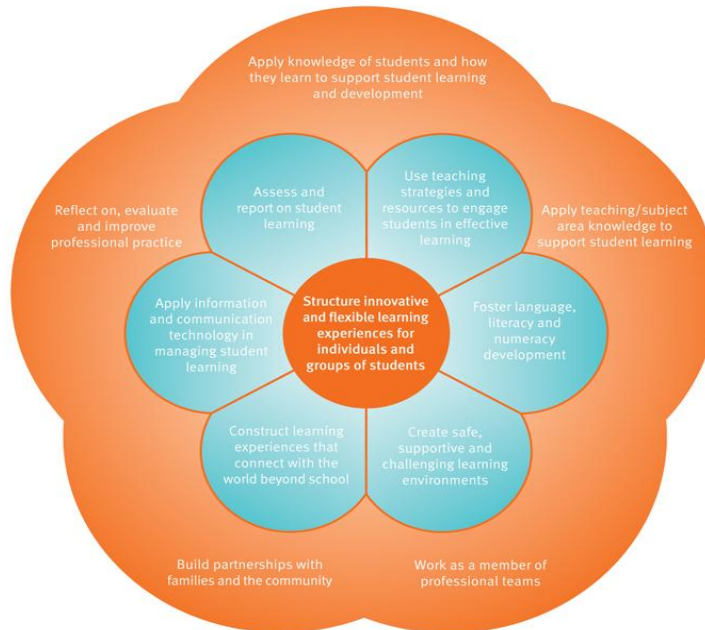
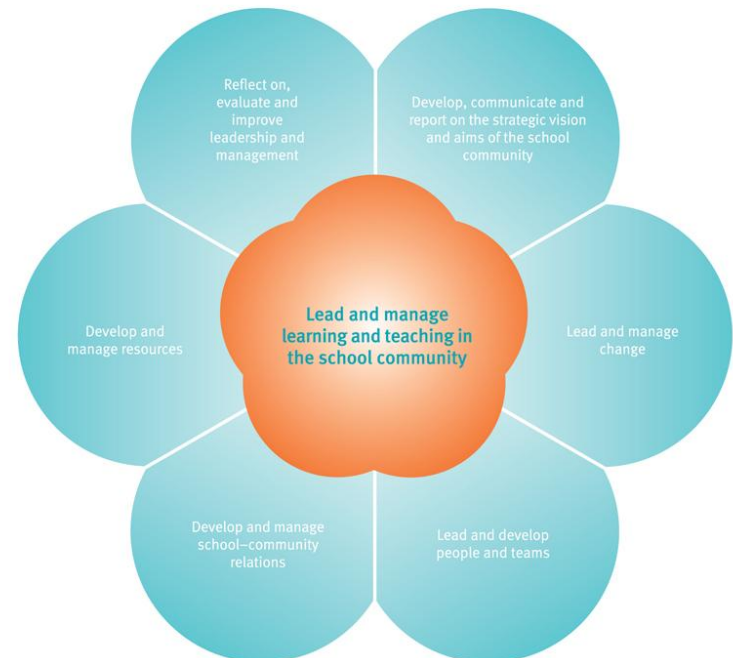


NATIONAL PROFESSIONAL STANDARDS

Professional Standards for Teachers



Professional Standards for School Leaders



**Second Annual Conference on Action Research
Saturday 20th June 2009**

Your presenters...

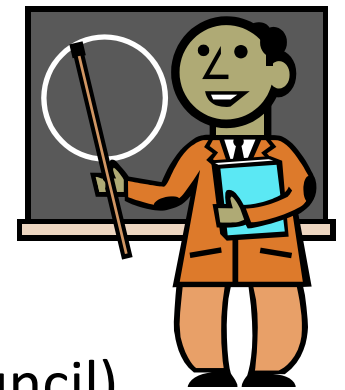
Lesley Friend and Stuart Taylor

Facilitator/trainers

National Professional Standards Project

Education Queensland International

(Under contract to the Supreme Education Council)



Two important documents

- 1. National Professional Standards for Teachers and School Leaders*
- 2. Implementation of the National Professional Standards for Teachers and School Leaders*

National Professional Standards for Teachers and School Leaders

- provide a common reference point to describe, celebrate and support the complex and varied work of teachers and school leaders in the new Independent Schools
- describe what teachers and school leaders need to know, understand and be able to do

(page 1)

Implementation of the National Professional Standards for Teachers and School Leaders

- Recruitment and selection
- Induction
- Managing performance
- Professional development
- Registration and licensing
- Managing under-performance

Purpose of project and this research



To support schools in their understanding and application of the *National Professional Standards for Teachers and School Leaders* and related policies

How far did schools travel?

- What sort of outcomes were we looking for?
- What sort of evidence did we collect and how did we get it?
- What did we do to produce the desired outcomes?
- What was the end result?

What sort of outcomes were we looking for?

- Implementation with respect to
 - *Capacity building* of teachers and leaders
 - *Accountability (policy implementation)*
 - *Portfolios*
 - Collecting and annotating
 - Making judgments
 - *Professional Development* alignment
 - *Reflective practice*



What sort of evidence did we collect?

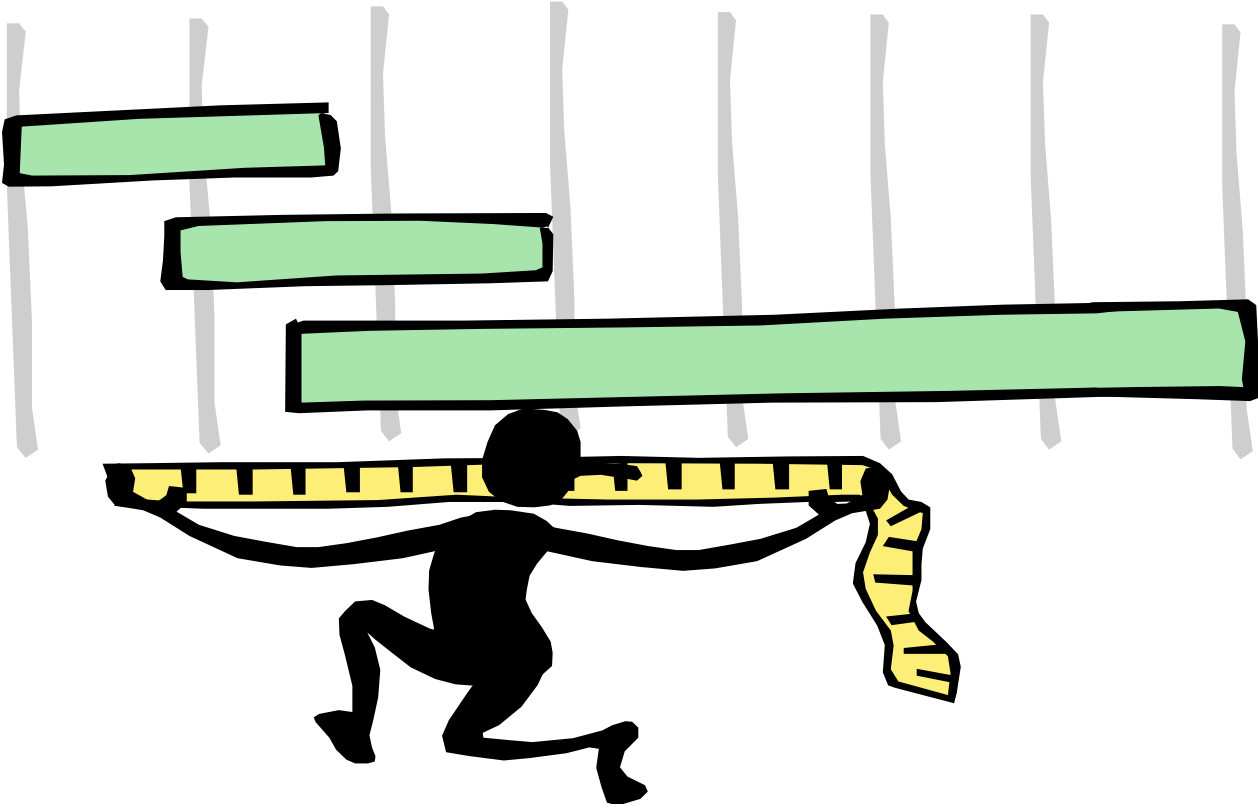
- 5 point scale
 - distance travelled October to April – school processes and products
 - NPS Cluster facilitators (in consultation with school leadership teams)
 - Measured capacity building and accountability
- Focus Group surveys and interviews
 - distance travelled October to April
 - staff understandings and attitudes
 - School educators



5 Point Scale

- 5 Embedded in practice
- 4 Significant progress made
- 3 Planning and some implementation exists
- 2 Limited progress
- 1 No appreciable start

Focus Group: Surveys



Leader Survey

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I have a good understanding of <u>all</u> of the <i>National Professional Standards for Teachers</i> .					
I have a good understanding of <u>all</u> of the <i>National Professional Standards for Leaders</i> .					
I have a <u>good understanding of my role and responsibilities</u> in relation to the implementation of the <i>National Professional Standards for Teachers and School Leaders</i> .					
<i>The National Professional Standards for Teachers and School Leaders</i> <u>have supported</u> my work.					
Comments:					

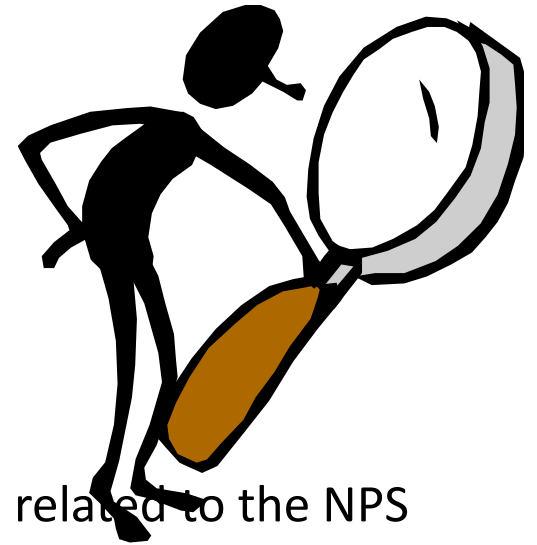
Teacher Survey

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I have a good understanding of <u>each</u> of the <i>National Professional Standards for Teachers</i> .					
<i>The National Professional Standards for Teachers</i> <u>have supported</u> my work as a teacher.					
I have a good understanding about <u>what I am required to do/how I am supposed to use</u> the <i>National Professional Standards for Teacher</i> .					
Comments:					

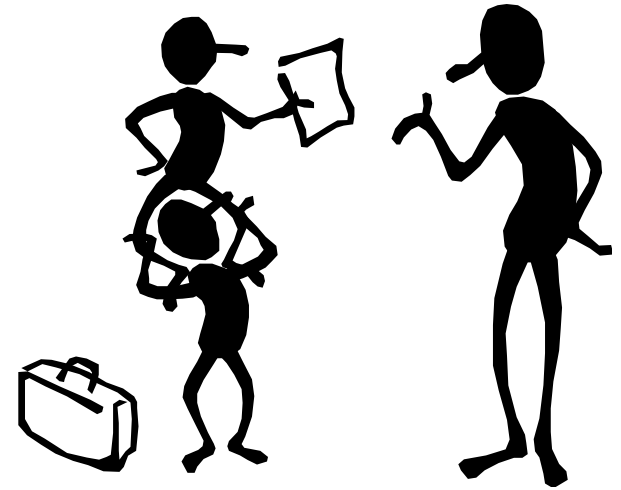
Focus Group: Interviews

Teachers

- **ways** in which the standards will be used
- ways NPS **important** for
 - a) teachers , school and education
- **participation** in professional development activities related to the NPS
- Participated in **self-assessment** activities related to NPS
- **uses** made of the NPS in department/classroom or use in future
- **opportunities** and **challenges** in department/classroom as you implement the NPST
- provided opportunities for **working with others** inside or outside your school



Interviews



Leaders

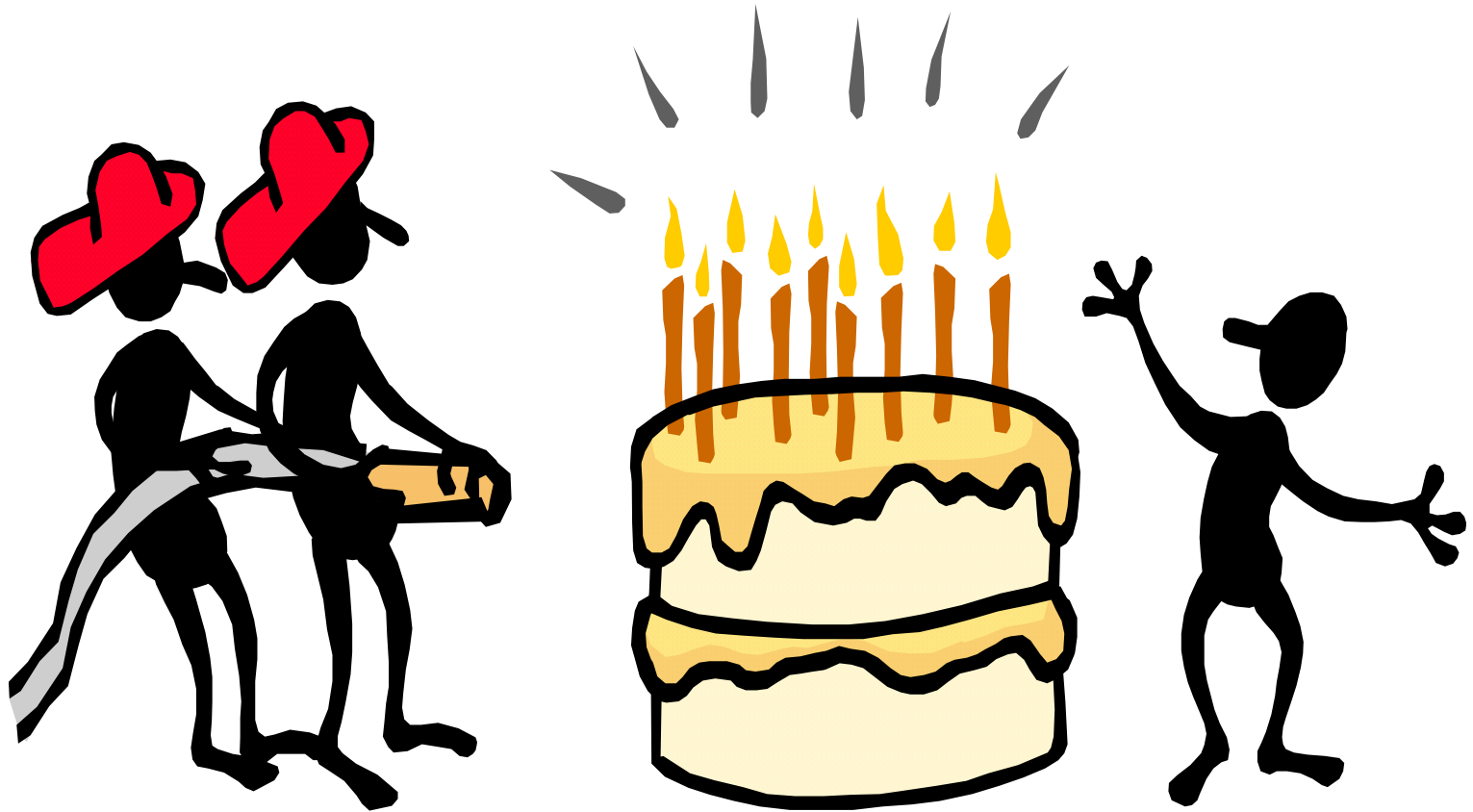
- **understand** how the NPSTSL will be used
- ways NPS are **important** for a) your school b) the education system as a whole
- participated in **professional development** activities related to the NPS
- **uses** made of the NPS in school or how you might use them in the future
- use of the NPS provided opportunities for **working with others** inside or outside your school
- **opportunities** and **challenges** you face in school as you implement
- **role/responsibility** in implementing the NPS

What did we do to produce the desired outcomes?

- Cluster approach
- Cluster meetings
- Classroom observations and feedback
- Workshops - leaders and teachers
- Mentored and coached
- Tools and templates
- Worked across institutions

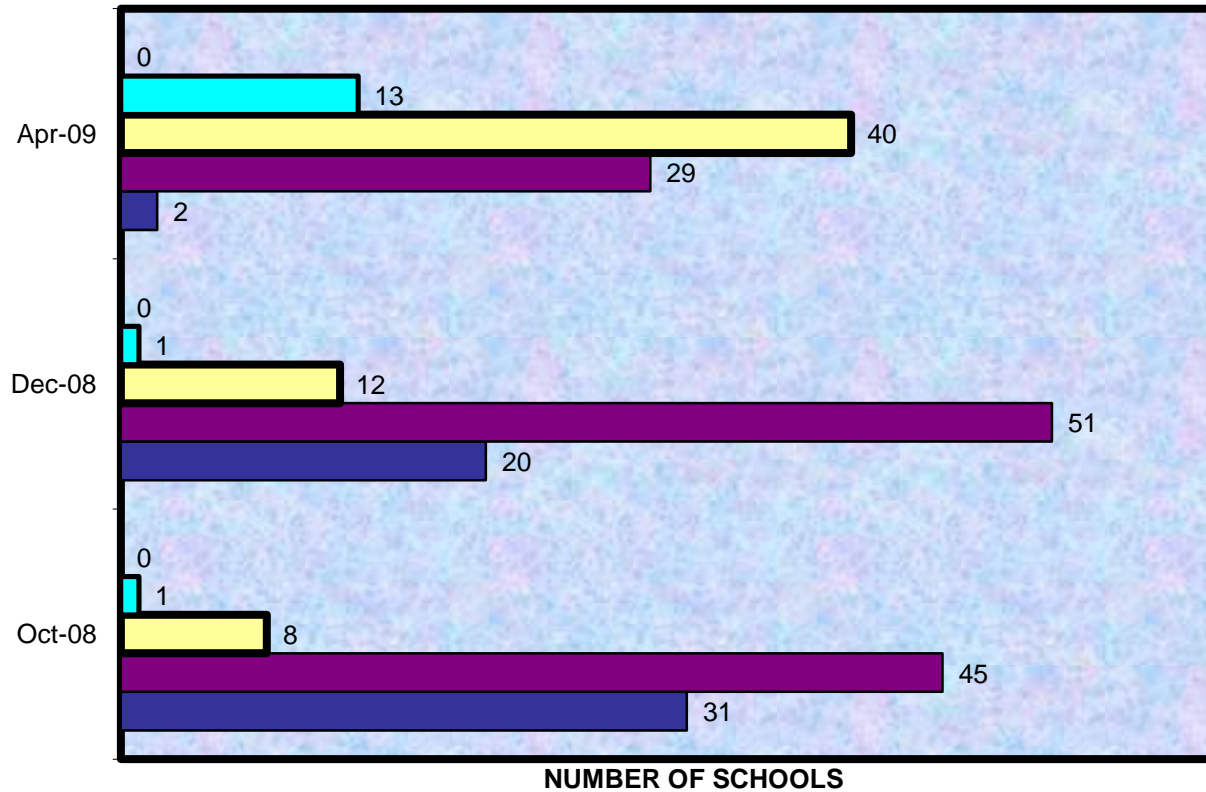
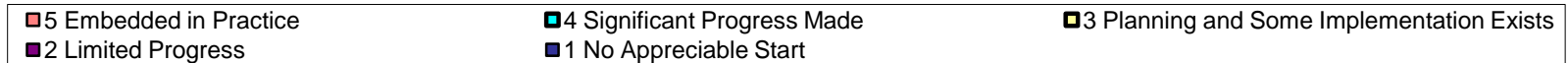


What was the end result?

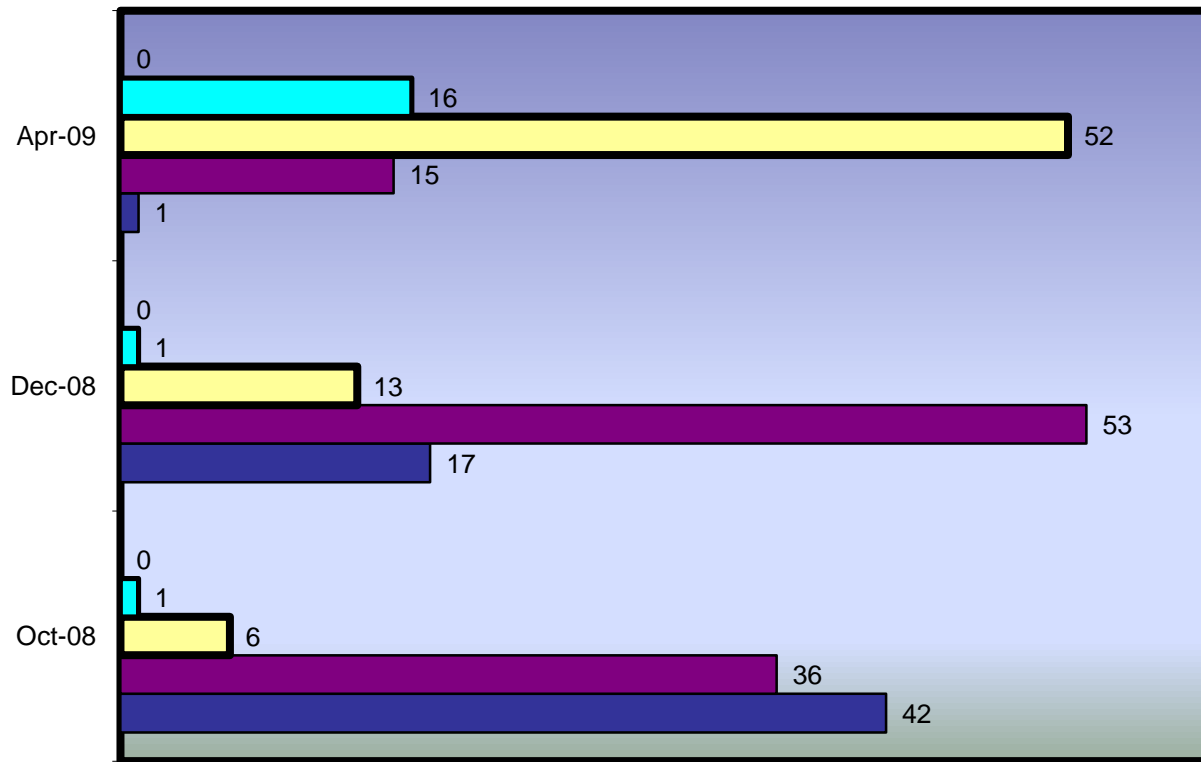
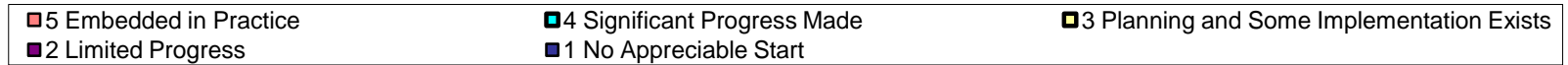


5 Point Scale

OVERALL ACCOUNTABILITY



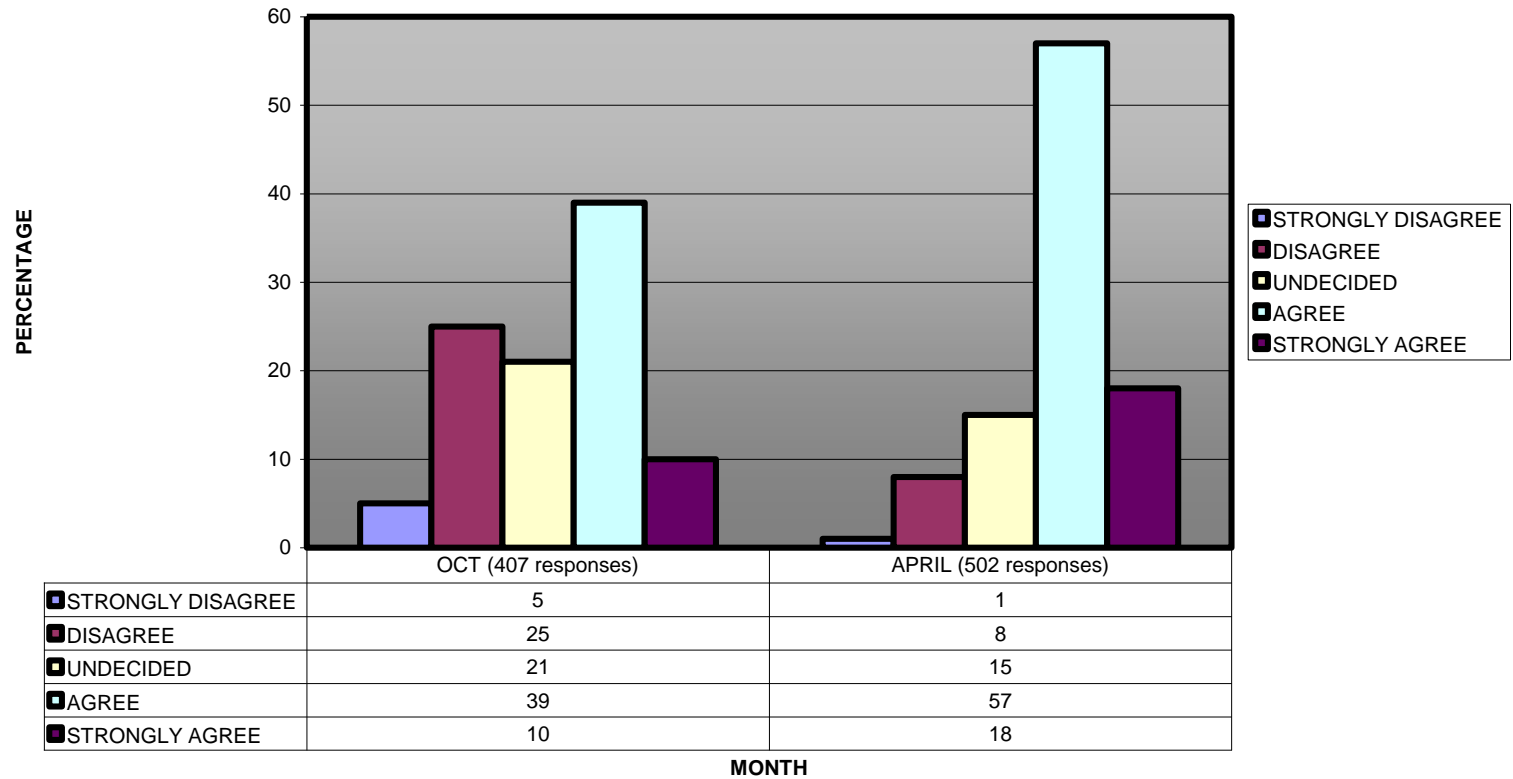
OVERALL CAPACITY BUILDING



NUMBER OF SCHOOLS

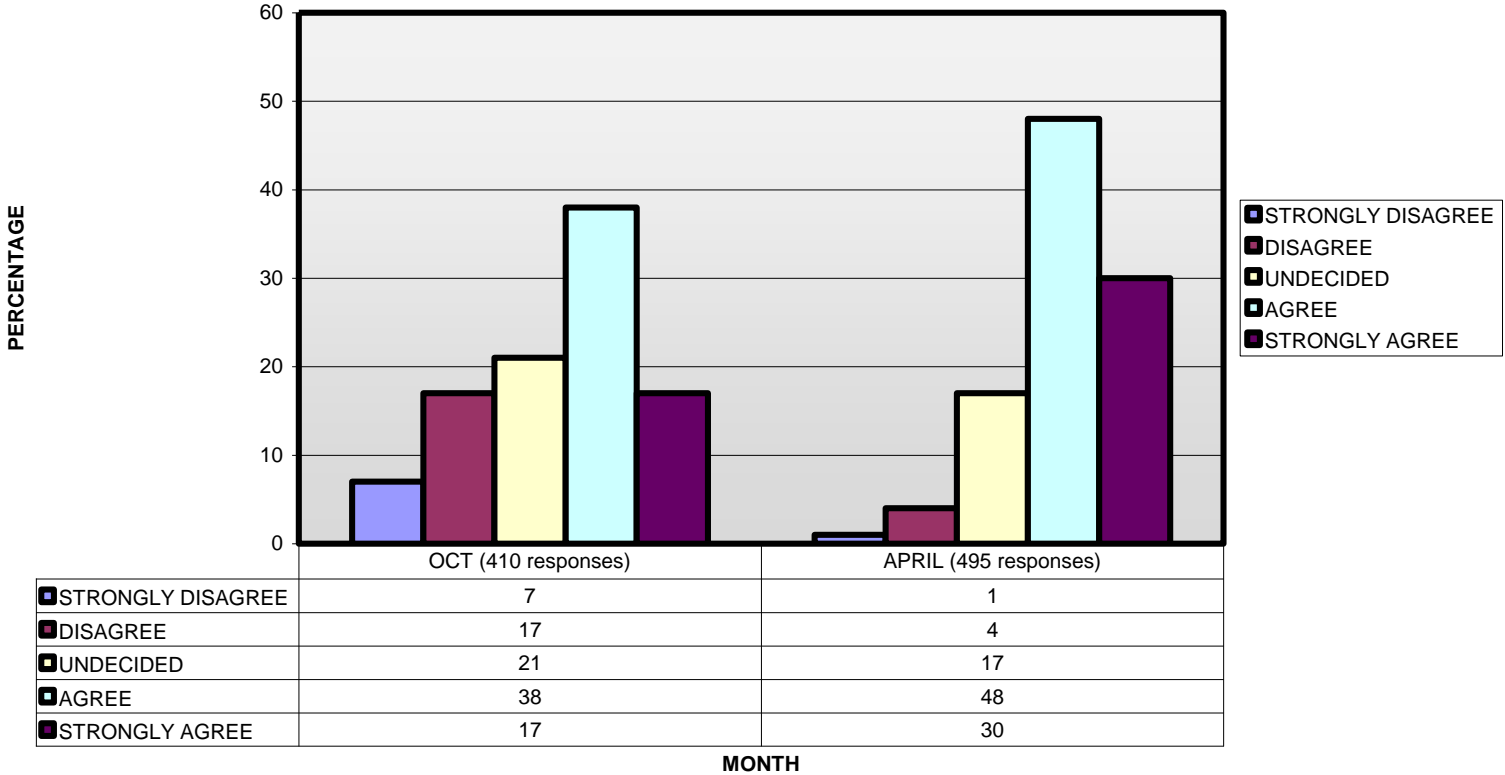
Focus group Teachers

FOCUS GROUP DATA (TEACHERS)
Q1 I have a good understanding of each of the NPST



Focus group Teachers

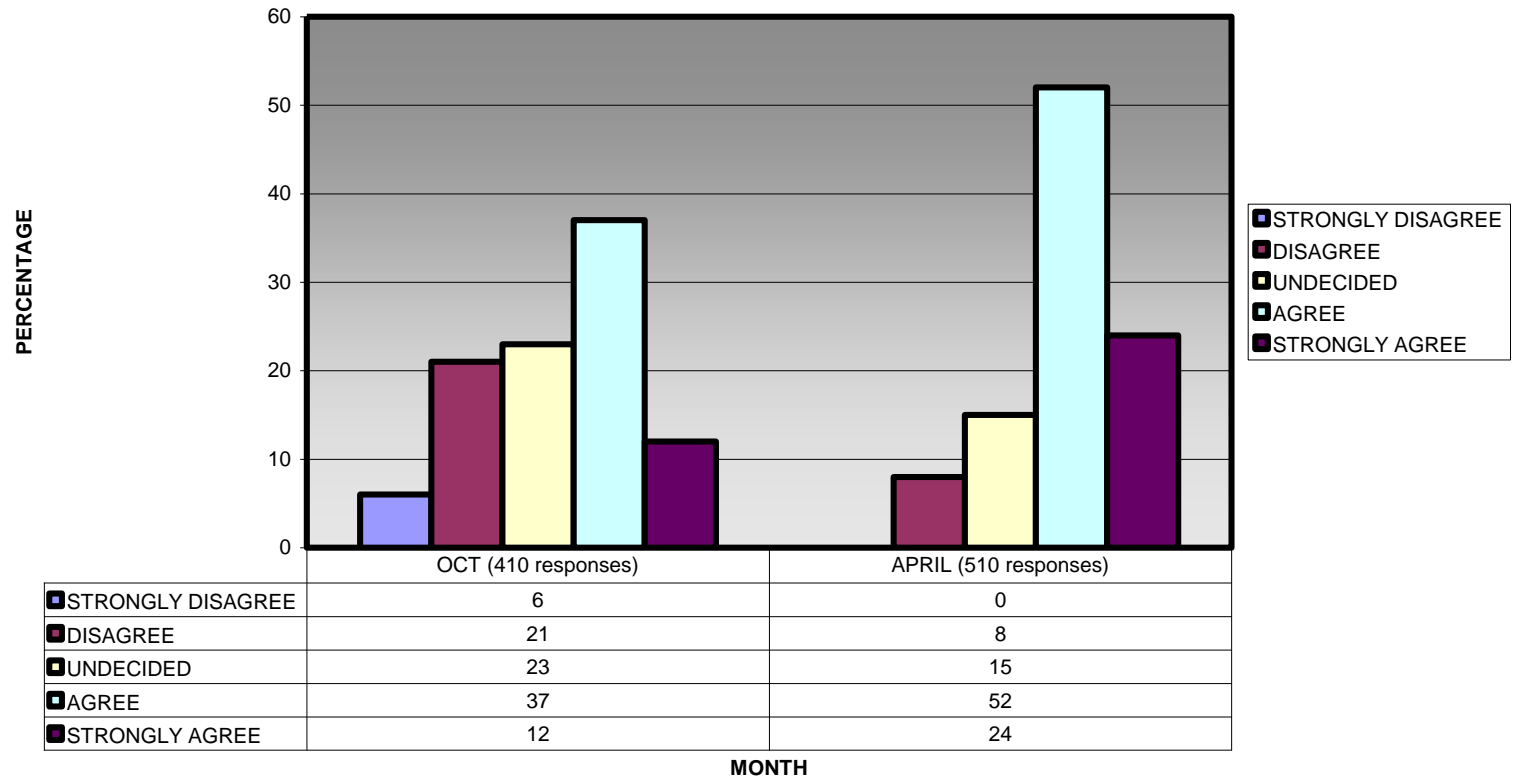
FOCUS GROUP DATA (TEACHERS)
Q2 The NPST have supported my work as a teacher



Focus group Teachers

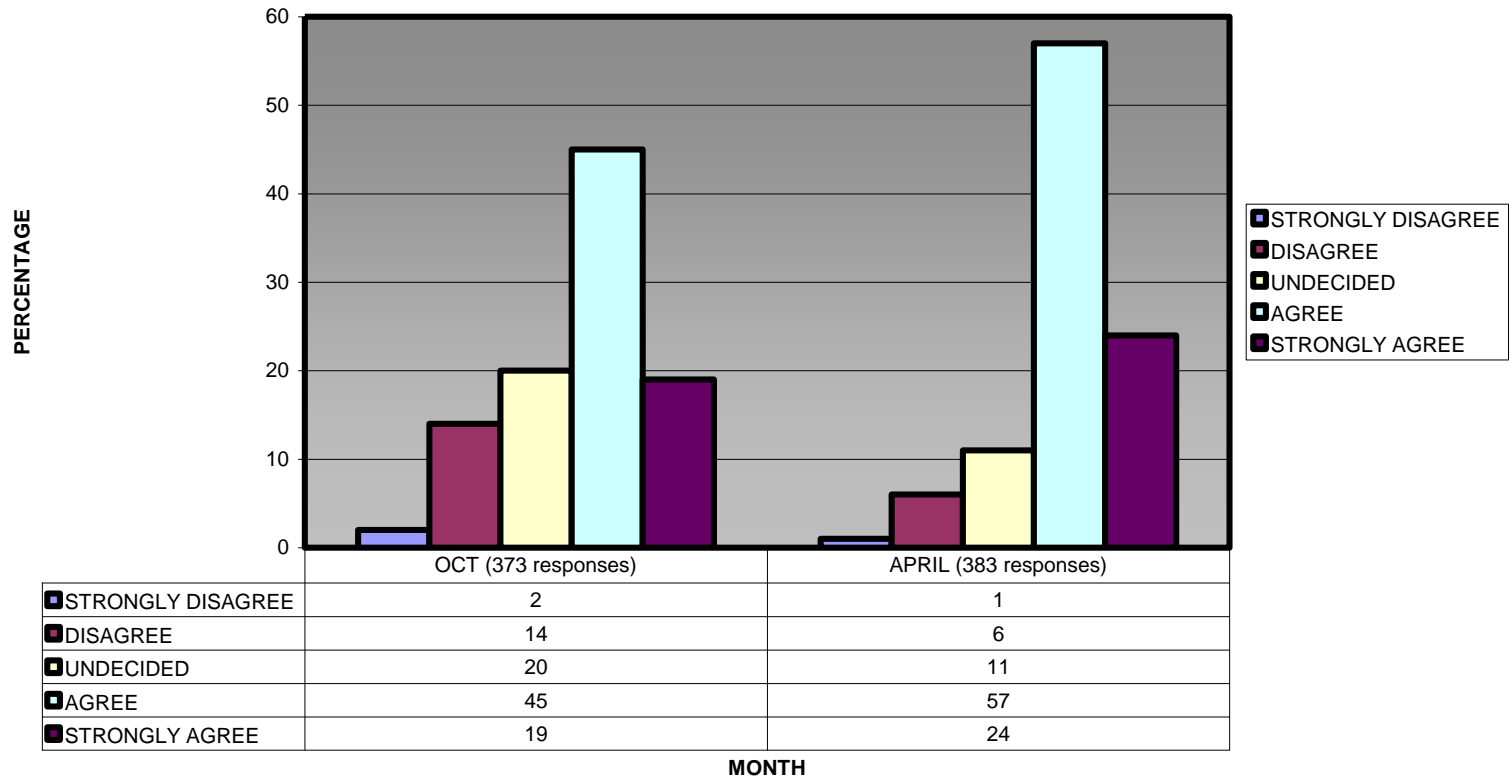
FOCUS GROUP DATA (TEACHERS)

Q3 I have a good understanding about what I am required to do/how I am supposed to use the NPST



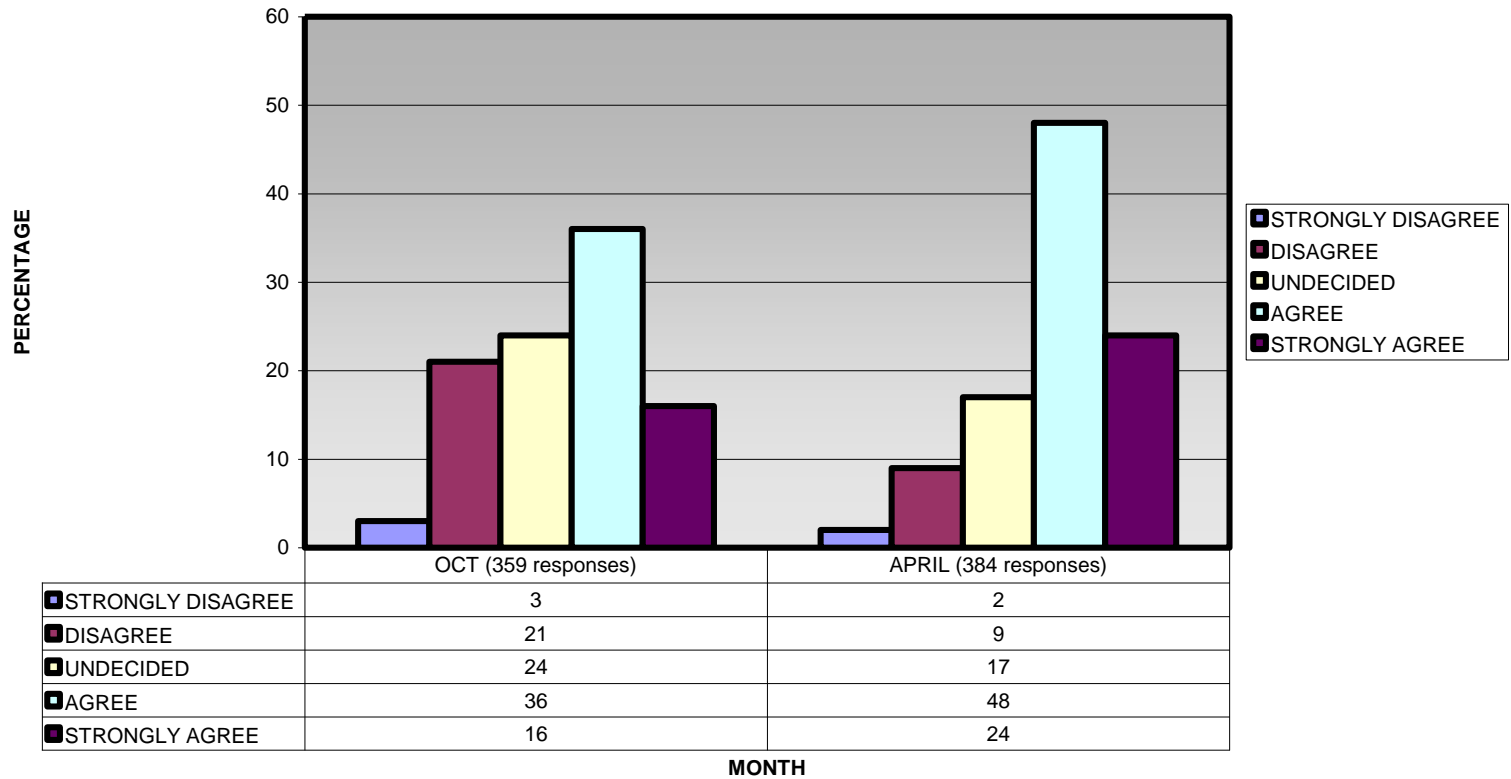
Focus group Leaders

FOCUS GROUP DATA (LEADERS)
Q1 I have a good understanding of all of the NPST



Focus group Leaders

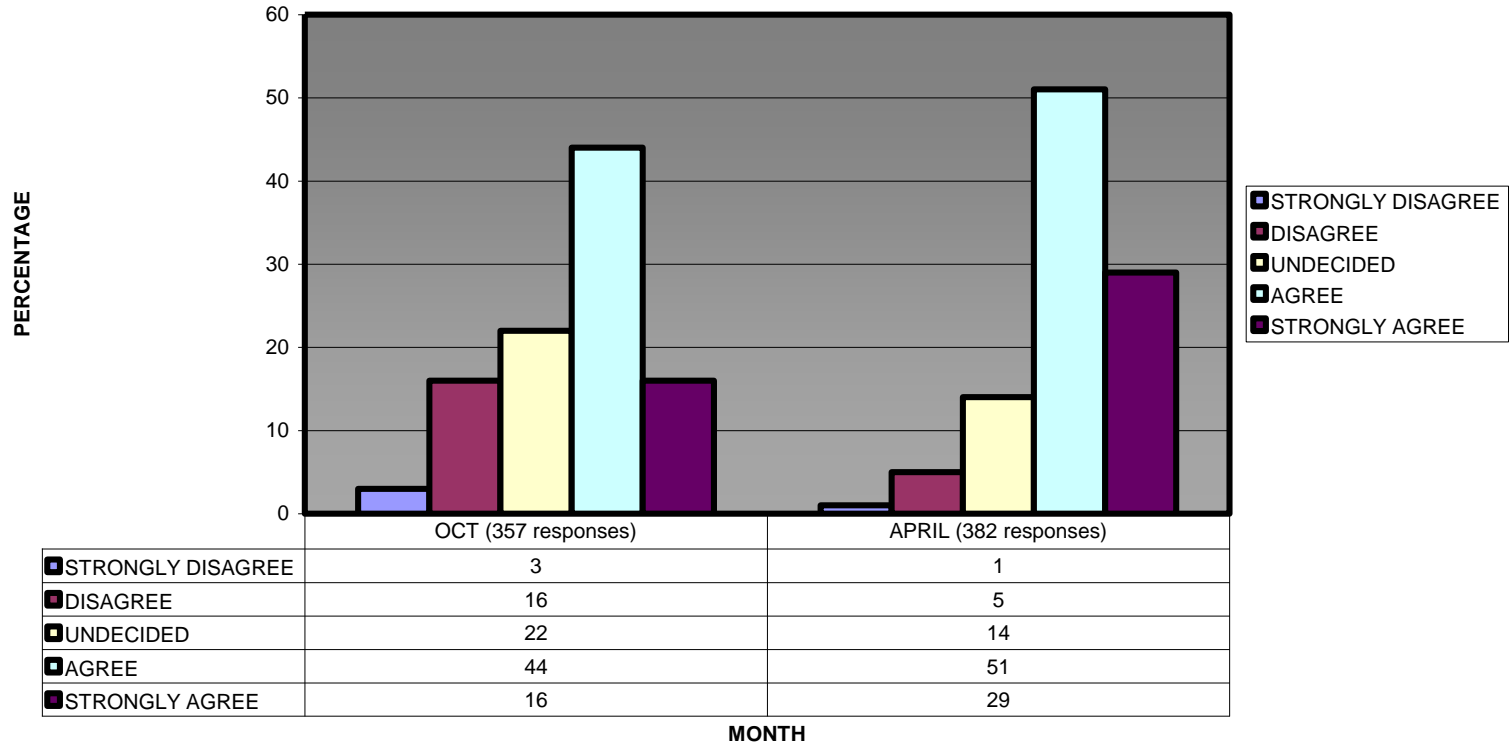
FOCUS GROUP DATA (LEADERS)
Q2 I have a good understanding of all of the NPSSL



Focus group Leaders

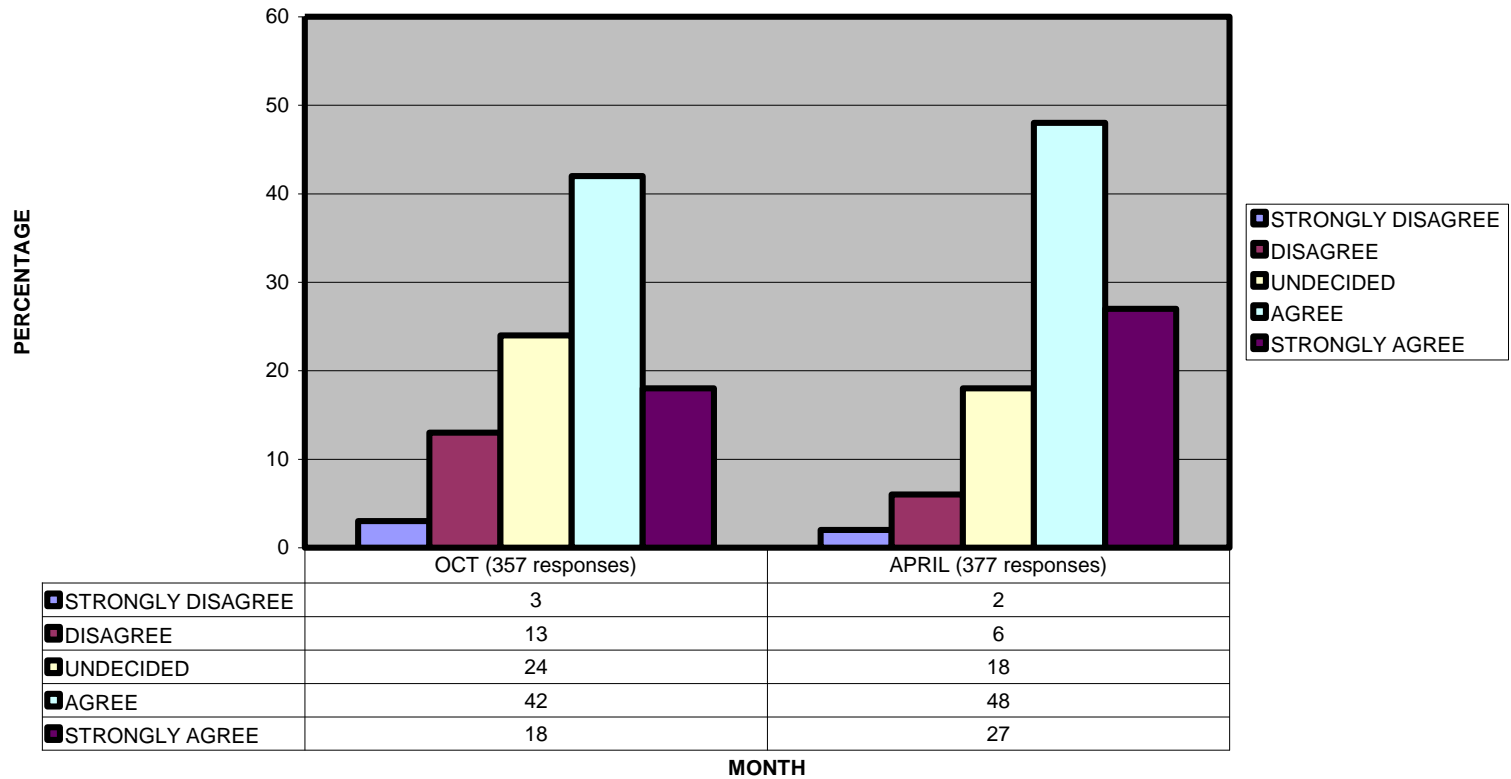
FOCUS GROUP DATA (LEADERS)

Q3 I have a good understanding of my role and responsibilities in relation to the implementation of the NPSTSL



Focus group Leaders

FOCUS GROUP DATA (LEADERS)
Q4 The NPSTSL have supported my work



Where to from here?

- Schools and clusters will continue to draw upon the advice and support offered during 2008/9
- Schools will continue to ensure that the NPST&SL (along with the Curriculum Standards) underpin the school's practices
- Consideration of ongoing support of schools and clusters through international consultants