquiries and matters which would result in the removal of a teacher from the register or other sanctions, the Act specifies that the Institute determine via its disciplinary hearing process whether the teacher *has engaged in serious misconduct, has been seriously incompetent in his or her teaching practice or is not fit to teach*.

Whether the ‘standards of practice’ and determinations on misconduct and incompetence are linked is not explicit in the legislation. The generalised definitions of misconduct in the Act do not make this link clear.

An important issue here is that the terms ‘serious misconduct’ and ‘serious incompetence’ have not been defined or elaborated in the Act. Despite recent amendments early 2010 to the Act, serious misconduct and incompetence remain undefined. Fitness to teach was up until 2010 undefined.

function of the VIT to investigate and impose sanctions on matters less than serious does heighten concerns about this lack of clarity in the definitions and interpretations of ‘misconduct’, and the Act’s emphasis on ‘standards of practice’.

If the statements about and use of standards for teachers continue to focus more and more on supposed measurement of perceived differences, given the damning conclusion of the Cambridge Review, the ‘professional status’ and ‘professionalism’ of Australian teachers could well be under fire.■

This is an edited copy of Cathy Hickey’s article “Professionalism or control – do professional standards for teachers serve the profession?”, first presented at the Australia New Zealand Education Law Association annual conference in Sydney, September 29–October 1. Cathy Hickey is the Education Officer of the Victorian Independent Education Union.

Behind every good student is a good teacher

The wellbeing of teachers can have a direct impact on their effectiveness, writes **Annie May**



With growing evidence that investing in teacher effectiveness is the most successful method of improving student incomes, there has been an increased international focus on professional standards.

But in a time when an increased number of teachers are leaving the profession prematurely and fewer applicants are entering teacher training, could the standards reform exacerbate these issues, and as a result have a negative impact on outcomes?

And do standards ignore, or not place enough emphasis on, the link between teacher wellbeing and student wellbeing and between student wellbeing and student achievement?

Recent research from the UK has found that unrealistic goals and standards make teachers stressed and that “those who want to be happier should not try to please everyone and should have a greater say in setting targets”.

The research, which was conducted by Julian Childs and Dr Joachim Stoeber from the University of Kent’s School of Psychology, in association with the Teacher Support Network, also shows that teachers with career aspirations and a goal to learn are happier than those facing unrealistic standards.

Other findings include teachers who set high performance standards for themselves having, in contrast, higher levels of wellbeing. Similarly, teachers with a goal to advance their professional development have higher levels of mental energy and are more invested in their work than those who are focused on outperforming others.

However, the study of 197 teachers, completed twice over three months, makes it clear that teachers should set these performance standards for themselves, rather than be imposed from colleagues or senior managers. ▶

Behind every good student is a good teacher

from previous page

In fact, it found teachers who felt that other people demanded more than they were capable of giving had higher levels of stress, stress-related ill health and burnout, as well as lower levels of wellbeing.

“Of the teachers we spoke with we discovered that most only suffered from burnout if they were highly stressed. Yet teachers who thought other people wanted them to be perfect had high burnout and low wellbeing whether they were highly stressed or not,” Childs said.

The study recommended that teachers

need to discuss clear and achievable work goals with their managers.

“Managers then need to make sure teachers have the resources to achieve these goals and are able to talk about conflicting duties and how these can be prioritised,” Childs said.

But, he said, the teaching profession should continue to aim for higher standards.

“Teachers pass their goals onto students: a teacher focused on learning and developing their skills will foster the same goal in their students.”

Julian Stanley, chief executive of Teacher Support Network, agreed. “Stress is the leading cause of work-related illness in the UK education sector. We believe that great teachers are made in part by the environments in which they work,” he said.

“Teachers must be fully supported and

developed throughout their careers, but crucially not overworked, so that they, and by extension our children, can reach their full potentials.”

The important link between the wellbeing of teachers and their effectiveness is also the focus of a recent Australian study, which argues that the retention and productivity of teachers is dependent on having a wellbeing strategy in place that clearly identifies inhibiting and enabling strategies.

The changing nature of teachers’ work and how it is regulated and managed within the twenty-first century plays a significant role in job satisfaction, said the study’s authors Faye McCallum and Deborah Price from the University of South Australia’s School of Education.

Continued political and economic issues, such as the move to national professional standards for teachers and

Leading Australia’s Schools

aitsl

Australian Institute
for Teaching and
School Leadership
Limited

The Leading Australia’s Schools program challenges and inspires principals and provides an opportunity to build professional knowledge and skills.

The program

The program explores current and future trends in leadership, planning and implementing change, developing team and leadership capability, operating strategically, and personal growth.

The program includes pre-course work, a 5-day residential program, a 2-day recall session and a school-based leadership project.

The people

Offered by AITSL, in partnership with the Hay Group and the University of Melbourne the program is open to all principals across Australia.

Two cohorts of 40 principals each will be selected in 2011.

The place

The residential components of the program are conducted at the University of Melbourne Business School, Carlton, Victoria.

Program costs

AITSL provides all program costs, travel and accommodation for successful applicants.

Key dates 2011

Cohort 1 will run 15 - 20 May and 10 - 12 August 2011 and Cohort 2 will run 31 July - 5 Aug and 26 - 28 October 2011.

Applications for are now open at

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or contact:

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* Submissions from Tasmania are due by 25 February 2011.



The increased focus on standards, while meritorious, inadvertently contributes to increased anxiety.

new national curriculum, have provoked certain challenges for the teaching profession which can contribute to stress, burnout, work overload and job dissatisfaction.

While believing it is meritorious, the authors said the increased focus on standards, inadvertently contributes to increased anxiety in teachers despite teacher education programs and professional development aimed at addressing this pressure.

There is an incongruity between demands placed upon teachers and the ability to resource such demands, said McCallum and Price.

“These include emotional demands (such as student discipline, counselling and social work), social support, performance management, mentoring and organisational leadership.

Additionally, the cognitive and emotional effort required for the physical, psychological, social and organisational aspects of teaching may impact on performance especially if these demands are required at a sustained level.

“Continually evolving pedagogy, policy development, rapid development in the area of ICTs, social and political pressure, curriculum, methodology and assessment promotes relentless demands on teachers, even the most dedicated and experienced.”

Teachers may experience burnout and, as research has shown, this can affect the quality of teachers’ work and interactions

with students.

The study, published in the *Journal of Student Wellbeing* focused on the levels of wellbeing of a cohort of pre-service teachers at the University of South Australia in the Bachelor of Education: Primary/Middle degree who completed a core course in the final semester of their undergraduate degree called ‘The Emerging Self: Wellbeing and Identity’.

One focus in the course is teacher wellbeing, which is emphasised within the five dimensions of wellbeing (social, emotional, cognitive, physical and spiritual). Participants were aged between 20 and 38 years of age; 22 were male and 58 female.

Inhibiting factors to wellbeing identified by the group were largely due to physical demands of teaching, personal issues or workplace-related factors. The transition from university to teaching was identified as a particular anxious time that impacted on their level of wellness.

It was found that beginning teachers experienced additional burdens to those of more experienced teachers.

“These were often personal issues brought about because they set high expectations caused by added pressure placed on them to achieve and to get it right all of the time and by trying to meet society’s perception of a ‘good’ teacher,” the authors said.

One beginning teacher stated: “I felt overwhelmed with learning and workload. I had a fear that my students would fail. There was self-doubt about being an effective teacher and I was spending too much time on lesson plans – to the detriment of social relationships with family and friends.”

Another said beginning teachers were not equipped with emotional strategies like coping, autonomy, self-development and the skills to counsel students and parents.

The beginning teachers also felt that the level of responsibility changed when they transitioned from pre-service teacher to teacher, such as being required to have an extensive content knowledge in order to teach effectively.

But, more demanding for them was the need to cater for diverse family and cultural contexts in the curriculum.

“These ‘add-ons’ did not fit neatly into the required areas of learning and involved higher emotional involvement because of the need to adhere to legislative guidelines, administrative matters and parent meetings.”

The study suggests that as well as focusing on what teachers should know and be able to do, that a focus on wellbeing during teacher training and in the early years of a teacher’s career may be a positive influence for beginning teachers.

The authors argue that beginning teachers must adopt enabling wellbeing strategies if they are to be retained as effective practitioners.

“The community, school leaders and employers are instrumental in helping to raise awareness, and to establish and maintain positive workplace practices that foster working and learning conditions appropriate for the development of wellbeing for future teachers and leaders,” the authors said.

“This holistic approach emphasises how social and cultural forces shape individual and group identities, an important characteristic of long-term happiness, growth, sustainability and satisfaction in the teaching profession.” ■

TEACHERS’ WELLBEING

- Teachers who set high performance standards for themselves had higher levels of wellbeing; they felt emotionally and mentally energetic and they were emotionally invested in work
- Teachers who felt that other people demanded more than they were capable of giving had higher levels of stress, stress-related ill health and burnout, and lower levels of wellbeing
- Teacher with a goal to outperform colleagues had higher levels of stress and emotional exhaustion. These teachers also felt emotionally detached from work
- Teachers with a goal to advance their professional development had higher levels of mental energy and these teachers were also emotionally invested in work.

Source: Teacher Support Network

Young and Black and Deadly: Strategies for improving outcomes for Indigenous students

PUBLISHED: 6 April 2009

CODE: QT05 Quarterly Teaching Series

PRICE: \$16.50

MEMBERS PRICE: \$11.00

The Quarterly Teaching Series is designed to provide practical ways of making teaching and learning more effective. Author, Chris Sara describes what he has done to turn around a school which wasn't doing well. While this paper is about strategies for improving outcomes for indigenous students, and certainly has implications for other schools with substantial Aboriginal populations, it also is important for anybody working in schools with any marginalised groups. Sarra's use of role models, getting the local community to support his vision, developing a curriculum which was challenging and of interest to the children but which obviously had an impact on the way they saw themselves. These specific tactics wouldn't be able to be transferred to other schools in different contexts but they give principals and teachers a good idea of the type of things that work.

Book REVIEWS

Meaning and Connectedness: Australian Perspectives on Education and Spirituality

EDITORS: Dr Marian de Souza MACE and

Dr Julie Rimes FACE

PUBLISHED: 6 December 2010

CODE: Books and Monographs M19

PRICE: \$50.00

MEMBERS PRICE: \$40.00

Education and spirituality are two major human endeavours which have retained their importance throughout history. Sometimes the two have had a supportive relationship; today that relationship is often uncomfortable.

In this important new publication for the College, distinguished authors have turned their attention to it, emphasising not just its importance but its continued relevance. An interest in spirituality is mirrored in Australia amongst social, health and youth workers in particular, but to date there has been limited resource material in the field of education in the Australian setting.

Elsewhere educators have been discussing and researching the links between spirituality and education and their education systems have been

reflecting the corresponding changes.

Now this book takes up the challenge of providing a comprehensive perspective of the Australian scene. Its 10 chapters contains a wealth of ideas and insights about contemporary spirituality and its role in education for the twenty-first century.

Each of the chapters focuses on a particular aspect of education and points the way forward for those interested in developing education programs that will address the spirituality of their students to enhance their sense of self and place.

The book is a tribute to Christopher Newell who has done more than most people to address this complex relationship between education and spirituality.

Sadly, following his recent death, this voice is absent. All concerned with this subject feel conscious of the gap left by his passing. This book is a reminder to us all of the contribution that Newell made in words and actions to stress the importance of the two elements and their many connections.

The Push for Standards in the Teaching Profession: Stakeholders, strategies and scenarios

AUTHOR: Dr Jim Cumming

PUBLISHED: 8 October 2010
Occasional Paper

CODE: OP15

PRICE: \$33.00

MEMBERS PRICE: \$22.00



This paper examines a long-running campaign in Australia to establish standards in the teaching profession.

An initial analysis highlights the multi-faceted nature of this movement, especially with regard to

the changing relationships within and between key stakeholders. Utilising a theoretical perspective, a secondary level of analysis illuminates the trajectory of this movement over time. It is argued that governments in general – and the national government in particular – have played an increasingly influential role in the development of teacher standards. In the context of parallel national initiatives, a new and more complex policy environment for school education has emerged-with

significant implications for the teaching profession. Rather than risk becoming ensnared in the short-term demands of an external agenda that may well have unintended consequences, the profession would benefit by adopting a more strategic focus. It is suggested that the profession begins by reflecting critically on its core values and beliefs with a view to clarifying what it stands for and what role it will assume in the context of this new environment. ■

ACE EVENTS	OTHER EVENTS	
<p>24 February</p> <p>ACE MEMBER CONTRIBUTIONS FOR ACE SUBMISSIONS TO DEEWR FUNDING REVIEWS</p> <p>Schools Funding Higher Education Base Funding Review</p> <p>Please provide input to ace@austcolled.com.au or call 1800 208 586</p>	<p>28 February – 1 March</p> <p>TAFE GOVERNANCE AND REGULATIONS FORUM</p> <p>Rendzvous Hotel, Melbourne</p> <p>www.informa.com.au</p>	<p>31 March</p> <p>SUBMISSIONS DUE TO DEEWR</p> <p>Schools Funding Review</p> <p>Higher Education Base Funding Review</p> <p>ACE members are invited to contribute to the ACE submissions. Please provide input to ace@austcolled.com.au by 24 February 2011</p>
<p>5 March</p> <p>NSW STATE BRANCH MEETING</p> <p>10.00 am</p> <p>Catholic Education Office, Renwick St, Leichhardt</p>	<p>4 March</p> <p>CLEAN UP AUSTRALIA'S SCHOOLS CLEAR UP DAY</p> <p>www.cleanupaustraliaday.org.au</p>	<p>10-12 May</p> <p>NAPLAN</p> <p>For Years 3, 5, 7 and 9</p>
<p>18 March</p> <p>NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS – POLICY OR REALITY</p> <p>Dr Lawrence Ingvarson</p> <p>ACE SA Branch</p> <p>7.45 – 10.20 am</p> <p>Adelaide Pavilion Conference and Function Rooms, Veale Gardens, South Tce, Adelaide</p> <p>Members \$50 Non-members \$65</p> <p>www.austcolled.edu.au or call 1800 208 586</p>	<p>7-8 March</p> <p>CLASSROOM OBSERVATION AND THE EVALUATION OF TEACHER PERFORMANCE</p> <p>ACER, Camberwell, Melbourne</p> <p>www.acer.institute.edu.au</p>	<p>13-14 May</p> <p>ITL MASTERCLASS</p> <p>IWBNet – Leaders in interactive teaching and learning</p> <p>Maroochydore, Qld</p> <p>www.iwbnet/conferences/masterclass</p>
<p>13-15 July</p> <p>EQUITY – THE BEST OUTCOME FOR ALL</p> <p>Australia College of Educators Conference</p> <p>University of Technology Sydney</p> <p>www.austcolled.edu.au or call 1800 208 586</p>	<p>15 March</p> <p>BUILDING LEARNING POWER: SCHOOLS THAT TEACH CONFIDENCE, CURIOSITY AND CREATIVITY</p> <p>ACER Institute seminar</p> <p>15 March – Brisbane</p> <p>16 March – Sydney</p> <p>23 March – Melbourne</p> <p>25 March – Adelaide</p> <p>www.acerinstitute.edu.au</p>	<p>16 May</p> <p>THE DISCIPLINED MIND: EDUCATIONAL VISIONS FOR THE FUTURE</p> <p>ACER Institute seminar</p> <p>16 May – Brisbane</p> <p>17 May – Sydney</p> <p>19 May – Melbourne</p> <p>20 May – Adelaide</p> <p>23 May – Perth</p> <p>www.acerinstitute.edu.au</p>
<p>6 June</p> <p>'HIGHER EDUCATION SHOULD BE A MORAL ENTERPRISE'</p> <p>– a presentation by Professor Steven Schwartz, Vice Chancellor, Macquarie University</p> <p>ACE Sydney Metro regions</p> <p>Waterview Convention Centre, Bicentennial Park, Sydney</p> <p>Members \$65 Non-members \$80</p> <p>www.austcolled.edu.au or call 1800 208 586 for further information and bookings</p>	<p>21 March</p> <p>HARMONY DAY</p> <p>A program of the Department of Immigration and Citizenship</p> <p>www.harmony.gov.au/harmonyday</p>	<p>21-24 May</p> <p>HAWKER BROWNLOW EDUCATION'S EIGHTH ANNUAL THINKING AND LEARNING CONFERENCE: TEACHING FOR LEARNING-WHERE THE EXPERTS SPEAK TO YOU</p> <p>The Heath, Caulfield Racecourse, Melbourne</p> <p>www.hbe.com.au</p>
	<p>23 March</p> <p>NATIONAL RIDE2SCHOOL DAY</p> <p>www.bv.com.au/ride2school</p>	<p>EVENT COMING UP?</p> <p>Please send details to:</p> <p>Deborah Crossing deborahc@austcolled.com.au</p>
	<p>30-31 March</p> <p>INTERCONNECTED TERTIARY EDUCATION- STRONGER PATHWAYS ACROSS HIGHER EDUCATION & VET FOR INCREASED PARTICIPTION</p> <p>Criterion Conferences</p> <p>Mercure Melbourne Spring Street, Melbourne</p> <p>www.interconnectededucation.com</p>	

Cultivating effective teachers:

the role of performance assessment

As Australia prepares to introduce national professional standards for teachers, the US is also looking to raise the bar for its educators – and students.

For decades, policymakers across the globe have introduced many different reforms to improve schools. And though it is widely agreed the key to improving education is placing highly effective teachers in classrooms, many nations still lack a practical set of standards to determine that new teachers are ready to teach or working teachers are being effective.

The US is one such nation, however, the push to introduce such standards is gaining momentum, and while debate continues to surround such a move, Linda Darling-Hammond – director of the National Commission on Teaching and America's Future – argues it has a high chance of success in improving teaching. And progress is already being made.

In a report authored by Darling-Hammond, "Evaluating Teacher Effectiveness: How Teacher Performance Assessments can measure and Improve Teaching," she describes ways in which performance assessments can be used to influence teacher licensure and training and potential policies to advance the field of teacher preparation.

"Every aspect of school reform depends on highly skilled teachers for its success. This is especially true as educational standards rise and the diversity of the student body increases," Darling-Hammond said.

The question that is then raised is, how can it be determined that the teacher is highly skilled?

In nearly all US states, teachers have to pass at least three tests – generally multiple choice

tests of basic skills, subject matter, and teaching knowledge—in order to become licensed.

This is despite that these are not strongly related to their ultimate success in the classroom, said Darling-Hammond.

"Performance assessments that measure what teachers actually do in the classroom, and which have been found to be related to later teacher effectiveness, are a much more potent tool for evaluating teachers' competence and readiness, as well as for supporting needed changes in teacher education," she states.

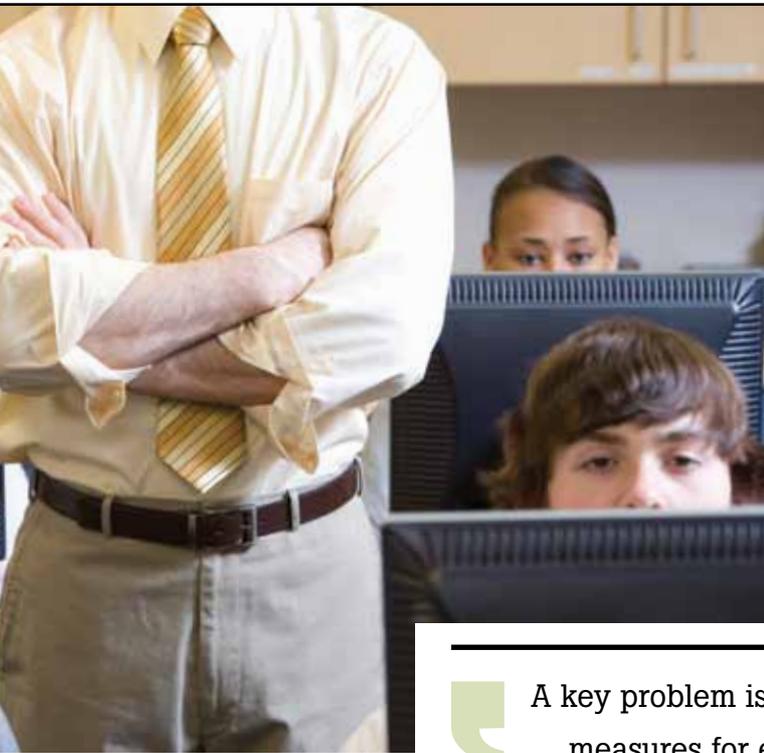
"Existing policies for defining and evaluating teacher quality rely almost exclusively on classroom observations by principals who differentiate little among teachers and offer little useful feedback, or focus on teachers' course-taking records and on paper-and-pencil tests of basic academic skills and subject matter knowledge that are poor predictors of later effectiveness in the classroom."

A standards-based approach to assessing teachers was initially developed in the US through the work of the National Board for Professional Teaching Standards. Founded in 1987 it was the first body to involve expert teachers and researchers in developing standards for accomplished teaching.

The standards outline what accomplished teaching looks like in more than 30 teaching areas defined by subject area and developmental level of students.

The assessment requires evidence of teachers' practice and performance in a portfolio that





A key problem is that current measures for evaluating teachers are not often linked to their capacity to teach.

includes video tapes of teaching accompanied by commentary, lesson plans, and evidence of student learning over time linked to evidence about the teachers' work with individual students. These pieces of evidence are scored reliably by trained raters who are knowledgeable in the same teaching field.

Designed to identify experienced and accomplished teachers, the National Board Certification is used in at least 32 states and more than 500 districts as the basis for teacher evaluation. It is also used to determine salary increases, and other forms of teacher recognition such as the selection of lead teachers.

Darling-Hammond highlights a number of recent studies that found that the National Board Certification assessment process distinguishes among teachers who are more and less effective in raising student achievement.

In large-scale studies in Florida and North Carolina it was found that students made significantly greater gains if their teachers were National Board Certified. It also found having qualified teachers had a greater impact on outcomes than the influence of race and parent education combined.

However, such certification is reserved for experienced teachers. Until recently, there was no comparable assessment for beginning teachers that could evaluate who is ready to teach and likely to be effective.

Having different requirements for every

state also inhibits teacher mobility.

Working to change this, a group of 20 states have begun to develop and implement standardised teacher assessments – based on the Performance Assessment for California Teachers – to more accurately gauge the effectiveness of novice teachers.

The aim is to create a model for a common licensing assessment to make preparation and licensing performance-based and predictive of teacher effectiveness. In addition, there are plans to develop an advanced version to be used for professional licensure and advanced certification.

Similar to the National Board Certification process, the teacher performance assessments used to evaluate teachers would be portfolio-based. Teachers would be assessed through classroom videos, teacher self-reflections, content reviews, and student and teacher feedback combined with data on student performance on different types of tests.

Pilot programs began in the 2010-11 school year and will be scaled up over the coming years. By 2015, the consortium hopes to have a national system of teacher performance assessments available for use in policy decisions, ranging from initial licensing to professional licensure and advanced certification.

Establishing a national system could also solve some of the problems created by the current “Byzantine set of different licensing requirements” across the 50 states to allow mobility, ensure school districts know their new hire meets the requirements necessary to become an effective teacher, and enable districts to identify and recruit the most able teachers to the most needy schools.

Developing teacher effectiveness is as important as measuring it, said Darling-Hammond, with many studies concluding that teachers' participation in standards-based performance assessments can help teachers improve their practice.

“Teachers who have gone through National Board Certification, for example, note that the process of analysing their own and their students' work in light of professional standards helps them better assess student learning and evaluate the effects of their own actions,” she said.

“It is not unusual for National Board participants to say that they have learned more about teaching from their participation in the assessments than they have learned from any other professional development experience.”

Assessments that predict teacher effectiveness and support individual and institutional learning, can help to stimulate greater teacher effectiveness in the system as a whole, her report noted.

But resources need to be taken into account in the implementation process.

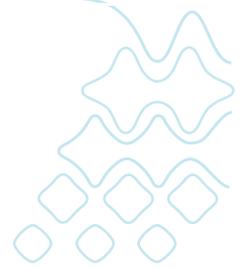
Darling-Hammond acknowledges that the adoption of such a performance assessment system is complex, and will require a greater allocation of resources to teacher preparation from both institutions and government than is currently the case.

She points to many California colleges, universities, and alternative programs that have been making greater investments in their teacher education efforts to meet the higher standards posted by the performance assessments for well-guided clinical training and coursework in previously neglected areas.

While such challenges can't be ignored, Darling-Hammond said assessments described in her report can ultimately contribute to a more effective national agenda for improvement in teacher quality. ■

Linda Darling-Hammond is currently Charles E. Ducommun Professor of Education at Stanford University.

ALTC ACADEMIC STANDARDS Update



The Australian Learning and Teaching Council (ALTC) is funded by the Australian Government to enhance and promote learning and teaching in Australian higher education, helping to ensure students receive a world-class learning experience.

In 2010, as part of the development of the Australian Government's new Higher Education Quality and Regulatory Framework, the ALTC began a one-year demonstration project to define

minimum discipline-based learning outcomes.

Taking the award level descriptors defined in the Australian Qualifications Framework as its starting point, the Learning and Teaching Academic Standards (LTAS) project defined threshold learning outcomes (TLOs) in terms of minimum discipline knowledge, discipline-specific skills and professional capabilities including attitudes and professional values that are expected of a graduate.

The approach was designed to ensure that discipline communities would define and take responsibility for implementing academic standards within the academic traditions of collegiality, peer review, pre-eminence of disciplines and academic autonomy.

Professional and accreditation bodies, employers and graduates, as well as academic institutions and teachers participated in the process.

Setting standards

Six discipline groupings – Arts, Social Sciences and Humanities; Business, Management and Economics; Creative and Performing Arts; Engineering and ICT; Health, Medicine and Veterinary Science; and Law – completed their work in 2010.

The LTAS project final report was delivered on 22 December and the TLOs produced during the extensive consultation period have recently been published as a series of booklets. But work developing academic standards carries on.

Two discipline groups, Architecture and Building and Science, which both joined the LTAS project in mid-2010, will continue developing TLOs until the end of June. Education also joins the LTAS project this year as the ninth demonstration discipline.

ALTC chief executive Dr Carol Nicoll said the LTAS project will not go beyond these nine discipline groups until the new Tertiary Education Quality and Standards Agency (TEQSA) makes a decision on how academic standards are going to be dealt with in the future.

"But that's not to say that our work in this area has come to an end. Far from it," said Dr Nicoll. "Work in academic standards continues across a number of our programs and a joint ALTC-TEQSA forum is scheduled for early July."

Each of the initial six discipline groupings that have already reported to DEEWR are building on their project outcomes in some form during 2011.

Maintaining momentum

Four projects have been funded under the ALTC strategic priority of 'Principles for assessment and assurance of graduate outcomes'.

One of these, the 'Harmonising higher education and professional quality assurance processes for the assessment of learning outcomes in health' project, will help to ensure ongoing alignment between the Health, Medicine and Vet Science TLOs and professional accreditation standards.

Led by Discipline Scholar Professor Maree O'Keefe from the University of Adelaide and Professor Amanda Henderson from Griffith University, and working across higher education institutions and healthcare professional accreditation agencies, the project aims to identify and match the goals and expectations of

education, professional and governmental institutions in relation to quality assurance processes.

Organised around the TLOs, information will be captured about teaching and learning practices, designs and environments, and assessment approaches that underpin contemporary healthcare professional education, using medicine, dentistry, nursing and physio as demonstration disciplines.

Other partners in the project are Griffith University, Monash University, the University of Melbourne and the University of Queensland.

Several projects funded in 2010 under the Priority Projects program will also build on the outcomes of the LTAS project.

'After standards: engaging and embedding history's standards using international best practice to

inform curriculum renewal' is one such project. Led by Associate Professor Sean Brawley at the University of New South Wales, it will build a community of practice for Australian historians to respond to standards implementation and the resulting opportunities for curriculum renewal.

Endorsed by the Australian Historical Association, the Australasian Council of the Deans of Arts, Humanities and Social Sciences, the project will have the active support of each of the 31 institutions that have history majors. It will model, demonstrate and evaluate approaches and processes in dissemination and implementation that will also be applicable to other discipline communities, including those with no background experience in professional accreditation.

Future focus

Ensuring that it remains a focus of ALTC's work, academic standards has been designated as a priority area for the 2011 Innovation and Development Grant program. Projects funded under this priority are intended to be collaborative, engaging a number of higher education institutions to develop a shared understanding of standards within one or more disciplines or fields of study at either the undergraduate or postgraduate level. Projects may also examine the basis of decisions about grading and decisions student performance.



Applications for the second round of Innovation and Development funding close on 6 October 2011

Visit www.altc.edu.au to learn more about the LTAS project and ALTC's programs

Coming out of the shadows

Teachers in the VET sector are being paid unprecedented attention.

Annie May speaks to one person at the forefront of bringing about such change.



Significant changes are to occur in the vocational education and training system in the coming years, with a strong focus to be placed on the capability of the sector's teachers.

Its attention that is long overdue, according to Leesa Wheelahan, Associate Professor at the LH Martin Institute for Higher Education Leadership and Management, who says VET teachers have been largely invisible for the past two decades.

This, she says, has been reflected in policy by a lack of appreciation and understanding of the complexity of VET training and the role of its teachers.

Bringing about the change is such projects as

the one Wheelahan is leading on the quality of VET teaching, qualifications and CPD and the PC inquiry into the VET sector.

Seen in the past – and still today – primarily as training for the workplace, the quality of a teacher has mainly been judged by their expertise in a specific industry.

But that is no longer sufficient, says Wheelahan. Now they must also be expert teachers.

“Many teachers have felt disempowered and deskilled through the policy changes of the last 20 years, and that they are not valued. The fact that there are national teaching awards for school teachers and higher education teachers

Coming out of the shadows

from previous page

but not VET teachers reinforces this perception,” says Wheelahan.

“However, VET teachers and VET teaching are now central to the achievement of government policy objectives. We need to increase productivity, workforce participation and social inclusion to remain internationally competitive and build a prosperous, tolerant, inclusive and resilient Australia.”

The Council of Australian Governments has set ambitious targets for the participation in education and training and attainment of qualifications.

Tertiary education will have to expand and VET will need to grow significantly

this, she says, is that while the framework regulates RTO’s – which is important – it only indirectly regulates teachers.

In other words, the AQTF regulates the employer, not employee.

The main focus of the PC inquiry is industrial relations, says Wheelahan, and “doesn’t take us much further than we are today”.

“It will be interesting to see submissions due in at the end of this month,” she says.

A report is due to be submitted to the government in April of this year.

The options paper, ‘The quality of teaching in VET’ sets out a range of things that need to be done to support quality teaching and offers a number of options to achieve this.

The final report is now in the hands of DEEWR, and while Wheelahan can’t directly comment on the details of the report, she says it reflects the options paper.

VET must support existing teachers to maintain and build on their expert industry knowledge and deepen their knowledge and skills in teaching, she says.

It also needs to support the many new teachers, who will have to be recruited very soon to replace an age-skewed workforce, to develop their professional expertise as teachers.

The report will put forward ways to do this.

help them become expert teachers as well as industry experts.”

Personally, there are three changes Wheelahan would like to see introduced to the sector within the next 10 years.

The first is new entry qualifications focused on teaching pedagogic knowledge to a higher degree.

Following on from this, she would like to see a move away from the ‘one-size-fits-all’ approach to VET teacher training.

“While there are shared knowledge bases across all forms of teaching, it is no longer possible to define a single type of VET teacher given the diversity of purposes, contexts, outcomes, occupational fields and students,” says Wheelahan.

“This requires teachers to draw on diverging knowledge bases and skills. All teachers need general pedagogic knowledge, knowledge about constructing curriculum, knowledge of their specialist area knowledge of students and their characteristics, and of educational contexts and the broader social purposes of learning.

“It is foundation knowledge and is necessary if they are to understand who their students are and how this relates to their future work roles and participation in society.”

One model suggested in the options paper is that while all teachers undertake the same preparatory qualification, their higher level studies include study in their specialist area.

“The nature of teacher qualifications and CPD has to be revisited to acknowledge the multiple contexts of VET teaching,” Wheelahan says.

This was highlighted in the options paper, where she wrote:

“Teaching VET in schools is quite different to teaching degrees, and this is different to teaching in prisons or refugee support centres or on the job. VET in schools teachers may require knowledge about adolescents and pedagogic strategies that are similar to school teachers.

Teachers teaching disengaged young people with low level literacy and numeracy skills must be highly skilled, and similar challenges arise for other teachers teaching the most disadvantaged students.

Those teaching degrees in TAFE may require more opportunities to develop scholarship in their discipline and have developmental needs similar to higher education teachers in universities. Teaching high level VET qualifications has

Many teachers have felt disempowered, deskilled and unvalued through the policy changes of the last 20 years.

to meet these targets.

However, change can be a long process.

“How fast and how far these changes will go are at the whim of the political gods,” says Wheelahan.

“But, we are at a very important time for the sector, with potential for change that we haven’t had for at least 10 years.

“People are talking about what TAFE teachers need to teach at the level now required. There is now a voice.”

The PC report doesn’t specifically deal with standards, Wheelahan says. Instead it focuses on the Australian Quality Training Framework. The problem with

“VET qualifications will need to ensure that students have language, literacy and numeracy skills, ‘green skills’, and the knowledge and skills they need for lifelong learning and for their working lives and to participate in their communities.

“The fact that VET teachers now teach a range of qualifications that include higher education qualifications and VET in schools, means that being an industry expert is a necessary but not a sufficient requirement for being a VET teacher.

“VET needs to support teachers to develop the knowledge and skills that will

How fast and how far these changes will go are at the whim of the political gods.

similarities to teaching the early years of higher education.

Teaching plumbing is different to teaching community development or business studies, and teaching hairdressing is different to teaching electricians.”

The third is having a greater emphasis on providing teachers the skills to teach their specialities.

Wheelahan doesn't see this happening at entry level, but as part of later CPD – once they had found their feet and learnt the foundations.

“Most CPD in Australia is generic and very little is focused on extending teachers' knowledge of their industrial field of practice or how to teach the specific knowledge and skills in their industry. Researchers in schools have found that the best CPD is that which focuses on what teachers have to teach and how to teach it,” says Wheelahan.

“Currently a teacher in plumbing – who has the expertise – doesn't receive any training in how to teach plumbing or trade. While someone may know a great deal about a particular trade, passing

that knowledge on to someone else is a different matter entirely.

“If a teacher is going to specialise in maths, they are taught to teach maths. History teachers are taught how to teach history. If this was adopted in the Vet sector, the quality of teaching would certainly be raised.

“I haven't seen this occur in Australia, but it does happen in other countries, including the UK. Maybe it is our turn.”

For now Wheelahan is working on being patient. “I would love to see things happen faster, but I will be happy if they happen. That is the important thing.”

“The only way the goals set out by COAG will be achieved is to focus on the professionalism of teachers across all sectors. And that includes VET.”



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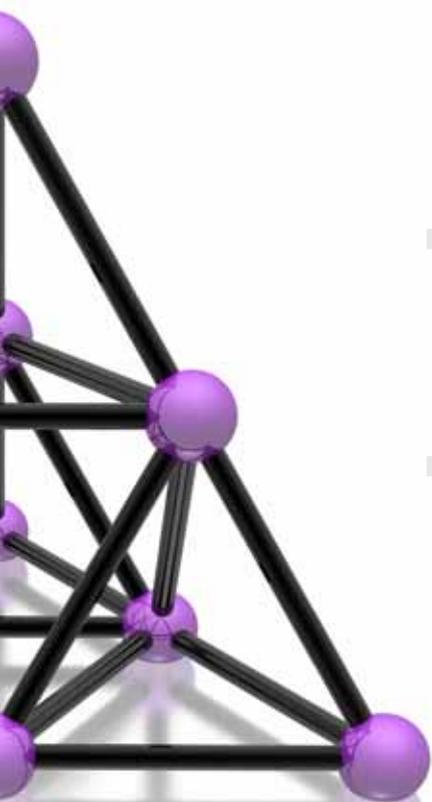
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Framework out of place in reality

The proposed national standards will require some work before being accepted, according to those in the profession.



It isn't so much the move to nation-wide standards for teachers that many in the education community object to. In fact, a large number recognise that it is an important step in improving the quality of learning for Australians.

It is the details that have caused concern.

The 120 submissions received on the National Professional Standards for Teachers (NPST) identify a number of failings in the draft and offer many suggestions.

Tasmania secondary teacher, Adam Croser holds no punches in his assessment of the NPST, saying that while the teaching profession "probably does need some form of guiding document", in its current form it will do "more damage than good to both the teaching profession and the nation's students".

He goes as far as calling it a "massive insult" to the teaching profession.

"Older teachers will do their best to duck and weave to avoid this onslaught younger teachers will be doomed to careers that are befuddled by the time consuming

registration/accreditation/promotion requirements," the teacher of more than 25 years said in his submission.

"They will be enmeshed in administrative processes of evaluation, assessment and accreditation that will inevitably distract them from the main game from working little miracles in the lives of children that they teach."

It also doesn't make any allowance for the reality of the impact particular workplace environments have on encouraging or limiting good practice, he said.

"It demonstrates no awareness that professional practice is situated geographically and culturally and that extraneous factors beyond the teacher's control, will affect a teacher's performance."

A similar concern was raised by the Association of Teachers of Speakers of Other Languages (ATESOL), ACT, saying the day to day, time consuming, mundane but crucial work done by some teachers was not acknowledged.

"For example, ESL teachers working with youth with minimal or no schooling and teachers in indigenous communities must work long and hard out of class to ensure that their students come to class and to support the wellbeing necessary (for example, a place to live) for these students' participation in education," their submission said.

"If these special demands are ignored in the standards' descriptions, teachers are

likely to be penalised for the time they spend in attending to them.”

Marguerite Jones (PhD candidate) and Associate Professor Thomas W. Maxwell, from the University of New England agree, stating the framework is currently “a one-size-fits all” and doesn’t take account of context.

To highlight this point, they give the example that every graduate teacher must demonstrate that they can master all of the competencies regardless of class size and having students with special needs.

document doesn’t appear to have taken into consideration the “considerable work” previously undertaken, consulted upon and accepted by teachers across Australia.

ATESOL ACT also believe the draft standards, as currently framed, would set back existing achievements and “provoke deep cynicism” in the teaching profession.

The association is also strongly critical of the timeframe given to the consultation period, saying responses had to be prepared in haste.

what was left out.

A number of submissions argued that the national standards should include early childhood teachers, as a number of four-year teaching degrees qualify graduates to teach across both the early childhood and primary school sectors.

By including both primary and early childhood teachers, tertiary institutions will be able to design, develop and deliver courses which meet one unified set of standards for the “graduate” level, stated Early Childhood Australia, Victoria branch.

It suggests encompassing early childhood within the standards by changing the terminology ‘school(s)’ to ‘educational setting(s) and ‘children’ instead of ‘students’.

“In this way it covers 0- 18 years. As noted above many teacher education qualification courses/ programmes are birth to 8 years and some are birth to 12 years.”

It was also noted that Early Childhood Australia is in the process of developing their own standards for early childhood teachers and that flexibility in the proposed national standards to include early childhood teaching will mean other standards will have potential for integration.

“Research shows that 21st century education begins at birth should be inclusive and integrated the National Standards would be an excellent way to enhance consistency nationally.”

Whether the concerns raised in the submissions are acknowledged will become evident when the latest version of the professional standards becomes publically available.

It is perplexing to see the emphasis on “knowledge and understanding” rather than on “doing”.

Knowing and understanding is pretty meaningless unless they are translated into action.

“There is the potential for the framework to be inequitable, discriminatory and discouraging, since it is shrouded in ‘shoulds’ without taking into account the context, including the level of support teachers are experiencing,” they wrote.

The lack of wording in the standards that reflects the application of knowledge, understandings and skills needed for specific groups diminishes the work of teachers, said the submission of the Australian Special Education principals Association (ASEPA).

“...any reference to education for specific groups of students including those with special needs and disabilities in the area of knowledge, understanding and skills has not been addressed. We acknowledge the difficulties in accessing application, but previous state devised documentation that has been designed by teachers has been able to capture this across the domains.”

Having been involved in the development of professional standards over the past years, ASEPA members are concerned that the current draft

“It has come at a time when we are already overwhelmed with other demands, both locally and nationally, not least in regard to the draft Australian Curriculum. There has been insufficient time even for the significance of the draft Standards to be understood by most of our members, much less for us to offer more than the largely negative commentary.”

Another flaw raised in a number of submissions was the extent to which classroom teachers have had the opportunity to provide input into the designing of the new standards.

As well as raising concerns about what was included in the draft document, submissions also raised concerns over

standard /ˈstænd rd /, n. 1. Anything taken by general consent as a basis of comparison; an approved model. – *The Macquarie Dictionary*.

TERRAnova: renewing teacher education for rural and regional Australia



T

he absence of attention to rurality, location, and the situated nature of all teaching and learning practice in new standards for teachers and teacher education is a problem for Australian educational outcomes at the national and international level.

Staffing rural schools is an issue of continuing concern for state education departments both around Australia and overseas, and is of particular interest at the start of each school year. Every state in Australia identifies the problem of attracting and retaining teachers and other professionals to rural areas.

National indicators for the rural population all indicate the connection between geographical location and educational, health and economic disadvantage. Rural schools are traditionally identified as being harder to staff, yet students in rural, regional and remote Australia have the right to an equitable and quality education – including those whose families do not have the capacity to send them away to the city for their schooling.

In 2008, the ARC funded a large discovery project aimed at informing improvements in initial teacher education to better support beginning teachers to take up positions in rural schools around Australia, and to stay there long enough to make a positive impact on the lives and learning of rural and remote students.

Led by Jo-Anne Reid MACE from Charles Sturt University, the main objective of the research is to identify the nature of successful teacher education and recruitment strategies

aimed at making rural teaching an attractive and long-term career option at both primary and secondary levels.

Objectives

The project has worked towards three main goals, using different research strategies to gather information about:

1. The most successful teacher education strategies aimed specifically at student teachers and graduate teachers that make them want to stay in, or move to, rural areas;
2. Recruitment strategies that attract and retain quality teachers to schools in rural areas, and
3. Whether final year student teachers who receive an incentive to undertake a rural-based practicum intend to teach in a rural school once they graduate.

Methods

As a longitudinal study, it uses both qualitative and quantitative methods including three annual (2008, 2009, 2010) online surveys of final year student teachers in all Australian universities who have undertaken a rural teaching practicum during their teacher education course.

We have conducted follow-up phone interviews with those who have indicated they have or wish to apply to work in a rural school, particularly those who take up a state based financial incentive to teach in the bush.

The research team has also conducted ethnographic site studies of 20 rural schools nominated by their communities (and confirmed by educational jurisdictions) as

Very few preservice teachers in Australia currently experience any form of teacher education that will prepare them to teach outside of the metropolitan area.

having a high teacher retention rate (where significant numbers of teacher remain in the school for more than three years). In these site studies we have interviewed school leaders, beginning teachers, experienced teachers and community members.

Research findings and policy implications

Based on the extensive literature that focuses on rural disadvantage, rural education, place-based education and social geography, and the findings from our case studies and surveys, the TERRAnova project makes a strong claim for the need for focused attention to place studies in teacher education curriculum in order to support preservice teachers to understand and think differently about their work in any particular rural (and indeed in any) place.

Professional education must attend to matters of place consciousness, in order to prepare new teachers for the nature of what we are calling ‘rural social space’ as a model to help rethinking pre-service education to foregrounds attention to the effects and affordances that the economy, geography and demography of any location produces in the everyday practices of those who live and work there.

Rural communities that have been successful in attracting and retaining good teachers appear to share several

characteristics across states and jurisdictions. These relate to the practices of leadership at several levels in both the school and community. Principals are key players, of course, but in the case study communities other forms of leadership were evident from both community members and teachers. These highlight the need for all staff to understand and foreground the particularities of the community – and for these to be taken into account in staffing decisions at school, regional and state levels.

Few generalisations can be made from one school to another, apart from the understanding that it takes time and hard work to build a successful school – for new and continuing staff to experience social and working relationships that make them want to stay and teach rather than serve their time and leave as soon as possible.

This is why teachers need to have the opportunity, in their pre-service education, in their transitional years into the profession, and as a significant form of continuing teacher education to study and be supported to understand (rural) social space as a key part of the professional knowledge.

This study highlights the problem that very few preservice teachers in Australia currently experience any form of teacher education that will prepare them to teach outside of the metropolitan area. Few teachers have had a course of study

that has focused attention on place – and enabled them to prepare materials, manage classrooms, select pedagogical strategies and make the sorts of everyday decisions in their everyday practice with attention to where they are, and to the lives their students lead outside of school, the history and social patterns in which they have become who they are, and the things that are important to the students and the community in which they are working.

The research team comprises Bill Green and Wendy Hastings (Charles Sturt University), Maxine Cooper (University of Ballarat), Simone White (now at Monash University’s Gippsland campus), and Graeme Lock (Edith Cowan University).

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RESEARCH SPOTLIGHT is the result of an arrangement between the Australian College of Educators (ACE) and The Australian Association for Education in Research (AARE) www.aare.edu.au

Professor Jo-Anne Reid is a member of both AARE and ACE.

Road-testing the new National Professional Standard for Principals

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School leadership is recognised as a vital factor in improving school effectiveness and student achievement. All teachers exercise leadership although as teachers become more experienced and adept it is likely that their leadership involvement and influence will increase beyond the classroom, across the school and even further.

While all teachers exercise leadership, some teachers will seek appointment to formal positions of responsibility in schools. Standards such as those for Highly Accomplished Teachers and Lead Teachers contain leadership aspects. However there is also a need to consider standards for principals, who play vital roles in creating the conditions where teachers can teach and students can learn (Dinham, 2008). Increasingly, while principals continue to perform a variety of managerial roles, they are seen to be most effective where they place major emphasis on instructional leadership, i.e., teaching and learning:

School leaders who focus on students' achievement and instructional strategies are the most effective ... It is leaders who place more attention on teaching and focused achievement domains ... who have the higher effects. (Hattie, 2009: 83)

Professional standards for school principals can play key roles in aiding reflection and self-development, formulating suitable professional learning experiences, attracting and selecting suitable candidates for positions of responsibility and assessing the effectiveness of school leaders. Standards also articulate the values, knowledge and practices of school leaders to the wider community.

One of the challenges in writing a standard for principals is to capture the sheer diversity of the contexts in which Australian principals operate – from teaching principals to those heading multi-campus schools, low to high SES, low to high NESB, urban to regional to isolated, struggling to successful schools, government to other systems to independent schools.

Nevertheless, the above has not deterred Australia's developers of standards. Quite the reverse in fact. When ACER conducted a mapping and consolidation of Australian leadership/principal standards for DEEWR in 2009, we examined more than sixty extant standards and frameworks currently being used for a variety of purposes. Like others, we concluded that given developments in Australia such as national testing and national curriculum, the time was ripe for a national standard for principals to accompany national standards for teachers at a number of key career stages, and national accreditation of teacher education courses, developments we had advocated previously in a report for the

Business Council of Australia (Dinham, Ingvarson & Kleinhenz, 2008).

AITSL commenced work on the development of the National Professional Standard for Principals in early 2010. This work was led by Dame Professor Patricia Collarbone, an acknowledged expert in the field. AITSL established an external expert steering group to guide and support this work and there has been an intensive and extensive process of research, drafting, critical review and feedback from organisations and jurisdictions across Australia. A feature of this work to date has been the universal support for the initiative from across all sectors.

This process now enters a critical and exciting stage with the piloting or 'road-testing' of the Standard. A series of projects across Australia will be funded and undertaken in the first half of 2011. These will take place in a variety of contexts and the exposure draft of the Standard will be applied to a range of intended purposes, the common feature of which will be use of the Standard with principals and aspiring principals. Three key questions relate to the authenticity, usefulness and value adding of the Standard. In short, does it work?

Findings from the various projects will be shared with the Australian educational community in 2011 and will inform further work on the Standard. Through this process, it is envisaged that Australia will have a true National Professional Standard for Principals which will provide an effective framework for professional learning, reflection on practice and which will inform practices to attract, prepare and develop effective principals to lead Australia's schools in the 21st Century.

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Professor Stephen Dinham is the Chair of Teacher Education and Director of Learning and Teaching at the University of Melbourne. He has been working with AITSL on the National Professional Standard for Principals and will coordinate the pilot studies.

The first Aussie curriculum

Australian history has faithfully recorded the monumental meeting that took place in 1901 among our colonies' leaders who came together to thrash out a constitutional document that would bear witness to the birth of, and give carriage to, the Federation of Australia. This pivotal moment followed a series of referendums that took place among the colonies between 1898 to 1900. In these unprecedented days that would seal the birth of a nation, the Father of Australia, Sir Henry Parkes, carried in his beloved old briefcase a document that would shape this group of colonies into a flourishing nation whose reputation, repartee and natural riches was to become the envy of the world. Sitting together on that momentous occasion – representing the eclectic mix of convicts, new settlers, farmers and English servicemen and women – the founding fathers set in motion the blueprint that would remain in place today as the seminal document that gives each of us legitimacy as Australians.

But what if our founding fathers had lingered a little longer that night? What if those crafty old great-grandfathers of our nation had sensed a one-off opportunity to bring about another momentous achievement, to carve out another pivotal document; and what if Sir Henry had said...

"Hang on gents, stay awhile, our course is not yet run...

A new country's just been born and there's much still to be done. Sure we've got the big one bagged but let's not beat the drum, How can we leave our beaut new country, without its first curriculum?

What will the teachers teach when the boys and girls arrive? How will we build a nation that can learn and live and thrive?"

And what if they'd put their hands up and bunkered down some more, Spreading the butcher's paper right across the floor. What would they've devised for our brightest and our young, For those in our towns and cities, and those still farther flung?

Would they reach agreement on how and what to teach? Not likely, thought the gathered throng, but kept his thoughts to each. Now if history's true, they all agreed it was a worthy cause, So while the blood was up, they'd have a crack, and never took a pause.

Henceforth they worked with minds alert to stir the thinking pot, And come up with a document that would encapsulate the lot. We'll need inches in a mile they said and fathoms in the sea, And how to navigate at night and brew a cracker cup-of-tea.

And what of Maths and Science was the cry that could be heard, And English too - the wondrous Bard – to enjoy the classical word. We want none of that PC stuff the Taswegian was quick to say,

They can read the good stuff I read, I loved it in my day... "We'll teach them to kick a Sherrin," said the Victorian, tongue in cheek, "And we'll have training on the oval, at least three times a week." The Westralian said, "Hang on friend, we've had enough of that, If it's games your planning to include, then they'll have to learn to bat."

The New South Welshman looked askew at his southern friend, "I shan't countenance a document of insignificance, nor one that pays scant regard for pounds and shillings and pence." "Turn-it-up old friend, the children will learn to count, And when they traverse this wide brown land, they'll know how to ride a mount."

The South Aussies and Territorians knew the importance of the land And to keep a weather eye on the elements close at hand. "We've got to live with an open mind and learn as the seasons go, If we don't stop to watch the ebb and flow of the tides, there are things we will never know."

Now the Queenslander who'd been still 'til now, just sitting back all quiet, Intently watched the discussion flow, long into the night. "This looks a little bland to me, it needs a real spark, Unless we add the spice of life, we're shooting in the dark.

The love of country is what we need and respect for all instil, Teach them no one can put them down nor break an honest will. Help them learn respect for the land and the people who came first,

And that friendship and tolerance are for what all people thirst.

And across the years their knowledge will advance beyond all current thought, To have an inquiring mind of all, in love and life and sport. Make sure the mind is open and the heart is warm for all, And that bullies are the easiest to beat and drop hardest when they fall.

Teach them to observe the things that bring honour to all mankind, And that beauty's only atop the skin, but integrity is in the mind. Teach that you never give in, no matter how hard the fight And to never deviate from the course of what they know is true and right.

Let them know to give away, is better than to receive And that their gifts of time and presence are the greatest gifts to leave. Have them understand that to serve others is the genuine source of joy, And that this nation is a real gift, for every girl and boy."

And so it went into the night, 'til old man Parkes called "Time, We've done a lot, but let's be sure, to rush would be a crime. It's clear that when she's done he said, we'll have a stirring charge, A document that can live in the hearts of all, as big as this nation's large. Let's rest a while he beamed with pride, and break out the old dark rum, I reckon she's almost in the bag he said, the first Aussie curriculum." ■

Alan R Campbell MACE
English teacher

A leader of the times

James Dwyer FACE opens the ACE files on a founding member who achieved many firsts. And at the grand age of 100, her outstanding contribution to education in Australia is still making an impact.

T

he list of Dr Anna Hogg's achievements is as long as it is impressive. Breaking the ceiling on repeated occasions even before it was glass, her accomplishments were remarkable. Not only for a woman, but for any educator.

Dr Hogg was born in Kilmarnock, Scotland, in 1910 and attended the Annan Academy for Schooling. Her father was a pharmacist, while her mother was of very frail health. It was this latter fact which led the family to migrate to the warmer climate of Sydney in 1924.

After graduating from Fort Street High School, she undertook her undergraduate studies at Sydney University where she won the Q S Caird Scholarship for Philosophy, a discipline which always fascinated her and which, along with her very strong Christian faith, largely guided her life.

She gained her Bachelor of Arts degree with first class honours, in the course of which she was the first woman to be awarded the University Medal in Philosophy. She then undertook her Diploma of Education at the same institution and in 1933 commenced her teaching career.

For a person whose first academic love was philosophy, domestic science was not the most suitable or satisfying of teaching appointments. Later appointment as a teacher of English, French and history brought much greater



satisfaction in her choice of teaching as a career.

Encouraged to apply for the position of Lecturer in Education at Sydney Teachers College, she won the appointment and in 1938 began a long and distinguished career in teacher education. In 1947 she gained a Bachelor of Education degree (with honours) from Melbourne University and in 1948 became the first woman to be appointed as head of the Department of Teacher Education at Sydney Teachers College, a position she held until her retirement in 1973. This was a challenging but outstandingly successful appointment, with its responsibility for a staff of which more than three-quarters were male.

Another major first was being the only Australian woman to have been awarded the Imperial Relations Trust Scholarship to the

University of London at the time, in 1953. Her period in London was one of the most satisfying of her life. Here she undertook her PhD studies on the centrality of the New Testament to all Christian belief.

Dr Hogg's work in teacher education was not confined to Sydney Teachers College. Her duties extended also to lecturing in the Philosophy of Education at the University of New South Wales in

South Wales Institute of Educational Research (president), the Australian Teachers Christian Fellowship (president and chair), the Council of Churches, the Council for Christian Education in Schools, and the Australian College of Theology.

She had a long association with the Goulburn College of Advanced Education, becoming Chair of its Council and being made an Honorary Fellow. She

made to education in Australia.

As one of her former teachers college students, Colin Macdonald, recently commented:

"During my years as an Inspector of Schools I frequently quoted the wisdom of Dr Hogg. In conversations over the years there seem to be a significant number who speak highly of her and recall the impact she has had on their teaching careers." ■

In conferring upon her the degree of Bachelor of Education (Honoris Causa) Sydney Teachers College honours Anna Catherine Hogg for her academic and administrative Leadership in the College and her outstanding contribution to education in Australia

14 June 1981

its Diploma of Education and Bachelor of Science (Industrial Arts) programs. She also for a time conducted seminars for medical doctors in the art of teaching and examining.

Another aspect of her work at Sydney Teachers College was instructing teachers who were preparing to teach in Papua New Guinea. To prepare for that task, she travelled to Papua New Guinea and found great excitement and satisfaction in visiting the remote areas where her teachers would be working.

A strong belief in Christian teaching pervaded the whole of Dr Hogg's academic, professional and personal life. In 1958 she became the founding editor of the *Journal of Christian Education*, a position she held for 19 years. She regarded this journal as much an academic publication as a religious one and was proud of its overseas circulation, particularly in the US.

She also wrote and co-authored several books, including *Understanding Teaching Procedures* (1973, with Keith Foster), *The Concept of School Discipline* (1975), *A Christian in the Profession* (1981) and *Values in Focus* (1984).

Her leadership in other educational and religious activities is further shown by her active membership in the New

was appointed as a member of the Board of Teacher Education in New South Wales and as a member of the Teacher Education Board of Queensland.

In addition, Dr Hogg served the Australian College of Educators with enthusiasm and distinction. As one of the few women invited to participate in the Founders Convention of the then Australian College of Education at Geelong Grammar School in May 1959, she regarded 'excellence in education – at all levels' as her most abiding recollection of that historic occasion.

The existence of real fellowship between representatives of all sectors of the education spectrum and the willingness of delegates to respect and learn from one another were, in her estimation, major factors in the success of the Convention and the successful foundation of the College.

As well as being a Founder Member of the College, she became a member of its Council, Chair of its Board of Censors and a member of the New South Wales Branch for many years. She was awarded Fellowship of the College in 1963.

In July 2010 Dr Hogg celebrated her 100th birthday, an occasion which presented the opportunity for many to recall the magnificent contribution she

Information for this article has been obtained mainly from documentation gleaned from the files relating to Dr Hogg and held in the Australian College of Educators Official Archive. The majority of the material used is included in the audiotape conversation with Dr Hogg, conducted in 1994 by College Archivist, Tony Ryan, as part of the Oral History Project of the College.

ABOUT THE AUTHOR:

Following an early career in education, James Dwyer undertook studies in librarianship and worked at the National Library of Australia and subsequently as Chief Librarian of the Canberra Public Library Service. He returned to education as Superintendent of Curriculum (Libraries) in the Education Department of South Australia for 25 years and later as Executive Director of the South Australian Institute for Catholic Teacher Education. He was elected Fellow of the Australian Library and Information Association in 1982 and Fellow of the Australian College of Educators in 1981.



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