

InSights

Evaluation of the Implementation of the Australian Professional Standards for Teachers

Interim Report on Baseline Implementation
2013 Key Findings

March 2014



Evaluation of the
Australian Professional Standards for Teachers



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Teacher standards provide a crucial linchpin between research, practice and policy. Top Education systems are characterised by explicit guidelines that illustrate professional content and practice for teachers, enabling them to provide high quality education and learning opportunities for students.

Highlights

The Interim Report on Baseline Implementation highlights the following key findings from those who participated in the 2013 National Forum and National Survey:

- There is broad awareness and understanding of the Australian Professional Standards for Teachers (the Standards) as demonstrated by the range of activities reported by leaders of key education organisations/departments, school leaders and policy makers at the National Forum
- An average of 70% of the stakeholders reported that they have some knowledge of the Standards
- More than half (61%) of the teachers, school leaders and teacher educators who completed the survey reported use of the Standards in their practice
- Stakeholders report use of the Standards for a range of activities in their practice, most particularly for self and guided reflection
- Approximately three-quarters (74%) of the stakeholders reported they would have opportunities to use the Standards over the next six months
- On average, more than three-quarters (78%) of the stakeholders indicated they intend to use the Standards in the next six months.

Overview

This report focuses on the interim findings of two major data collection activities of 2013 from the Evaluation of the implementation of the Australian Professional Standards for Teachers ('The Evaluation'). These two activities investigated the perceptions and views of critical stakeholders on the implementation of the Standards. The stakeholders engaged in the Evaluation to date range from policy makers to educators in the profession.

The National Forum (June – August 2013): workshops and interviews with leaders of key education organisations, professional associations and national bodies, including high level strategic policy makers.

The National Survey (October – November 2013): an online survey targeting practising teachers, school leaders, teacher educators and pre-service teachers.

The Interim Report provides point-in-time observations of implementation based on the perceptions of various critical stakeholders. The report presents a summary of the data analysis conducted by the Evaluation Team of the University of Melbourne.

Analysis of the data collected during the 2013 activities is ongoing and will be reported to stakeholders throughout 2014.

What is the Evaluation?

AITSL in collaboration with the Centre for Program Evaluation of the University of Melbourne and their partner the Australian College of Educators are conducting a three-year evaluation of the implementation of the Standards.

All evaluation activities including the National Forum and the National Survey in the Evaluation have been conducted by the University of Melbourne in collaboration with AITSL. The Evaluation team includes Chief Investigator, Associate Professor Janet Clinton, Professor John Hattie, Professor Stephen Dinham, Professor Robert Lingard, Dr Glenn Savage and Dr Amy Gullickson.

The purpose of the Evaluation is to assess the

- **usefulness**
- **effectiveness**
- **impact**

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

The Evaluation assesses implementation of the Standards through the following initiatives:

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.

This Evaluation is not concerned with evaluating the content of the Standards; rather, it is focusing on their implementation.

The figure below indicates the stages and phases of the Evaluation. This report includes a summary of the key findings from phases 1 – 3 of the Evaluation.

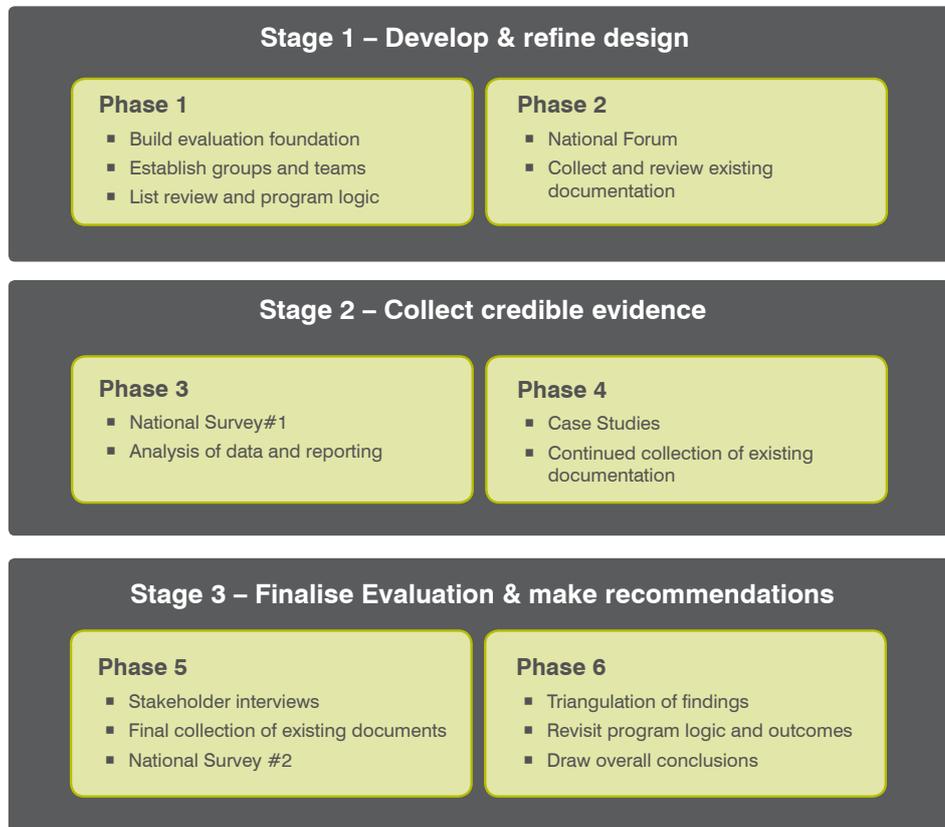


Figure 1: Overview of the Evaluation stages and phases

The next section of the report discusses the findings from the National Forum and the National Survey.

The success, or not, of the Standards influencing teacher quality will be largely a function of the success of their implementation

Professor John Hattie,
the University of Melbourne

The National Forum

(June – August 2013)

The National Forum consisted of a series of workshops and interviews with high level key stakeholders from each state and territory in Australia. The purpose of the National Forum was to build an understanding of stakeholders' perceptions of the implementation of the Standards at a national level, and capture perceptions of baseline implementation activity.

The National Forum explored stakeholders' perceptions of:

1. Success factors for effective implementation
2. Key implementation activities
3. Enablers and challenges for implementation.

A total of 174 participants attended the workshops and the interviews. Participants included policy advisors, high level members of key organisations and education associations, school leaders and practising teachers.

National Forum participants

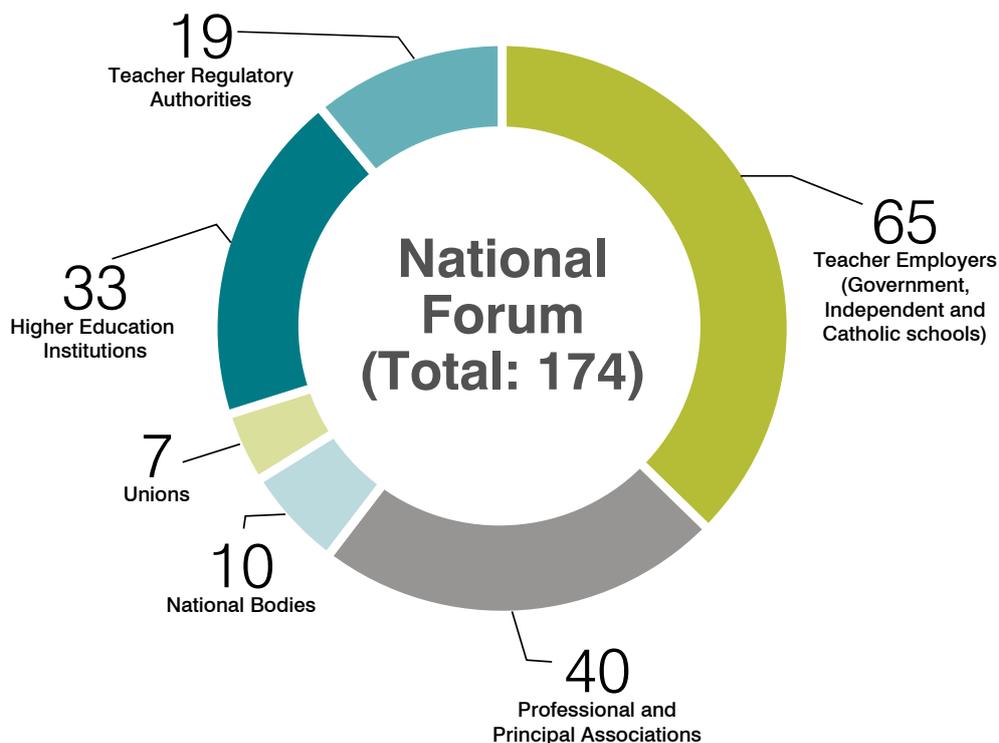


Figure 2: National Forum participants by stakeholder group

Key Findings – National Forum

This section explores the three key findings from the National Forum:

- **Knowledge of the Standards is perceived as a key success factor for the implementation of the Standards**
- **A range of implementation activities are currently underway nationally**
- **A number of enablers and challenges were reported in relation to the implementation of the Standards.**

A brief description and supporting data for each finding are included below.

1. Knowledge of the Standards is perceived as a key success factor for the implementation of the Standards



1a. The majority of the stakeholder groups at the National Forum (69%) indicated Knowledge of the Standards as a key success factor for implementation.

The National Forum explored the participants' perceptions of success factors for implementation of the Standards in relation to the six initiatives.

A total of 39 stakeholder groups participated in this activity. Participants could identify more than one success factor; the data are based on group open-ended responses (not individual) coded in multiple categories. As displayed in Figure 3, more than 60% of the Forum participants perceived the following as important success factors for the implementation of the Standards:

- **Knowledge** of the Standards
- **Alignment** of implementation to the Standards – refers to the alignment of implementation practices, policies, procedures and courses to the Standards
- **Support** for and by teachers and organisations to implement the Standards.

The top 12 success factors reported by participants in the National Forum are illustrated in Figure 3. In addition to the three above, success factors included:

- Common language of the Standards
- Collaboration between stakeholders
- Planning of implementation processes
- Use of the Standards in teacher practice
- Recognition of the teaching profession
- Feedback to teachers on use of the Standards
- Continuity and development of the Standards
- Teacher engagement in the Standards
- Stakeholder engagement in the Standards.

Success factors for implementation of the Standards

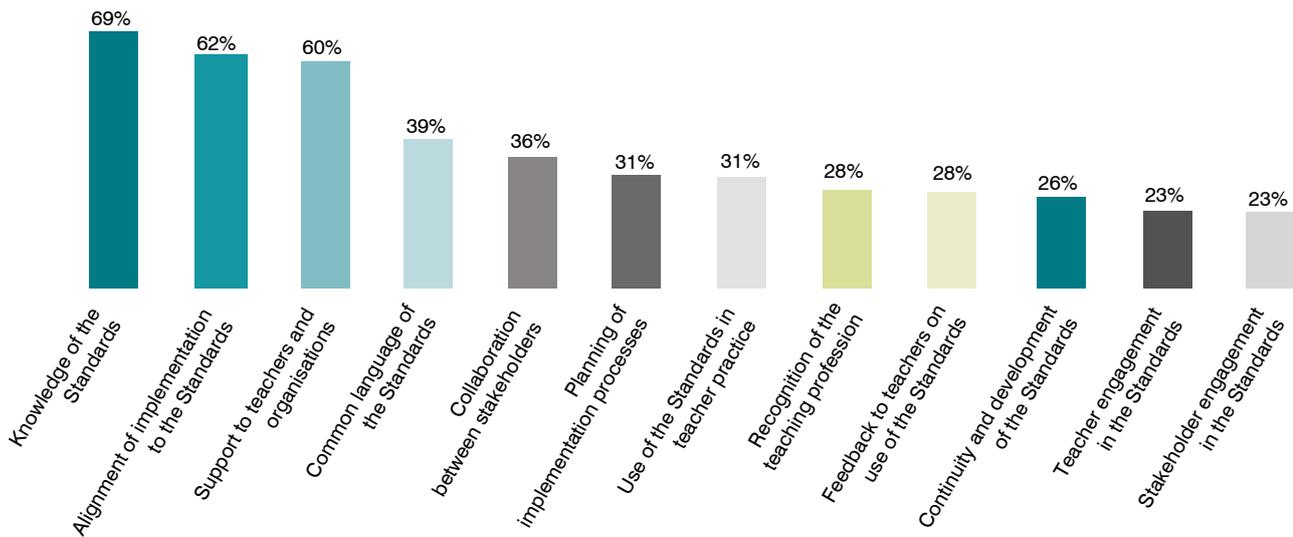


Figure 3: Implementation success factors as identified by National Forum participants



1b. There is some alignment between stakeholders' perceived success factors and those that research says are important at early stages of implementation.

The review of the literature established five characteristics of successful implementation of teaching standards:

- **System structure:** nationally consistent career structures for teachers, with clear pathways for progression i.e. accreditation of initial teacher education programs, teacher registration, certification.
- **Teacher engagement:** professional standards being owned and overseen by the profession itself. Engagement in teaching standards provides a focal point for teacher collaboration and coherence as a profession.
- **Performance and development:** components of professional development and teacher career progression include professionally defined teaching standards, infrastructure for professional recognition, incentives and credible certification.
- **Collaborative cultures:** professional development is seen as an integral component of teachers' work and implementation of professional learning cultures at the school level.
- **Sustainable development:** sustainable framework for standards implementation that is evidence-based, fluid, and includes monitoring and evaluation.

There is an indication that some success factors perceived by the Forum participants align with the characteristics identified for effective implementation from the review of literature.



The relationship between the success factors perceived by the Forum participants concerning the characteristics of successful implementation and those identified from research are areas for further exploration and analysis.



Stakeholders are still building their knowledge base and attempting to determine what the implementation of the Standards means operationally in their specific context.

2. A wide range of implementation activities are currently underway nationally



2a. Participants in the National Forum who engaged in activities around the initiatives related to the Standards demonstrated a high level of general awareness of the Standards.

Nationally, reported examples of implementation activities of the Standards include:

Initiative	Examples of implementation activities
Accreditation of Initial Teacher Education Programs in Australia	<ul style="list-style-type: none"> Integration of the Standards in the delivery and content of initial teacher education programs, including through professional experience delivery and assessment. Use of the Standards in implementing the national approach to accreditation of initial teacher education, including panel training and accreditation assessments. Use of the Standards in accrediting and developing new courses and programs in initial teacher education.
Nationally Consistent Approach to Teacher Registration in Australia	<ul style="list-style-type: none"> Use of the Standards in the progression of teachers from provisional to full registration. Training and mentoring programs on the use of the Standards conducted to support early career teachers to meet the requirements of registration. Workshops and forums by jurisdictional bodies to support the professional development of teachers in the registration process to support the use of the Standards.
Certification of Highly Accomplished and Lead Teachers in Australia	<ul style="list-style-type: none"> Assessors trained in participating jurisdictions to assess applicants against the Standards. National certification of Highly Accomplished and Lead Teachers at various levels from pilots and trials to beginning stages of full implementation conducted against the Standards. Workshops and forums on the certification process for teachers and school leaders to support the use of the Standards.
Australian Teacher Performance and Development Framework	<ul style="list-style-type: none"> School-based use of the Standards in professional learning and improvement of teacher practice. Workshops and forums by jurisdictional bodies and schools, educational facilities and higher education institutions to support the professional development of teachers in the understanding and use of the Standards in guiding their professional growth. Use of the Standards at various levels of implementation from probation reviews of new teachers to the performance and development reviews of teachers in schools.
Australian Charter for the Professional Learning of Teacher and School Leaders	<ul style="list-style-type: none"> Schools, educational facilities and higher education institutions engaging in the use of the Standards in mapping teachers' professional learning and growth. Schools, educational facilities and higher education institutions aligning professional learning programs with the Standards. Conferences and forums by jurisdictional bodies in supporting the understanding and use of the Standards in the professional learning of teachers and school leaders. Teacher employers and regulatory authorities accrediting professional learning providers aligned with the Standards. Providers delivering professional learning aligned with the Standards.
Support materials and resources	<ul style="list-style-type: none"> Resources on websites of AITSL, national bodies and the respective jurisdictions' education departments, initial teacher education providers, teacher registration authorities and associations. A range of online and paper-based tools, resources and guides are available and utilised by schools and organisations to support the implementation of the Standards including: <ul style="list-style-type: none"> National partnership projects Online portfolios and journals for teachers Resources developed by schools, curriculum and assessment authorities Learning resources within initial teacher education programs and courses Illustrations of Practice (IoPs) Case study videos.

Table 1: Examples of implementation activities by initiative

Our key message is standards, standards, standards, that's really what we're starting to say when we go out to talk to colleagues...

Forum participant, New South Wales

In implementing the activities outlined in Table 1, there is a range of approaches employed to implement the Standards to support teacher practice, performance and development. Key findings overall showed that:

- The Standards are being used as a mechanism for quality governance, public accountability and overall school engagement. There appears to be early stages of movement, supported by systems across the jurisdictions and sectors, towards implementation at the school and individual teacher level.
- There are cross-sectoral partnerships emerging within jurisdictions to promote knowledge sharing, professional learning and training in understanding the use and implementation of the Standards through the six initiatives.



There is high awareness and understanding of the Standards across the six initiatives, as illustrated by the range of implementation activities across jurisdictions reported by the policy advisors, high level members of key organisations and education associations, school leaders and practising teachers at the Forum.



Given these findings, it is important for the Evaluation to provide insights into the contextual differences that influence successful implementation of the Standards. This is an element of implementation for further inquiry and understanding in the subsequent stages of the Evaluation.



Another area for further investigation is to explore the drivers for implementing Standards at system and school levels to further understand the intentions, goals and motivations for the implementation of the Standards.

3. A number of enablers and challenges were reported in relation to the implementation of the Standards

The stakeholders at the National Forum identified key enablers and challenges that will support or hinder the implementation of the Standards.

Enablers

- Ownership by the education profession
- View of Standards as being embedded in professional practice
- Support provided to assist the implementation process
- Sharing effective implementation practices
- Creating a balance between the use of the Standards as a tool to assist professional growth and development and for performance assessment
- Resources for training in mapping the Standards to teacher practice

Challenges

- Compliance-based, top-down, surveillance approach to the implementation process
- Misinterpretation of the Standards
- Difficulty in ensuring and encouraging teachers to engage with the Standards in the context of other significant national reforms such as the Australian Curriculum
- Understanding the application of the Standards to individual teachers at certain points in their career
- Geographical disparity and travel costs involved in sharing effective practices, information and resources across schools
- Difficulty in conceptualising national implementation of the Standards in very remote areas

The National Forum provided a valuable platform to obtain stakeholders' perceptions of the implementation of the Standards at a national level. Data were gathered through the Forum on the success factors for effective implementation, identifying key implementation activities, and increasing awareness of enablers and challenges for implementation. These provide a foundation for continuing investigation in the next stages of the Evaluation.

The next section of this report focuses on the findings from the National Survey which gathered data from teachers, school leaders, teacher educators and pre-service teachers.

The groundwork we see for us is about working with schools and the teaching workforce to be part of understanding the Standards and then seeing how it applies to an individual at a point in their career...

Interview participant, Tasmania

The National Survey

(October – November 2013)

The online National Survey was conducted between October and November 2013 to assess stakeholders' perceptions of their **knowledge of, attitude towards** and **use of the Standards**. This adds to the understanding of the baseline implementation of the Standards.

The target groups of the National Survey were teachers, school leaders, teacher educators and pre-service teachers across Australia. See Glossary for definitions of these target groups.

A total of 6,002 respondents engaged with the National Survey across the four stakeholder groups. Of the 6,002, nearly 70% were working as teachers. The figure below summarises the engagement numbers for each stakeholder group.

National Survey participants

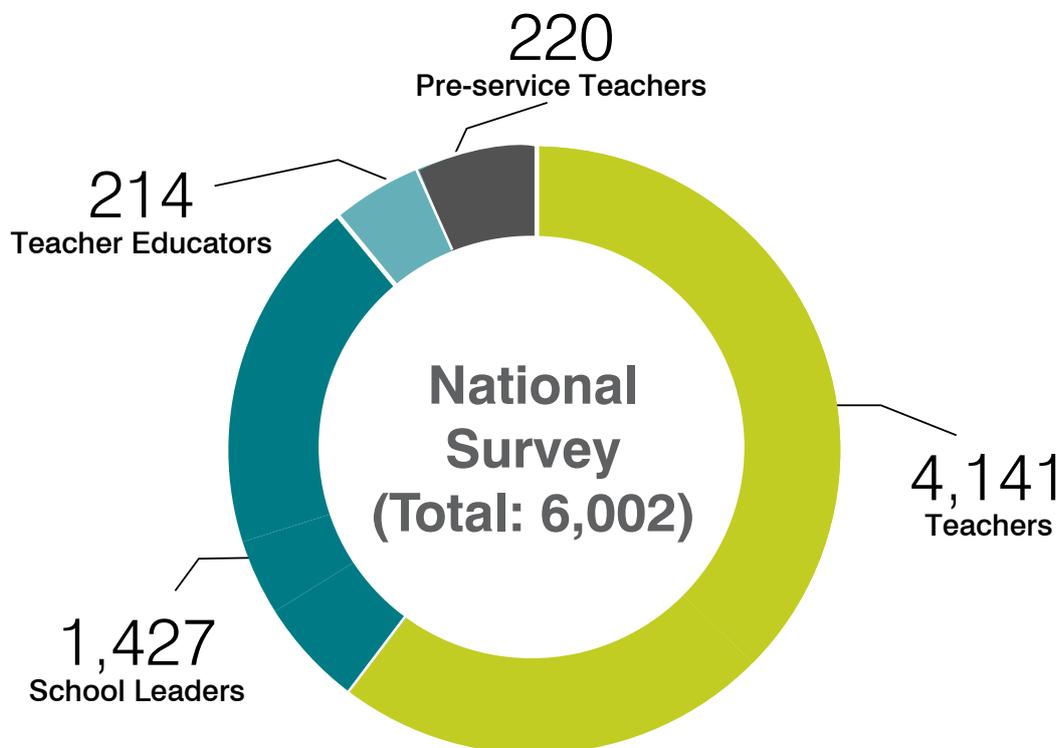


Figure 4: Survey engagement by group

The minimum sample size required for confidence in the results was calculated for the teacher group based on the teacher population data from the Australian Bureau of Statistics (2012) during survey development. The minimum sample size for the teacher group was calculated based on a power analysis, where the confidence interval was set to .99. Minimum size samples were not determined for the remaining stakeholder groups due to the unavailability of accurate data¹.

Sixty-seven per cent of all participants who engaged with the survey completed it, providing responses to all mandatory items. By stakeholder group, school leaders had the highest completion rate with 73% finishing, followed by teachers (66%), teacher educators (64%) and pre-service teachers (63%). With the strong completion rates achieved, the analysis and interim findings that are presented and discussed below can be considered with confidence.

It must be acknowledged that the sample size of teacher educators and pre-service teachers is small in comparison to that of school leaders and teachers, therefore caution has been exercised in making conclusions from these groups and where necessary statistical adjustments have been made to account for differences in sample sizes across the four groups. However, as these groups have smaller national populations than that of teachers and school leaders proportionately, a reasonably good sample from teacher educator and pre-service teacher groups was collected.

¹ The Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) report *Selected Higher Education Statistics*, (2011) provided the number of people commencing and completing studies in education across Australia, however actual current numbers of pre-service teachers were unable to be determined. An overview of AITSL accredited teacher education program providers by state and territory and organisation type was reviewed to indicate concentration across the jurisdictions; however teacher educator numbers were also unable to be determined. The aforementioned pre-service and teacher educator data were referenced as guides for survey targeting only. Finally no data were readily available for school leaders, however a large portion of school leaders are believed to be included in the ABS teaching staff data as many retain teaching as part of their roles.

Key Findings – National Survey

1. Knowledge of the Standards is encouraging at this stage of the implementation



1a. Overall, an average of 70% of the respondents across all stakeholder groups rated having ‘a fair amount’ to ‘expert knowledge’ of the Standards.

School/Educational facility level

Sixty-three percent of teachers and 88% school leaders who completed the survey reported that they had some knowledge of the Standards, with most respondents in both groups stating they knew ‘a fair amount’.

Aggregate of responses for self-reported knowledge include ‘I know a fair amount’, ‘I know a lot’, ‘I am highly knowledgeable’ and ‘I have expert knowledge’.

Knowledge of the Standards School/Educational facility level

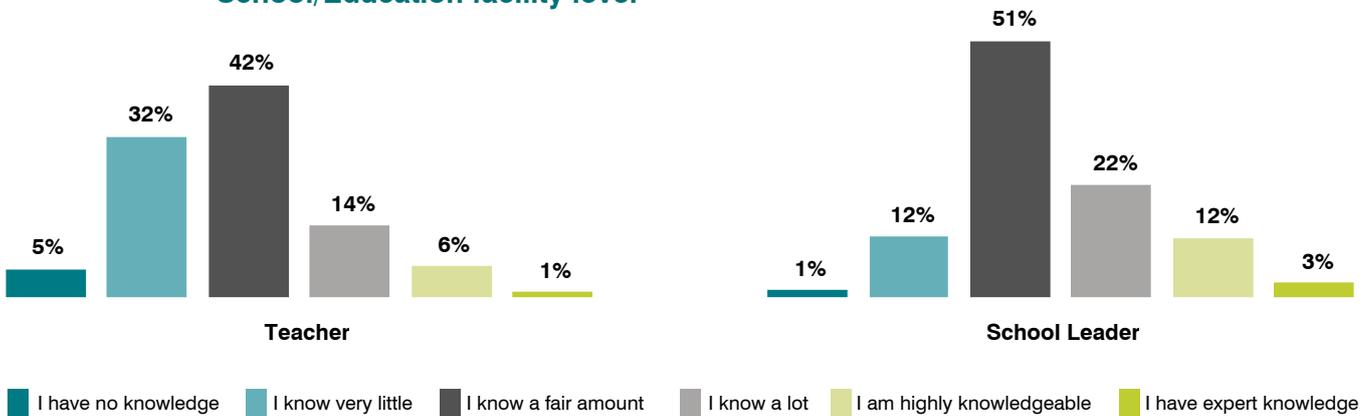


Figure 5: Teachers’ and School Leaders’ knowledge of the Standards

Notes:

1. The category ‘Teacher’ is inclusive of registered teachers in early childhood and other settings outside of mainstream schools.
2. For the purpose of this report, figures were rounded to nearest whole numbers. Hence, tabulation of percentages in the charts may not total 100%.

Higher Education Institution level

A total of 93% of teacher educators and 72% of pre-service teachers who completed the survey reported having a 'fair amount' or more knowledge of the Standards.

Knowledge of the Standards Higher Education Institution level

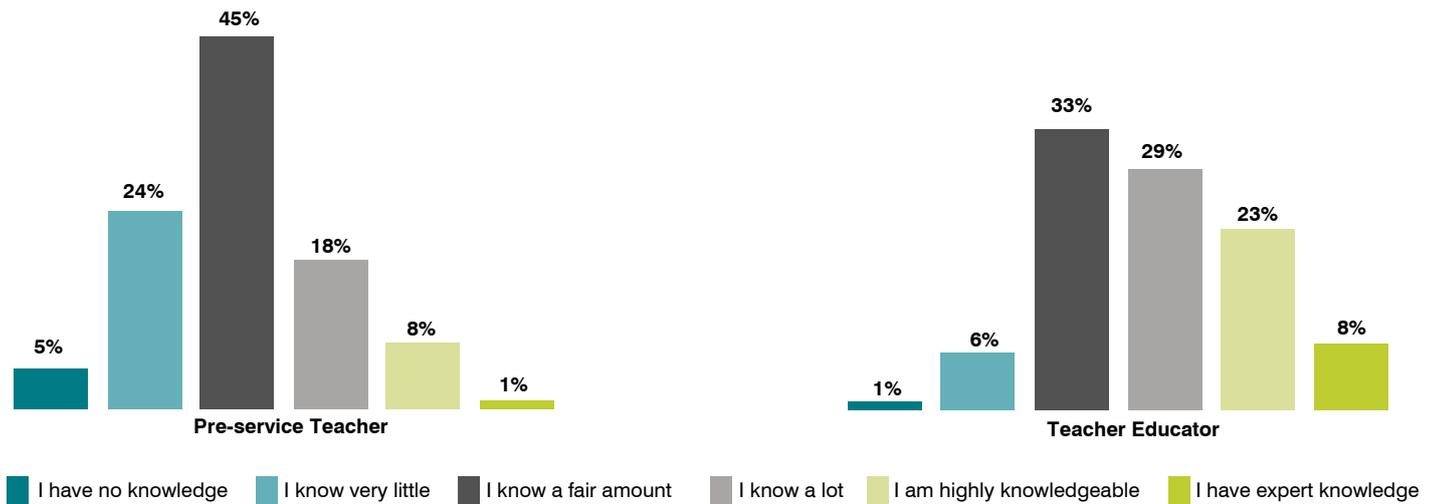


Figure 6: Pre-service Teachers' and Teachers Educators' knowledge of the Standards



Knowledge of the Standards across all stakeholder groups is good given the early stage of implementation. This finding is encouraging as findings from the Forum highlighted knowledge of the Standards as a top success factor for effective implementation.



An area for further exploration is to continue to track and explore respondents' perceptions of their knowledge of the Standards throughout the Evaluation.

2. Engagement and use of the Standards is positive at this stage of implementation



2a. Since the implementation of the Standards, more than half (61%) of the teachers, school leaders and teacher educators who completed the survey reported that they have used the Standards in their practice.

Overall engagement

The graph below shows the respondents' level of current engagement with the Standards. Fifty-five percent of the teachers, 79% of the school leaders and 80% of teacher educators who completed the survey reported that they have used the Standards in their practice since the implementation of the Australian Standards. Pre-service teachers were not asked this question, given it would be dependent on the year/stage of study they are in and if they had undertaken a practicum.

Overall engagement with the Standards

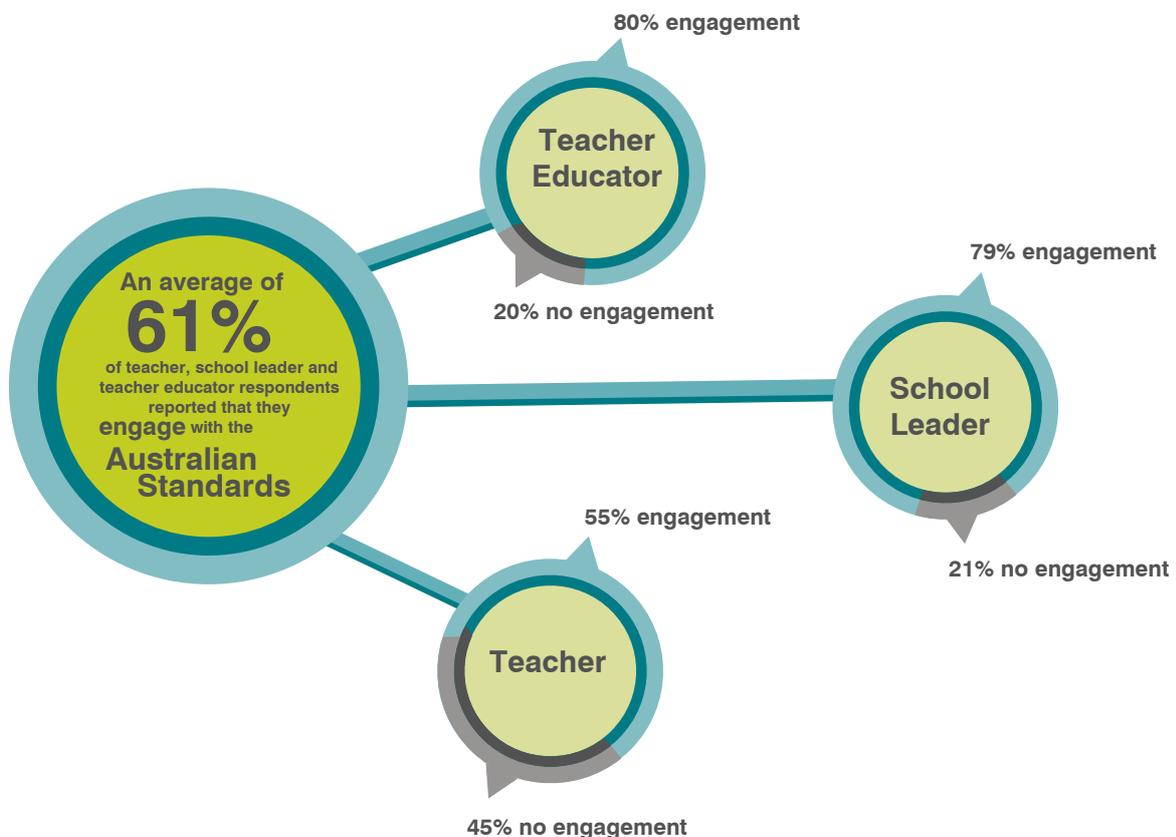


Figure 7: Overall engagement with the Standards

Frequency of use

Respondents who reported they had used the Standards in their practice were then asked how often they had used them since the implementation of the Australian Standards, ranging from '1-3 times', '4-7 times', '8-11 times', 'Every month', 'Every week' and 'Every day'. As displayed in Figure 8, '1-3 times' and '4-7 times' were the most commonly reported frequencies. It is important to note that since the release of the Standards early in 2011, they have been implemented at different times in each jurisdiction and across the implementation initiatives. This affects the time period in which respondents to the survey have had the opportunity to use the Standards.

Frequency of use across stakeholder groups

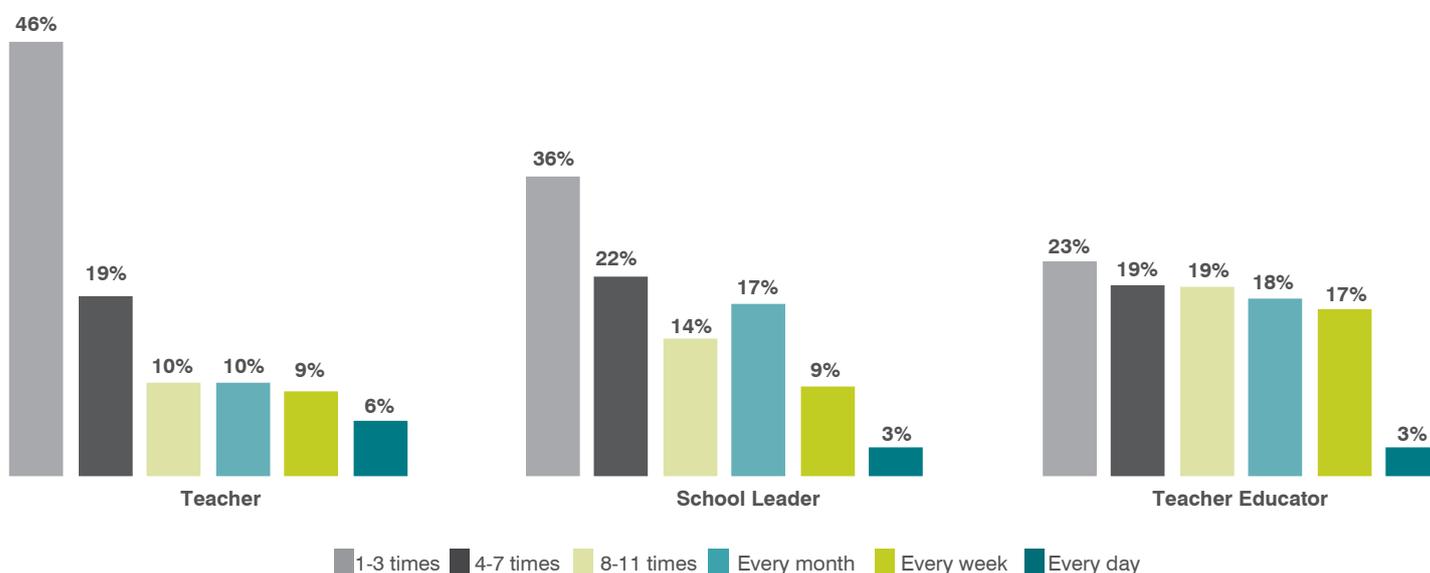


Figure 8: Frequency of use of the Standards since implementation

Note: Those respondents who reported they did not use the Standards are not shown in the above graph, and they were 45% of teachers, 21% of school leaders and 20% of teacher educators.



As shown in Figure 8, uptake of the Standards is high considering that they are at an early stage of implementation. The higher level of engagement with the Standards reported by school leaders at this stage of implementation may reflect their responsibility for providing direction and support for the use of the Standards in teacher practice and school outcomes. In addition, the early uptake by these groups indicates the Standards are likely to have the necessary leverage to become integrated into organisational systems and structures, thereby increasing the likelihood of sustainability.



Frequency of engagement with the Standards is particularly high for the Teacher Educator group. This finding is consistent with the early implementation of the Accreditation of Initial Teacher Education Programs initiative as compared to other school and teacher focused initiatives. The next section presents findings on how teacher educators are using the Standards.



One area for further investigation is to understand what drives school leaders to implement the use of the Standards in their schools and how they use them to inform and develop teacher practice and improve student outcomes.



Another area for further investigation is to explore how stakeholders' years of experience in their practice influences the extent to which they use the Standards.



2b. The Standards are being used for a range of activities by all stakeholder groups.

For **Teachers** who reported use of the Standards, survey data shows that they engaged with the Standards through a variety of activities. The mean ratings show that teachers reported using the Standards most frequently for self-reflection: up to 4-7 times a year.

Teachers' mean self-reported use of the Standards since implementation

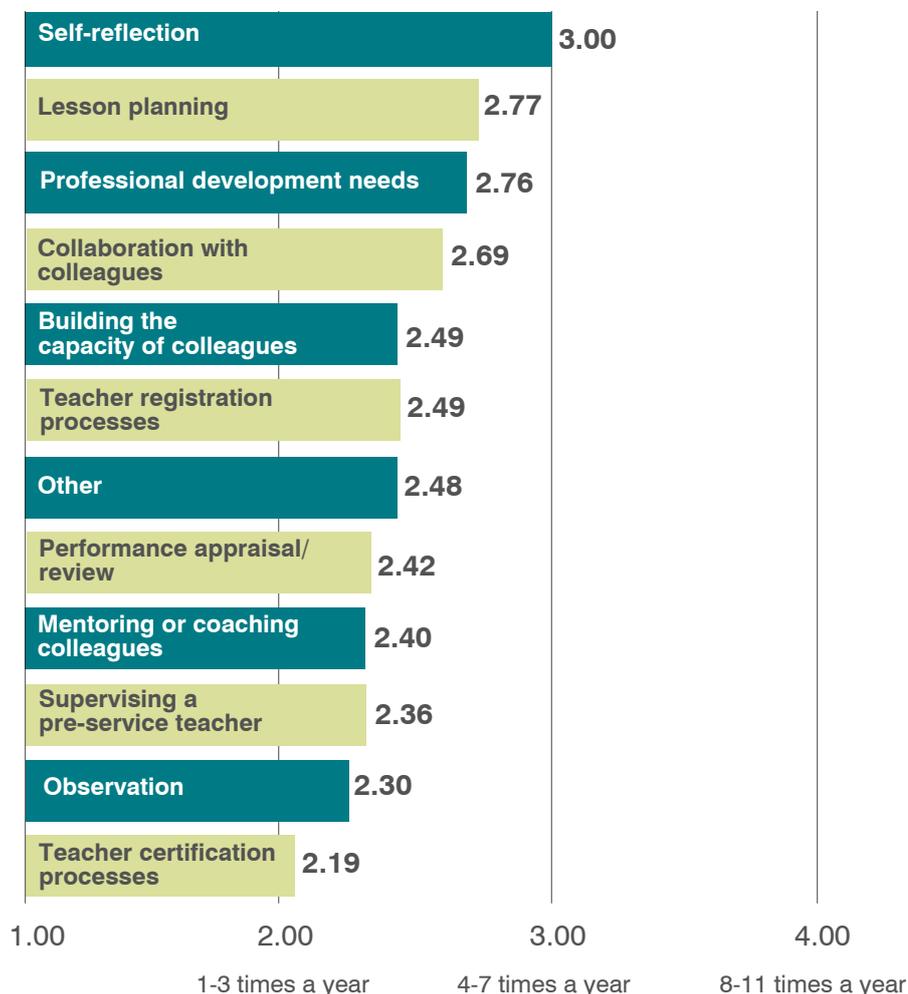


Figure 9: Teachers' mean self-reported use of the Standards since implementation

Note: The mean scores for 'self-reported use of the Standards since implementation' were based on survey responses on a Likert scale of 1.00 to 7.00, with 1.00 = Not at all; 2.00 = 1-3 times a year; 3.00 = 4-7 times a year; 4.00 = 8-11 times a year; 5.00 = Every month; 6.00 = Every week; 7.00 = Every day.

School Leaders who reported use of the Standards rated that they use the Standards most frequently (4-7 times a year) in the following ways:

- Discussion with teachers
- Building the capacity of colleagues
- School plans for teaching and learning
- Supporting professional development in school
- Performance appraisal/review
- Observation

School Leaders' mean self-reported use of the Standards since implementation

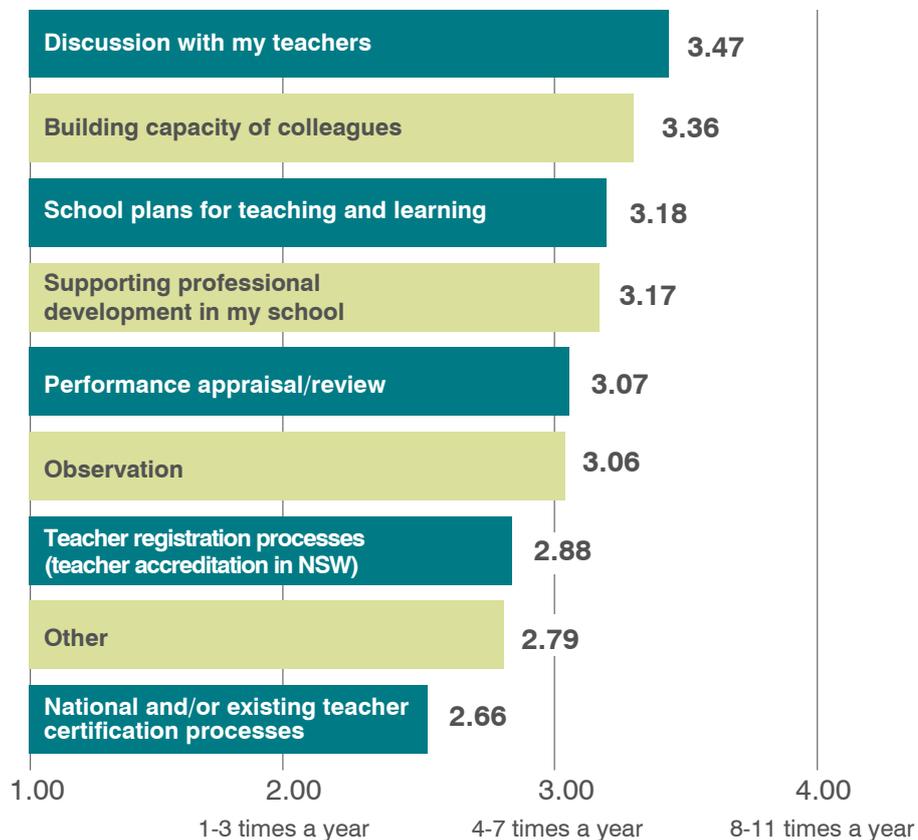


Figure 10: School Leaders' mean self-reported use of the Standards since implementation

Note: The mean scores for 'self-reported use of the Standards since implementation' were based on survey responses on a Likert scale of 1.00 to 7.00, with 1.00 = Not at all; 2.00 = 1-3 times a year; 3.00 = 4-7 times a year; 4.00 = 8-11 times a year; 5.00 = Every month; 6.00 = Every week; 7.00 = Every day.

For **Teacher Educators**, the most common uses of the Standards reported were for discussion with pre-service teachers and planning content across the program (8-11 times a year). This corroborates the finding that 90% of pre-service teachers perceived that they will have opportunity to use the Standards in the next six months (see 2c).

Teacher educators who reported use of the Standards reported that they use the Standards most frequently (4-7 times a year) in the following ways:

- Discussion with pre-service teachers
- Planning content across the program
- Developing content for subjects
- Developing general coursework assessments for pre-service teachers
- Accreditation of Initial Teacher Education Programs
- Collaborating with supervising teachers

Teacher Educators' mean self-reported use of the Standards since implementation

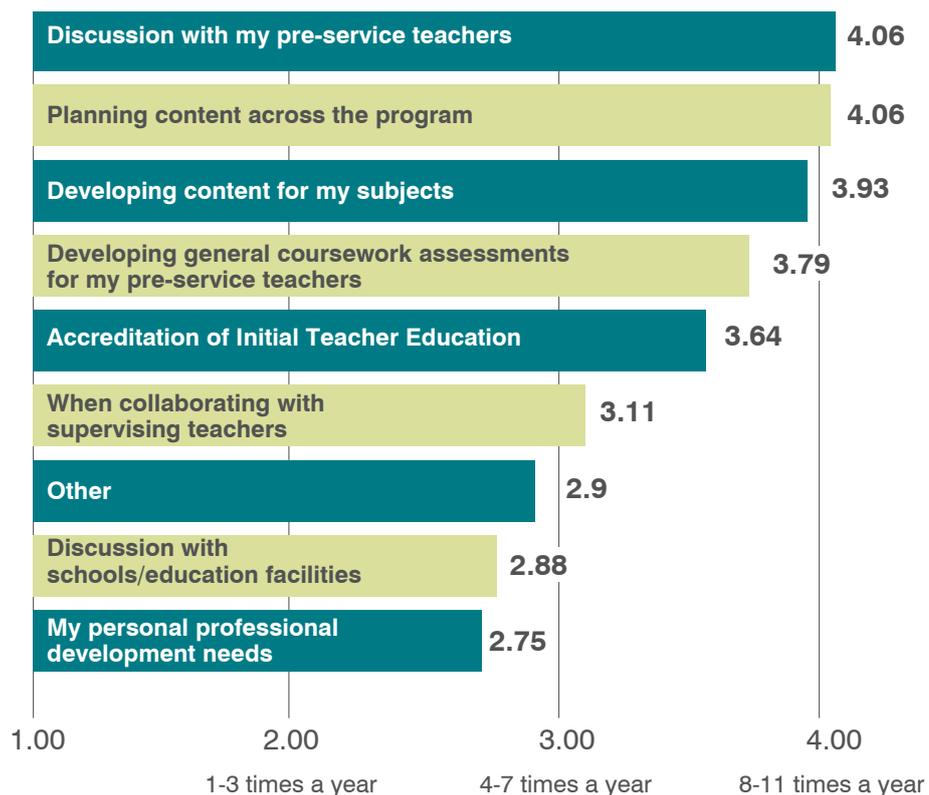


Figure 11: Teacher Educators' mean self-reported use of the Standards since implementation

Note: The mean scores for 'self-reported use of the Standards since implementation' were based on survey responses on a Likert scale of 1.00 to 7.00, with 1.00 = Not at all; 2.00 = 1-3 times a year; 3.00 = 4-7 times a year; 4.00 = 8-11 times a year; 5.00 = Every month; 6.00 = Every week; 7.00 = Every day.

Pre-service Teachers were not asked to report on their use of the Standards in the survey in the same way. Instead, pre-service teachers were asked to comment on the ways they use the Standards in their daily practice.

Preliminary coding and analysis show the top two reported uses of the Standards by pre-service teachers relate to:

- Assignments
- During practicum

Pre-service Teachers' reported use of the Standards

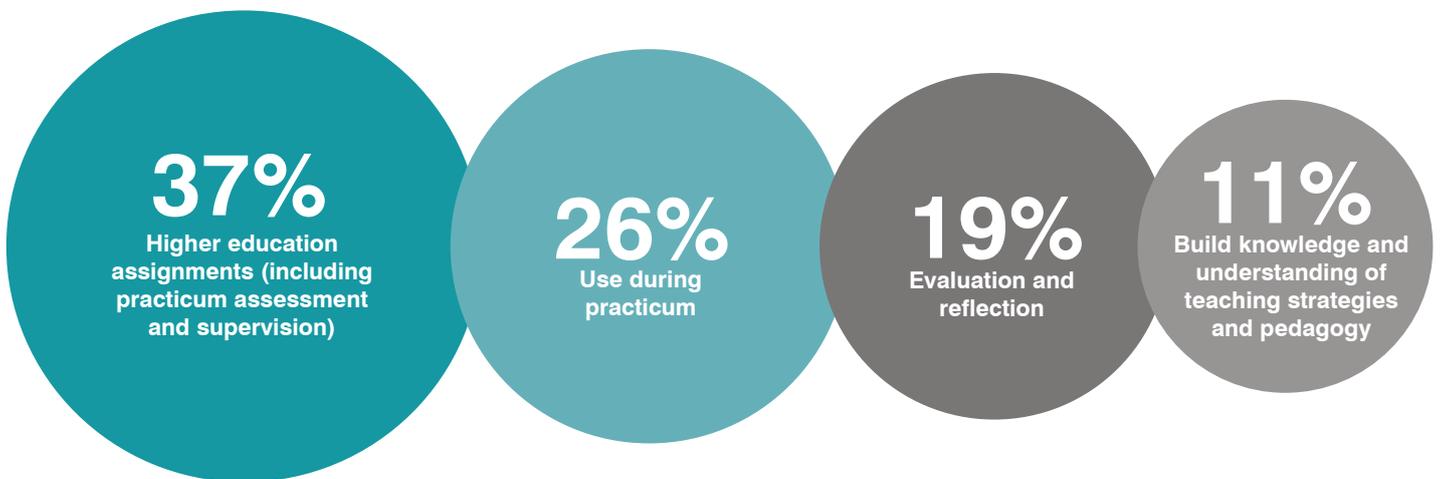


Figure 12: Pre-service Teachers' self-reported use of the Standards

Note: Data based on pre-service teachers' responses to the open-ended question 'Please describe the specific ways you have used the APST'.

Whilst on my practicums I have always ensured my practices were in line with the APST [and] I have used them as a reference to guide my practices.

Pre-service teacher, Victoria



It is evident that respondents across all stakeholder groups use the Standards through a range of activities in teacher practice and for professional development. In particular, they engage with the Standards for self and guided reflection to improve the quality of their own or their colleagues' or pre-service teachers' teaching. This is particularly important because it suggests that the Standards are starting to be used in ways that may influence teaching practices and student learning.



The current uptake of the Standards is encouraging considering the stage of implementation. This may indicate that the profession is developing a sense of ownership which has been identified as an enabler for effective implementation by the Forum participants.



In order to understand effective implementation of the Standards, it is important to further explore stakeholders' use of the Standards and how it impacts teacher practice in relation to the success factors identified through the National Forum and the review of literature. This will allow a greater understanding of the factors that contribute to effective implementation.



Another area for exploration is to track the frequency and extent of use in regard to the Standards across stakeholder groups to investigate the effectiveness and impact of the implementation process.



2c. Stakeholders are positive regarding their opportunities to use the Standards in the next six months.

Respondents were asked to indicate their level of agreement with their perceived opportunity to use the Standards in the next six months.

An average of 74% of the respondents across all stakeholder groups reported 'somewhat agree' or above in regards to their opportunity to use the Standards in the next six months.

At the school/educational facility level, 82% of school leaders reported they are more likely to have the opportunity to use the Standards in the next six months, as compared with 71% of teachers.

Agreement includes an aggregate of 'Somewhat Agree', 'Agree' and 'Strongly Agree'.

Opportunity to use the Standards in the next six months School/Educational facility level

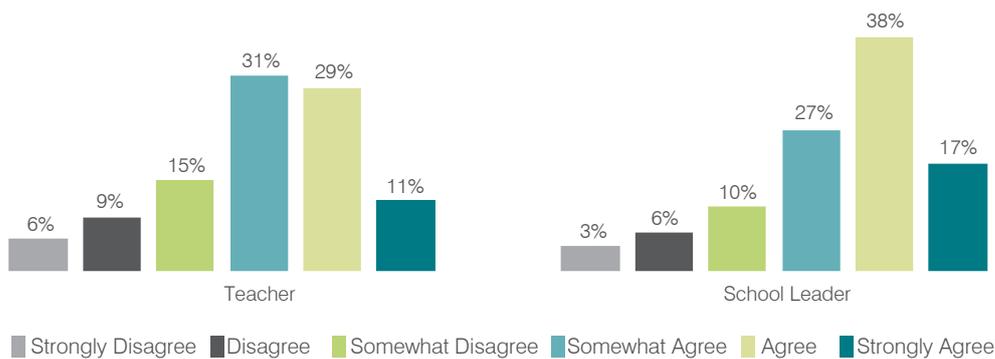


Figure 13: Teacher and School Leaders' opportunity to use the Standards in the next six months

Across all stakeholder groups, pre-service teachers are most likely to have the opportunity to use the Standards in the next six months with 89% agreeing with this question. This is only slightly higher than the 82% of teacher educators reporting agreement.

Opportunity to use the Standards in the next six months Higher Education Institution level

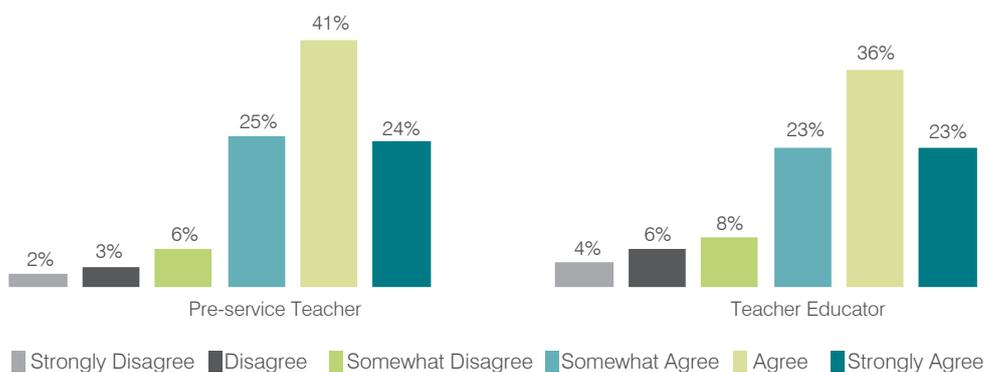


Figure 14: Pre-service Teachers' and Teacher Educators' opportunity to use the Standards in the next six months



2d. Stakeholders report that they are most likely to collaborate and discuss the Standards through their local collegial networks.

The survey also measured respondents' self-reported discussion and collaboration on the Standards with a variety of organisations and stakeholders. A social network analysis of this collaboration was conducted which revealed that across all of the respondent groups the strongest networks, where the most discussion and collaboration to implement the Standards occurred, were collegial networks. Teachers, school leaders, teacher educators and pre-service teachers were most likely to discuss and collaborate around the Standards with their colleagues at their own school or educational institution.

3. Positive attitudes towards the Standards

Respondents were asked to indicate their level of agreement with statements about their attitudes towards the Australian Standards and standards in general across a variety of categories.

To provide a picture of responses that indicated a 'positive attitude towards the Standards', items that were positively framed such as; *'In general, I think standards benefit me'* were aggregated in percentages of agreement².

Agreement includes an aggregate of 'Somewhat Agree', 'Agree' and 'Strongly Agree'.



3a. Attitudes towards the Standards are positive with over three quarters of the respondents across stakeholder groups reporting positive responses.

Seventy-eight percent of teachers and 91% of school leaders who completed the survey were positive in their attitudes towards the Standards.

Positive attitudes towards the Standards School/Educational facility level

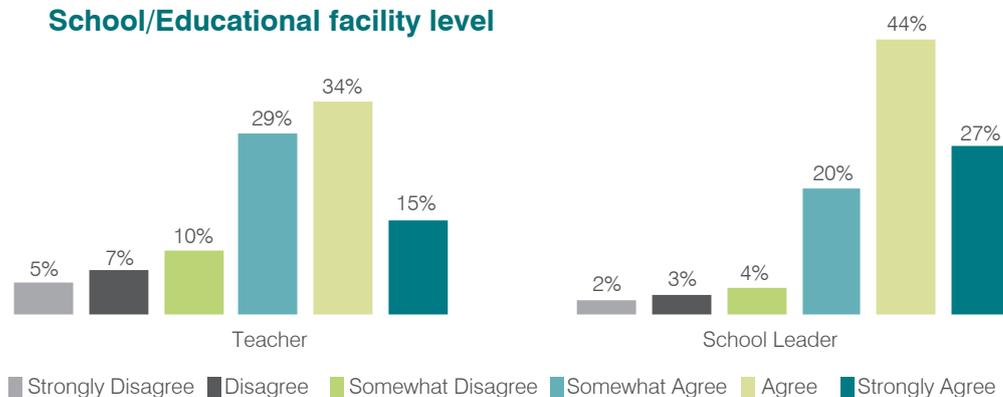


Figure 15: Teachers' and School Leaders' attitudes towards the Standards.

² Survey respondents were also asked to indicate their level of agreement with several negatively framed questions to provide a picture of differing attitudes towards the Standards.

Ninety-three percent of pre-service teachers and 83% of teacher educators are positive in their attitudes towards the Standards. It is also important to note that these percentages for attitude are higher than the levels of knowledge.

Positive attitudes towards the Standards Higher Education Institution level

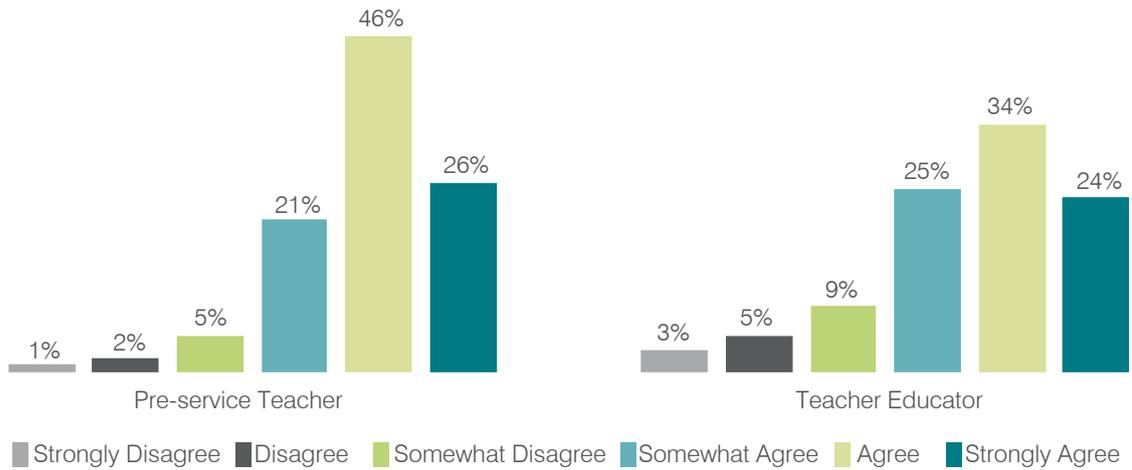


Figure 16: Pre-service Teachers' and Teacher Educators' attitudes towards the Standards



Additional analysis is underway to further understand stakeholders' attitudes towards the Standards and the relationships between these attitudes with their knowledge and awareness, use and intentions to use the Standards.

4. Intentions to use the Standards as a predictor of implementation and impact



4a. On average, more than three quarters (78%) of the stakeholders intend to use the Standards in the next six months.

Intentions to conduct a behaviour are the greatest predictor of an individual engaging in the behaviour. Thus, the greater an individual's intentions to use the Standards the greater the likelihood that an individual will actually use the Standards³.

Ninety-three percent of teacher educators, 90% of school leaders and 93% of pre-service teachers reported intentions to use the Standards in the next six months, compared to more than two-thirds of current teachers (72%).



The transition to the Australian Professional Standards for Teachers is at varying stages across the jurisdictions, systems/ sectors, and across the initiatives of teacher registration and renewal of registration, teacher performance and development and national certification. This variance may shed light on the comparatively lower intentions to use the Standards by teachers at this early stage of implementation, in particular it is to be expected that use and intentions to use the Standards would be concentrated at the teacher educator and school leader level. It is also important to highlight that the National Survey baseline findings are based on stakeholders' perceptions at a point in time. Further collection of data and analysis will provide deeper understandings about teachers' perceptions in regards to their use of the Standards.

Accreditation of Initial Teacher Education Programs was the earliest national reform initiative implemented. Therefore pre-service teachers and teacher educators have regular opportunities to use the Standards through programs, coursework, assessments, and practicum and for pre-service teachers, in aligning their professional learning to the Standards, particularly for provisional registration.

³ Ajzen, I. 1991, 'The Theory of Planned Behaviour', *Organisational Behaviour and Human Decision Processes*, no. 50, pp.179-211.



An area for further exploration in the Evaluation is to investigate what drives stakeholders' intentions to use the Standards in their practice.



Further investigation will explore the relationships between stakeholders' intentions to use the Standards and the relationships between their knowledge and awareness of, attitudes towards and use of the Standards.

The National Survey assessed the perceptions of knowledge, attitudes and use of the Standards of various stakeholder groups in the profession including practising teachers, school leaders, teacher educators and pre-service teachers. The preliminary data analysis from the survey provides a basis for further exploration in relation to other data activities in the Evaluation, particularly during the next phase which is focused on collecting data within schools and organisations, which can demonstrate implementation practices.

Conclusion

Overall the interim findings from the National Forum and National Survey have indicated that awareness and knowledge of the Standards is high. While there is some evidence of implementation activity across Australia, continuing focus on, and resourcing of, the implementation of the Standards is required to support stakeholders to increase their implementation activity and embed the Standards within their daily practice.

The Evaluation team have suggested that based on the program theory, relevant literature and engagement with stakeholders to date, the impact of the implementation of the Standards can be conceptualised by a developmental curve as illustrated in the figure below.

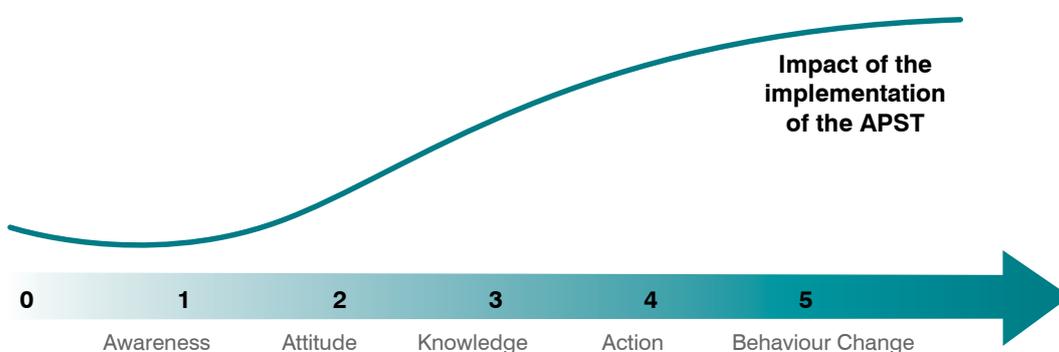


Figure 17: Conceptualising the impact of the implementation of the Standards

- **Awareness** relates to stakeholders' level of knowledge relating to the Standards and how they should be implemented
- **Attitude** towards the Standards differs amongst stakeholders and a positive attitude towards the implementation is necessary in order to achieve lasting change
- **Knowledge** of the Standards is also an important stage of the cycle and encapsulates awareness of the superficial elements as well as intricacies of the Standards and their objectives
- **Action** pertains to an active engagement with the implementation of the Standards
- **Behaviour Change** is achieved when knowledge of and attitudes towards the Standards are sustainably implanted.

Change, however, is not a linear process, despite its depiction as such in Figure 17. Stakeholders will be at different stages of adoption. It is crucial to understand and measure the factors and forces which enable or prevent the processes of change, as movement along the continuum of change is the key outcome for implementation.

Understanding the complexity of action around achieving behaviour change for implementation of the Standards is critical and needs to continue to be explored throughout the Evaluation.

Associate Professor Janet Clinton,
the University of Melbourne

Next steps for the Evaluation

- Data analysis for the National Forum and National Survey is ongoing. As part of this, the Evaluation will continue to build upon what has been analysed to date to enable a more in-depth understanding of patterns and trends in terms of the implementation of the Standards.
- The indicators of success that have been developed by stakeholders and informed by the literature will be related to the measurement framework for analysing the data collected in the next stage. This will ensure that accurate and valid judgements can be made about the usefulness, effectiveness and impact of the implementation of the Standards.
- The next two major data collection activities for the Evaluation will be the Case Studies of implementation practices and the second National Survey.
- AITSL, in collaboration with the Evaluation team at the University of Melbourne, will continue to ensure that the interim findings of the Evaluation are disseminated throughout the project to inform and guide the ongoing implementation of the Standards.

Glossary

Teacher

Teachers are school employees who spend the majority of their time in contact with students either in classes or on an individual basis; and are responsible for teaching the school curriculum. Inclusive of registered teachers in early childhood and other settings outside of mainstream schools.

School Leader

School leaders are those in positions of authority such as: Principals, Deputy Principals and Heads of curriculum areas or departments (e.g. Head of English).

Pre-service Teacher

Pre-service teachers are individuals currently enrolled in an initial teacher education program.

Teacher Educator

Teacher educators are anyone who is involved in teaching individuals to become pre-service teachers through initial teacher education programs.

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