Evaluation of the
Australian Professional Standards for Teachers

Building a national picture of implementation of the Standards

2014 Case Studies
Lessons from Practice

aitsl
Australian Institute
for Teaching and
School Leadership
Limited

in partnership with

THE UNIVERSITY OF
MELBOURNE

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EDUCATION

Overview

Case Studies: Lessons from Practice aim to understand and showcase successful implementation practices of the Standards in educational settings across Australia.

Case Studies will contribute to a shared vision of what successful implementation of the Standards looks like, now and in the future. They will provide insight into the effectiveness of different practices in different settings, and the impact that implementation may have on teacher quality.

Who can participate?

- All schools/educational facilities and organisations that are implementing the *Australian Professional Standards for Teachers*

- Participate as an Individual Site or Consortium

- Example sites: schools, early childhood settings, educational facilities, education departments/offices, teacher regulatory authorities, higher education institutions, principal, professional and parent associations, unions, professional learning providers

The Case Studies, as a component of the Evaluation, is a partnership with AITSL and the Evaluation Team fromThe University of Melbourne including leaders in the field Assoc. Prof Janet Clinton, Prof John Hattie, Prof Stephen Dinham, Prof Robert Lingard, Dr Amy Gullickson, Dr Ghislain Arbour, Dr Glenn Savage and other members of the team.

What are the benefits of participation?

You will play a crucial role in informing the implementation of the Standards and help drive teacher quality reform.

Explore and understand successful implementation of the Standards in diverse settings

Investigate practices that support and hinder implementation

Inform and shape national implementation

Showcase and share effective and innovative practices

Contribute to the development of support materials

What will the Case Studies involve?

Duration: approx. 2 days onsite

When: May to September 2014

Activities: interviews, focus groups, exploration of relevant documents and possibly observations of practice

"We are on the cusp of a new era of national teacher professionalism and the Standards and their application are integral to that development."

Professor Stephen Dinham
The University of Melbourne

How do I register interest?

Expression of Interest Open: 31 March – 9 May 2014
EOI information is included at the end of this Application Pack and contains details of how to submit.

For further information or enquiries:
AITSL www.teacherstandards.aitsl.edu.au/CaseStudies or APSTevaluation@aitsl.edu.au
The University of Melbourne
http://education.unimelb.edu.au/news_and_activities/projects/EAPST#get-involved or
apst-evaluation@unimelb.edu.au

What is the Evaluation?

The Evaluation is a three-year process and impact evaluation of the baseline implementation of the Australian Professional Standards for Teachers ('the Standards').

The focus of the Evaluation is to assess the

- usefulness

- effectiveness

- impact

…of the implementation of the Standards on improving teacher quality.

The Evaluation assesses the implementation of the Standards through six initiatives (See Attachment A for full description):

1. Accreditation of Initial Teacher Education Programs in Australia

2. A Nationally Consistent Approach to Teacher Registration in Australia

3. Certification of Highly Accomplished and Lead Teachers in Australia

4. The Australian Teacher Performance and Development Framework

5. The Australian Charter for the Professional Learning of Teachers and School Leaders

6. The development of support materials and resources

"The first year of the Evaluation was focussed on understanding the implementation of the Standards, establishing contact with and building a network of stakeholders for the Evaluation, and collecting credible baseline evidence of the implementation of the Standards."

Associate Professor Janet Clinton
The University of Melbourne

The Evaluation is formative in nature. Findings analysed at each stage of the Evaluation are drawn and built upon to enable a more in-depth understanding of patterns and trends in terms of the implementation of the Standards.

More than 6,000 Australian educators have already participated in the 2013 data collection activities of the Evaluation – the National Forum (June – August 2013) and National Survey (October – November 2013).

Top three success factors for Implementation of the Standards as indicated by 2013 Forum participants

Knowledge of the Standards

Alignment of Implementation to the Standards

Support for Teachers and Organisations

For more findings from the 2013 Evaluation activities, read the *Interim Report on Baseline Implementation: 2013 Key Findings*: www.teacherstandards.aitsl.edu.au/Findings

Interim baseline findings from the Forum and Survey provided key areas for further exploration and investigation. In 2014, the next major component of the Evaluation includes Case Studies which will complement data collected in earlier phases by further investigating these areas and in exploring what successful implementation looks like in the educational community.

Case Studies

The key purpose of the Case Studies is to build a national picture of successful baseline implementation which is important for understanding and measuring the effectiveness and impact of the implementation of the Standards.

The Case Studies will provide the opportunity for the Evaluation to capture implementation practice in context and to better understand why things happen the way they do. They will provide insight into the implementation practices occurring in schools/educational facilities and organisations, the effectiveness of different practices, and the impact that implementation may have on teacher quality.

The Case Studies provide an opportunity to:

- **Explore** factors for successful implementation of the Standards and how the educational community is engaging with the Standards across diverse settings in Australia
- **Understand** how the implementation of the Standards looks in schools/educational facilities and organisations, both individually and collectively
- **Investigate** strategies and practices that support and/or hinder the implementation of the Standards

The collection and analysis of case study data will enable the sharing of implementation experiences and good practice across Australia. Overall, a deeper understanding of implementation practices will help us understand how support and resources can be better enhanced for schools/educational facilities and organisations to enable successful implementation of the Standards and contribute to building teacher quality.

Get Involved

It is envisaged the Case Studies will contribute to a shared vision of what successful implementation might look like, now and in the future for the Evaluation as well as assisting the educational community in implementing the Standards across Australia.

All schools/educational facilities and organisations that are engaging with at least one of the six initiatives to implement the Australian Professional Standards for Teachers are invited to submit an Expression of Interest to participate in the 2014 Case Studies and contribute to the Evaluation.

You can participate as an **Individual Site** or **Consortium**:

Individual Site
Individual sites refer to individual schools/educational facilities or organisations that are implementing the Standards in practice within their own context and setting.

Consortium
Consortiums refer to a group of schools/educational facilities and organisations. Consortium sites collaborate and engage with one another in partnership to implement the Standards across contexts and settings (including cross-sector and jurisdiction partnerships, school and university, department and regulatory authority partnerships).

Possible sites include but are not limited to:

- Schools – Government, Catholic and Independent
- Early childhood settings outside of mainstream schools
- Educational facilities such as hospital schools, special education or distance education
- Government, Catholic and Independent Education Offices/Departments
- Teacher Regulatory Authorities
- Higher Education Institutions
- Principal Associations
- Professional Associations
- Parent Associations
- Unions
- Professional learning and development providers.

Sites who participate in the case studies will not receive compensation, however there are many benefits of being a Case Study site.

What will the Case Studies involve?

A member of the Evaluation Team will conduct case study site visits. It is expected that the face-to-face site visits will span no more than two days in total.

Information sought from the Case Studies includes but is not limited to:

- Use of the Standards
- Implementation practices
- Partnership(s) and collaboration(s)
- Support initiatives
- Enablers and challenges for implementation
- Changes resulting from implementation

Activities: The site visits may consist of individual interviews, focus groups, observation of implementation activities and the collation and discussion of available documents.

1. One-on-one interviews

One-on-one semi-structured interviews will be conducted with senior staff member(s) to collect detailed and contextualised information about implementation activities.

Interviews will help identify the enablers and barriers to implementation and collect reflections on current practice.

Interview participants will be provided with interview questions prior to their interview and interviews will be approximately one hour in length.

2. Focus groups

Focus groups allow for the collection of information about implementation from those who are engaging with the Standards in their daily practice. Focus groups comprise group discussions with employees of case sites and utilise group interaction as a specific method of communication and data collection.

The focus groups aim to:

- enable participants to learn from others' practice
- provide a supportive environment in which participants feel comfortable
- facilitate the understanding of the group dynamic and the role of collaborative implementation (e.g. through partnerships, mentor/mentee relationships)
- ensure the efficient collection of rich data from multiple individuals.

Focus groups will be approximately two hours and the senior staff member(s) from the case site will be involved in selection of the participants for this data collection activity.

Each focus group may have up to six participants and if the site has more individuals wishing to be involved, additional focus groups may be arranged if feasible.

"We work very much cross-sectorally and that's one of the things that's really appealing to people who come into our mentor network or professional learning network or to the forums. They love the fact that they're working with Independent and Catholic and Public schools together because it just makes it a richer conversation."

Forum participant
Australian Capital Territory

3. Document collection and analysis

Document collection and analysis is useful in mapping implementation activities and monitoring and tracking progress over time. The collection of documents and other forms of relevant data provides the opportunity to understand:

- the nature of implementation at each site; i.e. exactly how and how much sites are implementing the Standards

- implementation timeframes; e.g. When did they begin? Forward planning?

- details about specific implementation activities.

Documents collected and analysed will vary based on the case study site. Documents may include but are not limited to sites' strategic plans, policy documents, relevant reports, website materials, other relevant internal documents and briefs (examples: professional learning activity plans, meeting minutes or implementation plans).

The collection of relevant documents and data will occur over the case study period and should not impact upon the day-to-day activity of the case sites.

4. Observation of implementation activities

Observation provides an insight into the daily operations and experiences of individuals and will also enable the Evaluation to position the various implementation activities clearly within context.

The scope and focus of an observation will be dependent on the type of implementation practice. For example, implementation activities linked to support initiatives such as the Australian Charter for the Professional Learning of Teachers and School Leaders may facilitate further opportunities for the observation of professional learning sessions.

2015: Follow up Interview

Towards the end of the Evaluation in 2015, a senior staff member at each case site may be invited to participate in a follow up interview about the implementation of the Standards in their context. This will provide an opportunity for follow up data to be collected which will provide further insight into effective implementation practices.

"It is clear the Evaluation will promote policy learning across Australia's states and territories as exemplars of practice are identified and shared"

Dr Glenn Savage
The University of Melbourne

When will the Case Studies occur?

The onsite data collection period will take place between **May and September 2014**. The dates and length of time the Evaluation Team are engaging with the case study site will be collaboratively determined with the site.

Site visits will be scheduled according to the needs of the site: for instance, schools may request that focus groups be held after hours. The structure of each site visit and the time allocated to each data collection activity may vary depending on the context and availability of the site personnel.

Site visits aim to be approximately **six hours** in total over two days.

A suggested period of engagement is outlined in the table below.

Month	Case Studies Activity
March – May 2014	Expression of Interest for Case Studies site open.
May 2014	Selected Case Studies sites will be contacted to arrange site visits.
May – September 2014	Site visits will be conducted at the selected Case Studies sites.
October – November 2014	Potential communication with Case Studies sites to seek clarification on collected data.
Early 2015	Follow-up interview* and sharing of feedback with senior employees at each site.

* dependent on data collected in each site.

What are the benefits of involvement?

Case studies sites will have an opportunity to:

- **Showcase and share** strategies and practices in the effective implementation of the Standards, as well as spotlight innovation in implementation within their site
- **Reflect** upon their own policies, practices and implementation of the Standards
- **Provide and receive feedback** on their policy, practices and implementation of the Standards and possible recommendations for future steps
- **Inform** implementation of the Standards nationally
- **Contribute** to the development of support materials and resources for the implementation of the Standards.

Sites will be acknowledged for their contribution and provided with a summary of the information collected during their Case Study.

Your participation as a Case Study site within the Evaluation plays a crucial role to inform the implementation of the Standards and help drive teacher quality reform.

"The successful implementation of the Standards may be the profession's last chance to have a major say over how teachers are evaluated and promoted using the professional standards."

Professor John Hattie
The University of Melbourne

Who will be involved in the Case Studies?

AITSL and The University of Melbourne work in close partnership to conduct all stages of the Evaluation.

The Evaluation Team

The Evaluation is led by Chief Investigator, Associate Professor Janet Clinton who is the Director of the Centre for Program Evaluation (CPE) within the Melbourne Graduate School of Education (MGSE) at The University of Melbourne. Associate Professor Clinton is supported by three Principal Investigators - Dr Amy Gullickson, a Senior Lecturer in Evaluation (CPE), Dr Ghislain Arbour, a Lecturer in Evaluation (CPE) and Dr Glenn Savage, a Research Fellow in Education Policy (MGSE). Other CPE members of the evaluation team include Mr Daniel Arifin (Senior Project Manager), Ms Eun Kyung (Senior Project Officer), Ms Anna Dabrowski, (Project Officer), Ms Ruth Aston (Project Officer).

The Evaluation Team also includes the following expert members who may not be participating in onsite visits but will be involved in the analysis of Case Study data. This includes Professor John Hattie (Director of MERI), Professor Stephen Dinham (Chair, Learning and Teaching, MGSE, Chair, ACE) and Professor Robert Lingard (Professorial Research Fellow, School of Education, University of Queensland).

Commissioned consultants will also support the Evaluation Team through participating in onsite visits and collecting data.

Confidentiality

The University of Melbourne has received approval to conduct the Case Studies from the Human Research Ethics Committee (reference ID# 1339295.1) and approval has also been obtained from state and territory departments of education. Individuals and organisations directly involved in the data collection activities will need to give their consent to participate in the Case Studies in order for the Evaluation Team to use the data collected. All data collected will be de-identified, and sites and individuals will not be named. In line with ethical protocols, participating organisations and/or individuals are able to withdraw if they change their minds once selected.

Anonymity will be upheld in all reporting and publication on the findings of the Case Studies: pseudonyms will be used in place of individuals and names of schools/education facilities/ organisations/consortia. All data will be de-identified; however, given that contextual information will be included it is possible that the educational facility/organisation may be recognised. Additionally, AITSL's supporting role in the selection of the sites may mean that sites may be recognisable to those within the organisation.

The Case Studies do not require participation by students. However, if selected Case Study sites wish to involve students in the data collection activities they can and they will be asked to complete relevant consent forms.

How will the Case Studies sites be selected?

The Case Studies seek to understand implementation of the Standards in practice across the six initiatives.

In capturing diverse implementation activities, selection will consider implementation across a variety of implementation types (e.g. Individual/Consortium, type of initiative, within- and cross-sector and jurisdiction) and a range of educational settings (geographic location, sector, type and level of education).

Selection criteria include the following. For elaboration on the selection criteria see Attachment B.

1 **Engagement in implementation of the Australian Professional Standards for Teachers**
   Demonstrate engagement in leading and driving stakeholder participation with the Standards

2. **Alignment of implementation practice to support initiatives**
   Demonstrate an alignment of implementation practice(s) to one or more of the support initiatives in the implementation of the Standards.

3. **Diversity of implementation activities**
   Demonstrate a variety of implementation activities in one or more initiatives.

4. **Capacity**
   Demonstrate that their site can feasibly support the collection of data.

To express interest, what do I need to do next?

Expression of Interest open: 31 March – 9 May 2014.
You can submit your Expression of Interest any time up until Friday 9 May 2014.

If you wish to discuss the Case Studies or your Expression of Interest please email The University of Melbourne team at apst-evaluation@unimelb.edu.au

Further information on how to submit your Expression of Interest is on the next page.

Where can I find more information?

Additional information about the evaluation and case studies can be found on the AITSL Evaluation website: www.teacherstandards.aitsl.edu.au/CaseStudies and The University of Melbourne's Evaluation website: http://education.unimelb.edu.au/news_and_activities/projects/EAPST#get-involved

If you have any questions about the case studies, you can contact the Evaluation team at apst-evaluation@unimelb.edu.au or AITSL at APSTevaluation@aitsl.edu.au

What happens after submitting an Expression of Interest?

AITSL, in collaboration with The University of Melbourne Evaluation team, will review all expressions of interest before finalising a short list of applications in May.

All selected sites will be contacted to discuss the case studies in more detail, answer any questions you may have, and to confirm your commitment.

"We as teachers set standards for everyone else and this is the moment that we are implementing standards with the profession, for the profession. This is a chance for stakeholders through the Evaluation to have a voice in implementation."

Professor Robert Lingard
The University of Queensland

Expressions of Interest Form

If your school/educational facility, organisation or educational community is interested in participating as an individual or consortium site, you can register in the following ways:

Option 1: Online submission available here:
http://education.unimelb.edu.au/news_and_activities/projects/EAPST#get-involved

Option 2: Email to apst-evaluation@unimelb.edu.au
Download a Word version of the EOI Form here:
www.teacherstandards.aitsl.edu.au/CaseStudies

Option 3: Post to the following address:

Associate Professor Janet Clinton
The Centre for Program Evaluation
Level 4, 100 Leicester St
Carlton VIC 3010

Attachment A – The Six Initiatives

The Evaluation assesses implementation of the Australian Professional Standards for Teachers through the following six initiatives.

For more information on the Standards http://www.teacherstandards.aitsl.edu.au/Home

1. Accreditation of Initial Teacher Education Programs in Australia

The national approach to the Accreditation of Initial Teacher Education Programs aims to enhance teacher quality through a consistent approach to improve the quality of teacher preparation and ensuring graduating pre-service teachers meet the Graduate career stage of the Standards.
www.aitsl.edu.au/initial-teacher-education/initial-teacher-education.html

2. A Nationally Consistent Approach to Teacher Registration in Australia

The Nationally Consistent Approach to Teacher Registration through the Standards at the Proficient career stage ensures that jurisdictions use a common set of standards and processes to achieve full teacher registration.
www.aitsl.edu.au/registration/registration.html

3. Certification of Highly Accomplished and Lead Teachers in Australia

National certification at the Highly Accomplished and Lead career stages recognises and promotes quality teachers and provides teachers applying for certification with an effective process for critical reflection on their own practice which includes feedback from their colleagues as well as expert external feedback from trained assessors.
www.certification.aitsl.edu.au/

4. The Australian Teacher Performance and Development Framework

The Framework describes the characteristics of an effective performance and development culture and cycle and guides teachers and school leaders in using ongoing feedback and performance appraisal for improvement.
www.newsroom.aitsl.edu.au/performance-development

5. The Australian Charter for the Professional Learning of Teachers and School Leaders

The Charter describes the characteristics in supporting high quality professional learning cultures and of effective professional learning to assist teachers, school leaders and those who support them in improving professional knowledge, practice and engagement.
www.aitsl.edu.au/professional-learning/professional-learning.html

6. The development of support materials and resources

Support materials and resources to support teachers, schools, educational facilities and organisations in supporting initiatives and use and implementation of the Standards. These include the Self-Assessment Tool, Illustrations of Practice, Teacher Toolkit, Assessor Training Program, Supervising Pre-service Teacher modules, Teacher Feature, 360 Reflection Tool, and other online and paper-based manuals, tools, guides and teaching and learning resources.
www.teacherstandards.aitsl.edu.au/Home

Attachment B – Case Studies Site Selection Criteria

1. **Engagement with the implementation of the Australian Professional Standards for Teachers.**
   Demonstrate engagement in leading and driving stakeholder participation with the Standards.

   Describe/show evidence of the Site's engagement in the process of implementing Standards, either individually or collectively as a consortium. Sites need to describe the quality and the effectiveness of the strategies in leading and driving stakeholder participation with the Standards in their practice. Examples of such implementation practices and capabilities may include: the novel use of resources (e.g. ICT); effective approaches to mentoring, collaboration and partnership, or cross-sectoral implementation; innovative implementation such as adaptation of support initiatives and implementation practices to the local context/ policy site; parent and student engagement in implementation processes.

2. **Alignment of implementation practice to the support initiatives.**
   Demonstrate an alignment of implementation practice(s) to one or more of the support initiatives in the implementation of the Standards.

   This may include implementation practices related to the six initiatives: 1) accreditation of Initial Teacher Education Programs, 2) registration of teaching staff, 3) supporting teachers aiming for highly accomplished and lead certification, 4) supporting performance development, 5) supporting professional learning, and the 6) development of support materials. The Case Studies selection also recognises sites that implement the Standards through efforts and initiatives other than the six initiatives.

3. **Diversity of implementation activities.**
   Demonstrate a variety of implementation activities in one or more initiatives.

   Sites need to describe how the Standards are used and implemented in a range of diverse ways in one or more initiatives. For example, through the National Forum and Survey, the Evaluation has captured some examples of the diverse use of the Standards, which are outlined below.

   • Mapping of courses (e.g. initial teacher education programs, professional learning) to align with the Standards

   • Performance and Development Framework used to create supportive school culture

   • Evaluation and reflection in daily practice

   • Mentoring processes and practices in alignment with the Standards

   • Teacher registration and certification support

   • Lesson planning and curriculum development.

4. **Capacity.**
   Demonstrate that their site can feasibly support the collection of data.

   Chosen sites will need to have the capacity to support the Evaluation team to collect the necessary data. Sites will need to commit to involvement in the Case Studies during the designated period with a degree of flexibility and also demonstrate the capability to co-ordinate the staff members involved during the data collection period.

Glossary

School/Educational facility

A school/education facility refers to a school or other educational facilities that employ teachers and provide education to young people or locations that provide training to teachers to prepare them for work in schools or other locations.

For example, Primary, Secondary and Combined schools; Hospital schools; Schools for students with additional needs; early childhood setting; other settings outside of mainstream schools; and Higher Education Institutions.

Education Organisation

An education organisation refers to national and state/territory bodies or private agencies that provide leadership, develop, implement and support educational policies and programs for schools, educational facilities and other organisations.

For example, school sector/system bodies (government, Catholic and Independent), Teacher Regulatory Authorities, Principal and Professional Associations, unions and professional learning and development providers.