



AITSL National Stakeholder Forum

Using the National Standards to Drive Improved Outcomes

Geoff N Masters

Australian Council *for* Educational Research

measures of school performance

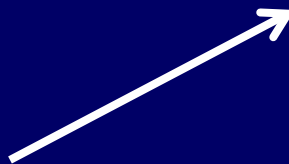
OUTCOMES

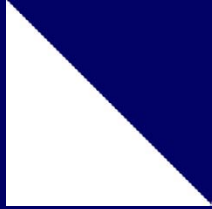
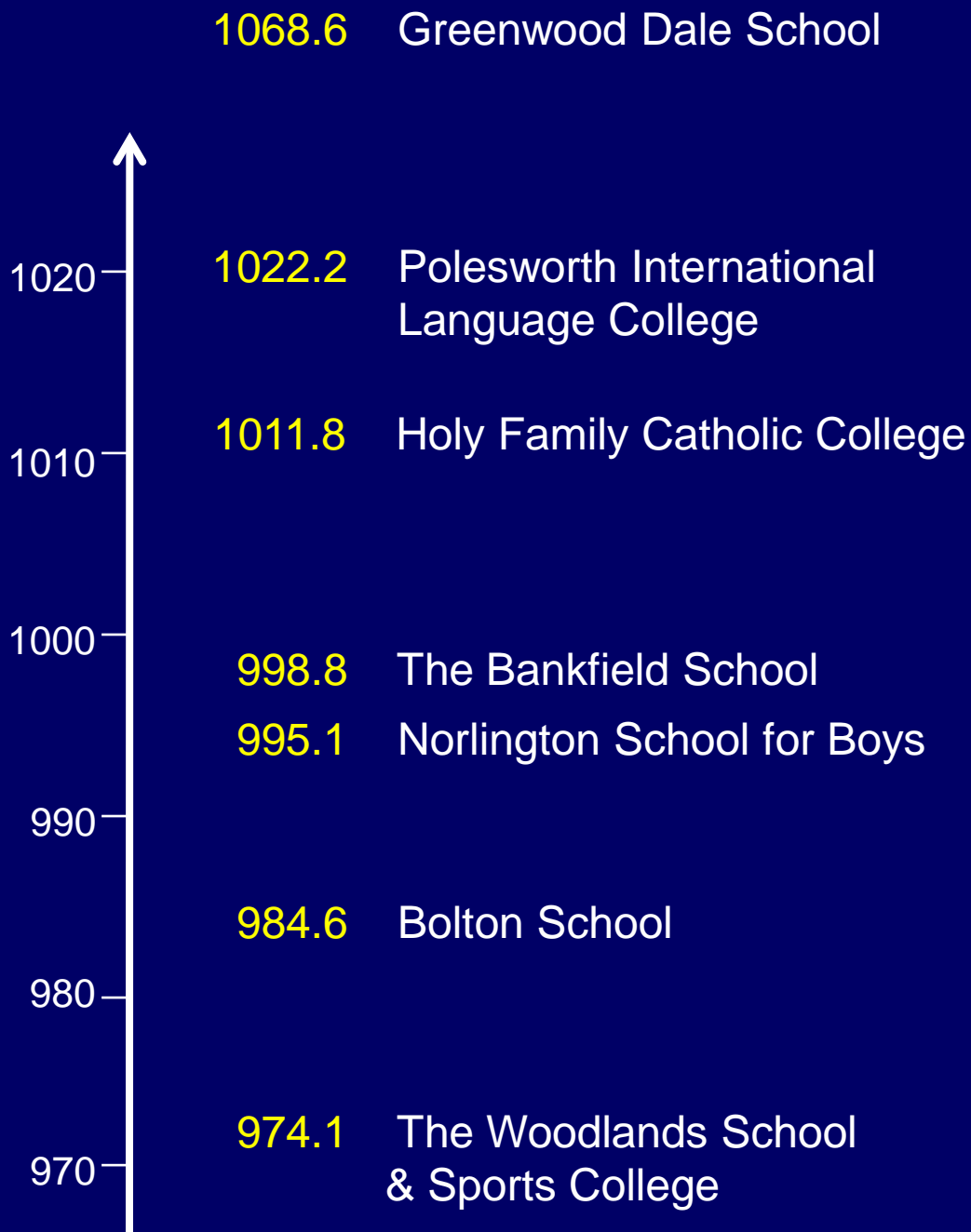
- engagement & participation
- academic outcomes
- literacy & numeracy
- school completion
- employment skills

CONTEXTS

- socioeconomic
- language at home
- school finances
- class sizes
- staff qualifications

“inputs”





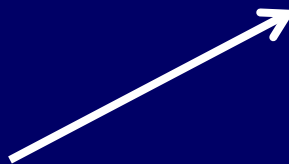
measures of school performance

OUTCOMES

- engagement & participation
- academic outcomes
- literacy & numeracy
- school completion
- employment skills

CONTEXTS

- socioeconomic
 - language at home
 - school finances
 - class sizes
 - staff qualifications
- “inputs”



measurement
driven
improvement

OUTCOMES

- engagement & participation
- academic outcomes
- literacy & numeracy
- school completion
- employment skills

CONTEXTS

- socioeconomic
 - language at home
 - school finances
 - class sizes
 - staff qualifications
- “inputs”

If schools know how they're performing, then they will be able to work out how to improve.

CONTEXTS

- socioeconomic
- language at home
- school finances
- class sizes
- staff qualifications

“inputs”

OUTCOMES

- engagement & participation
- academic outcomes
- literacy & numeracy
- school completion
- employment skills

~~Hold people
accountable for
outcomes but let
them decide how
to achieve them.~~

CONTEXTS

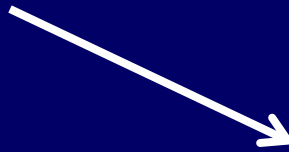
- socioeconomic
- language at home
- school finances
- class sizes
- staff qualifications

“inputs”

OUTCOMES

- engagement & participation
- academic outcomes
- literacy & numeracy
- school completion
- employment skills

professional
standards of
practice



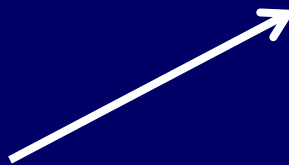
OUTCOMES

- engagement & participation
- academic outcomes
- literacy & numeracy
- school completion
- employment skills

CONTEXTS

- socioeconomic
- language at home
- school finances
- class sizes
- staff qualifications

“inputs”

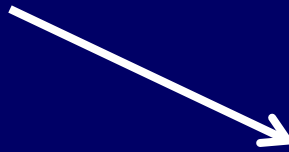


A 'standard of care' in Medicine

A standard of care is a medical treatment guideline...

- a diagnostic and treatment process that a clinician should follow for a certain type of patient, illness or clinical circumstance
- in legal terms, the level at which an ordinary, prudent professional having the same training and experience in good standing in a same or similar community would practice under the same or similar circumstances

professional
standards of
practice



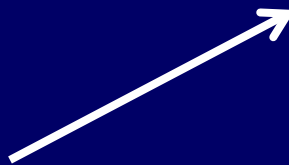
OUTCOMES

- engagement & participation
- academic outcomes
- literacy & numeracy
- school completion
- employment skills

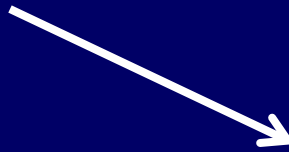
CONTEXTS

- socioeconomic
- language at home
- school finances
- class sizes
- staff qualifications

“inputs”



practice
driven
improvement



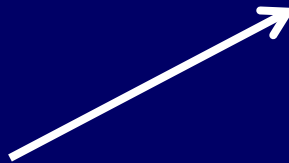
OUTCOMES

- engagement & participation
- academic outcomes
- literacy & numeracy
- school completion
- employment skills

CONTEXTS

- socioeconomic
- language at home
- school finances
- class sizes
- staff qualifications

“inputs”



Standards of practice are profession-wide expectations.

CONTEXTS

- socioeconomic
- language at home
- school finances
- class sizes
- staff qualifications

“inputs”

OUTCOMES

- engagement & participation
- academic outcomes
- literacy & numeracy
- school completion
- employment skills

Practitioners are expected to follow processes that meet standards of practice.

CONTEXTS

- socioeconomic
- language at home
- school finances
- class sizes
- staff qualifications

“inputs”

OUTCOMES

- engagement & participation
- academic outcomes
- literacy & numeracy
- school completion
- employment skills

PRACTICES

- classroom teaching
- school leadership

“processes”

CONTEXTS

- socioeconomic
- language at home
- school finances
- class sizes
- staff qualifications

“inputs”

OUTCOMES

- engagement & participation
- academic outcomes
- literacy & numeracy
- school completion
- employment skills



'Standards of Practice' in Education

Specific

a standard of practice for dealing with a particular situation

General

processes and practices expected of all teachers



Specific Standards of Practice

As a profession, do we have standards of practice for handling specific situations? specific learning needs? specific learning difficulties?

(the equivalent of a medical standard of care?)



General Standards of Practice

As a profession, what are the pedagogical practices that we expect of all teachers?




National Professional Standards for Teachers

- Professional Knowledge

 Professional Practice

- Professional Engagement

Teaching and Learning	Learning Environments	Feedback and Reporting
establish challenging learning plans	support student participation	assess student learning
plan, structure, sequence learning programs	manage classroom activities	provide feedback to students on their learning
use teaching strategies	manage challenging behaviour	make consistent and comparable judgements
select and use resources	maintain student safety	interpret student data
use effective classroom communication	use ICT safely, responsibly and ethically	report on student achievement
evaluate and improve teaching programs		
engage parents/carers in the educative process		



In the context of the *National Professional Standards for Teachers*, the improvement of outcomes probably depends now on the development of more detailed standards of practice.

(that is, the pedagogical practices that, as a profession, we wish to see in every classroom)



a few suggestions (only)...



1. supportive learning environment

The teacher creates a supportive learning environment in which all students are emotionally engaged and motivated to learn.



2. starting points for teaching

The teacher establishes starting points for teaching by exploring and establishing where students are up to in their learning (this includes questioning to establish student understandings and misconceptions).



3. clarity about desired learning

The teacher makes explicit to students what they are expected to learn as a result of each learning activity.



4. differentiated teaching

The teacher designs learning opportunities to address the needs of students who are at different points in their learning.



5. continuity of learning

The teacher connects new material to past learning and assists students to see continuity in their learning over time.



6. deep learning

The teacher promotes deep learning by emphasising underlying principles, concepts and big ideas that are developed over time.



7. demonstration and checking

The teacher demonstrates explicitly what students are to do, discusses this with students, and then questions and checks (at the group and individual level) that learning is occurring.



8. teaching and learning opportunities

Within clear lesson plans, the teacher exercises flexibility to capitalise on teaching and learning opportunities as they arise.

9. ongoing feedback

The teacher provides ongoing feedback to students on their learning (this includes feedback on specific actions that individuals can take to advance their learning).



10. student beliefs and self-monitoring

The teacher promotes positive student beliefs about their own capacity to learn and encourages metacognitive behaviours (student reflection on and monitoring of their own learning).



Thank You