Standards of practice, not standardising practice

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National Professional Standards for Teachers
THE NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS
Standards for Teachers – career stage progression

- Graduate
  - Accreditation of initial teacher education

- Proficient
  - Registration
  - Re-registration
  - Mandatory

- Highly Accomplished
  - Certification
  - Voluntary

- Lead
  - Certification
Illustrations of practice
Instructive questions to prompt reflection

Standards referenced:
• One career stage
• Multiple focus areas

Information about the lesson intentions

Links to the Australian Curriculum where relevant

Information about the students

Instructive – questions to prompt reflection

Information about the school context and geographical location
Illustrations of Practice

Creative online learning

About
A program coordinator leads and facilitates a practical workshop to enable teachers at the school to gain a better understanding of how to promote a focused and productive learning environment through the use of wiki and blogs. In particular, teachers learn strategies that will enable students to take responsibility for their own learning.

Standards

Questions for discussion

Learning context

School context

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Download this video
“The ‘Illustrations’ are very Australia, they show diversity, they catch a glimpse of different teachers doing different things everywhere – and there is something for everyone at different levels.”
The SAT is designed to help teachers reflect upon their professional practice and will provide assistance for teachers in:

- Performance and development goal setting
- Planning for professional learning
- Identifying strengths and weaknesses against the *Australian Professional Standards for Teachers*
- Assessing their readiness to apply for certification at either the Highly Accomplished or Lead career stages.
Where to from here?

- Professional practices that elicit the 21\textsuperscript{st} Century skills we all agree young people in today’s schools need:
  - problem based learning
  - project based learning
  - enquiry based learning
Australian Charter for the Professional Learning of Teachers and School Leaders
Teachers take responsibility for, and actively engage in, professional learning in order to build their capacity and that of others.

To change professional practice in ways that improve the learning, engagement and wellbeing of every Australian student.

System leaders and policy makers enable and support a learning and development culture in schools.

School leaders engage in and model learning and lead the development of a learning culture in schools.
We’re exploring:

- disciplined collaboration
- online and social networking
  - commercial e.g. twitter
  - bespoke e.g. teacher feature
- “subversive” PL groups
- Augmenting the SAT with a focus on reflection on PL
Australian Teacher Performance and Development Framework
- Creating a culture of improvement, feedback and growth for all teachers within all schools
- Recognises the entitlements of teachers to receive feedback and support
- Local implementation – context is everything
Innovating observation and feedback

Interested in:

- bug in ear coaching
- platforms that enable observation and feedback no matter where you are e.g. IRIS connect
National Professional Standard for Principals
Context: School, sector, community: socio-economic, geographic: and education systems at local, regional, national and global levels

The standard for principals: The role in action

Leadership requirements

Professional practices

Vision and values
Knowledge and understanding
Personal qualities, social and interpersonal skills

Leading teaching and learning
Developing self and others
Leading improvement, innovation and change
Leading the management of the school
Engaging and working with the community

High quality learning, teaching and schooling
Successful learners, confident creative individuals and active informed citizens*
School Leadership Clearinghouse

- interactive
- up-to-date repository of the latest research and best-practice in the field of school leadership development
- designed especially to support the learning and growth of leaders in Australian schools
Resources to support the Standard

- Matrix
- Activity cards
- Scenarios
- iTunes App
- 360° reflection tool
Getting the education community involved – changing the discourse
News Room
Teacher Feature

Your Place For Sharing Education Ideas.

- Suggest a topic for discussion
- Find out what’s on other teachers’ minds right now
- System leader voice
- Teacher voice
- School leader voice
- Shareable through social media channels
What inspired you to consider teaching as a career?
Accreditation of Initial Teacher Education Programs in Australia
Nationally Consistent Registration of Teachers in Australia
Registration

Full registration

- Evidence against the Proficient Standards
- Within 5 years of employment
- No less than 80 days of professional practice
- Suitability requirements

Renewal of registration

- 100 hours of Standards-referenced professional learning over 5 years
- Maintain proficiency and suitability
Certification of Highly Accomplished and Lead Teachers in Australia
Certification of Highly Accomplished & Lead Teachers

- Recognise and promote quality teaching
- Provide an opportunity for teachers to reflect on their practice
- Provide a reliable indication of quality teaching that can be used to identify, recognise and/or reward Highly Accomplished and Lead teachers
Pre-assessment
Eligibility, self-assessment and professional discussion

Assessment Stage 1
Submission of evidence, desktop assessment of evidence and referee comment
Successful applicants progress to Stage 2

Assessment Stage 2
Site visit including direct observation of practice and professional discussion

Certification
Decision making and recommendation