

# Module 16 – Required task

## Possible answers/feedback:

### 1. What distinctive lexical patterns do you discern?

You may have noted some of the following patterns.

Distinctive features per career stage:

- Graduate: prominent verb is 'demonstrate'; 'understanding' and 'knowledge' also have a high profile whereas these terms have much lower frequencies in the other career stages.
- Proficient: 'learning' has the highest frequency, followed by 'teaching' and 'students'
- Highly Accomplished: 'colleagues' has the highest frequency, followed by 'learning', 'teaching', 'support' and 'students'
- Lead: 'learning' has the highest profile, followed by 'colleagues', 'lead', 'students, and 'teaching'
- Distinctive features across career stages:
- The terms 'learning' and 'teaching' are prominent across all career stages, and the term 'students' is prominent in the Descriptors for the Proficient, Highly Accomplished and Lead career stages.

You might have formed the view that lexical frequency can only provide a starting point for thinking about the differentiated and developmental nature of teachers' work across career stages, and that other considerations are required in order to make meaningful insights. This is absolutely correct. Qualitative lexical patterns need to be considered as well.

### 2. What are the most prominent verbs in the Highly Accomplished and Lead career stage Descriptors?

The most prominent verbs in the Highly Accomplished and Lead career stages, respectively, are:

- Highly Accomplished: 'support' (NB: 'learning' is not used as a verb in the Descriptors, it is either nominalised to form a noun or used as an adjective. The same applies to 'teaching'.)
- Lead: 'lead'

### 3. As you have found in the previous question, distinctive verbs are present in the Descriptors for the Highly Accomplished and Lead career stages. This is not the case, however, for the Proficient career stage Descriptors. How do you account for the lack of a distinctive verb in the Proficient career stage Descriptors?

The lack of a prominent verb in the Proficient career stage can be attributed to the need for proficient teachers to be able to demonstrate proficiency across all aspects of teaching. Their work does not exhibit an additional dimension of 'specialisation'.

- 4. All the Wordles contain the words 'students', and 'student' and the font size for 'students' is consistently larger than the font size for 'student'. This indicates that 'students' consistently has a higher frequency than 'student' in each of the career stage Descriptors. How does the usage of each term differ, and what are the effects of representing these terms separately?**

The term 'student' is used as an adjective, whereas the term 'students', which in the wordles encompasses students, student's and students', is a concrete noun, i.e. it refers to actual, embodied students. Representing the terms 'student' and 'students' separately enables references to actual students to be discerned. Notice that the number of references to 'students' is higher than 'student'. We can say, therefore, that the Standards are student-centred.

- 5. Increased frequency does not always equate with increased noteworthiness. Identify some low-frequency words that you consider to be highly notable. Assigning significance, however, can be problematic. Explain why assigning noteworthiness can be problematic.**

Low frequency words that some people may identify as being significant include 'ethics', 'safety', etc. People making a case for the significance of such words might make reference to legislation or policies, etc. to substantiate their claims. Some people may also confer significance to certain phrases, e.g., 'Aboriginal and Torres Strait Islander'.

Assigning significance is subjective, which is problematic. Assigning significance to certain terms might also lead some people to regard some Descriptors as more important than others. This is to be avoided. The Descriptors are equally weighted. They are not to be rank ordered. Decisions that are substantiated by recourse to 'significance' constitute bias.