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Report 4

Final Report – Evaluation of the Australian Professional Standards for Teachers

December 2016

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Acknowledgements

The Australian Institute for Teaching and School Leadership (AITSL) and the Evaluation team from the University of Melbourne would like to thank all participants in all of the data collection activities who have contributed so willingly and thus made this report possible.

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Key Findings from the Evaluation

The Australian Professional Standards for Teachers (The Standards) are a public statement of what constitutes teacher quality.

They provide a framework that clarifies the knowledge, practice and professional engagement required across teachers' careers. AITSL worked with the education sector to develop and support implementation of the Standards.

In order to assess the **usefulness**, **effectiveness** and **impact** of the Standards since implementation, AITSL collaborated with the Centre for Program Evaluation at Melbourne University and their partner, the Australian College of Educators to conduct a three-year evaluation, from 2013 to 2015, of the implementation of the Standards. This report presents the overall findings from the *Evaluation of the Australian Professional Standards for Teachers* (the Evaluation).

A Uptake of the Standards overall

The rate of uptake of the Standards increased between 2013 and 2015 with evidence of uptake at a national, jurisdictional and school/teacher level.

- All state and territory jurisdictions in Australia had about the same rate of uptake of the Standards

- The ways in which the Standards were **used** changed over the evaluation timeframe from mainly procedural purposes (such as registration and certification), to more extended (such as professional development and teacher self-reflection).

- The Standards were designed to be adaptable and the Evaluation found that the Standards could be implemented with sufficient flexibility for most settings and a range of different purposes.

How was uptake assessed?

Four key measures – Knowledge, Use, Attitudes, Intention to implement

1. **Awareness and knowledge** of the Standards - were self-reported by participants. **Awareness** was defined as 'having surface knowledge of the Standards. **Knowledge** was defined as 'understanding of the Standards and their implication for practice.'

2. **Use** of the Standards was measured as self-reported frequency and type of use and whether use was current or intended future use.

3. Positive **attitudes** towards the Standards – were identified as a strong predictor of **intention to implement** the Standards and linked to a positive experience of implementing the Standards. Attitudes were self-reported responses to the surveys.

4. **Implementation intentions** – were measured in the survey data to understand what stage of implementation participants were at and to capture planned implementation of the Standards.

B Implementation of the Standards by educators

Teachers

- had lower **knowledge** of the Standards than school leaders and teacher educators.

- with the least experience (0-5 years) had higher positive **attitudes** and levels of **use** of the Standards than more experienced teachers.

- from secondary schools had lower positive **attitudes** and **implementation intentions** than primary teachers.

School Leaders

- had higher levels of **knowledge** than teachers and pre-service teachers.

- with less experience (0-5 years) reported higher positive **attitudes** than more experienced school leaders

- in secondary schools had higher **knowledge** of the Standards but lower positive **attitudes** than primary school leaders.

- in early childhood settings had the lowest **knowledge** and positive attitudes.

- **intentions to implement** the Standards were highly influenced by what they perceived other school leaders were doing (subjective norms)

- **intention to implement** the Standards increased over time from 2013 to 2015

Pre-service teachers

- reported the highest level of positive **attitudes** towards the Standards compared to other educator groups

- pre-service teachers studying to work in secondary schools reported lower levels of **knowledge** of the Standards than those studying primary teaching.

- **implementation intentions** were highly influenced by their perceptions of what other pre-service teacher colleagues were doing in implementing the standards (subjective norms)

Initial teacher educators

- reported the highest levels of **knowledge** of the Standards and the highest **implementation intentions** compared to other groups.

C Factors supporting implementation

The factors found to support implementation were consistent across the course of the Evaluation

- Effective leadership was a critical factor

- Adequate time and resources

- Alignment of practice and transferability of aligned practice to different contexts

- Collaboration and communication to translate the Standards into practice

- A positive and supportive culture enhanced implementation

- Positive teacher engagement with and teaching performance informed by the Standards

D Perceived impacts of implementing the Standards

The Standards are perceived to be having an impact across all levels of the education sector and in different ways - including:

- increased professionalisation (see glossary) of the teaching profession
- supporting communication and collaboration
- supporting a focus on professional growth rather than on compliance
- creating a shared professional language for teaching

E Considerations for the future

Focus areas identified for sustainaibility of implementation:

- targeting resources to increase engagement with the Standards
- balancing uses of the Standards for professional development rather than accountability
- leveraging the engagement of early career teachers
- encouraging supportive practice
- developing effective leadership
- assigning responsibility for future implementation
- anchoring the Standards into existing policies
- linking Teacher Education Ministerial Advisory Group reforms and the Standards
- linking improved student outcomes to changes in teaching practice influenced by the Standards

Introduction

What are the Standards?

The *Australian Professional Standards for Teachers* are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit the elements of high-quality, effective teaching across three domains: Professional Knowledge, Professional Practice and Professional Engagement; and across four career stages: Graduate, Proficient, Highly Accomplished and Lead.

The Standards are a useful framework for a broad range of education stakeholders including teachers, school leaders, teacher educators, teacher organisations, professional associations and the public. http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list.
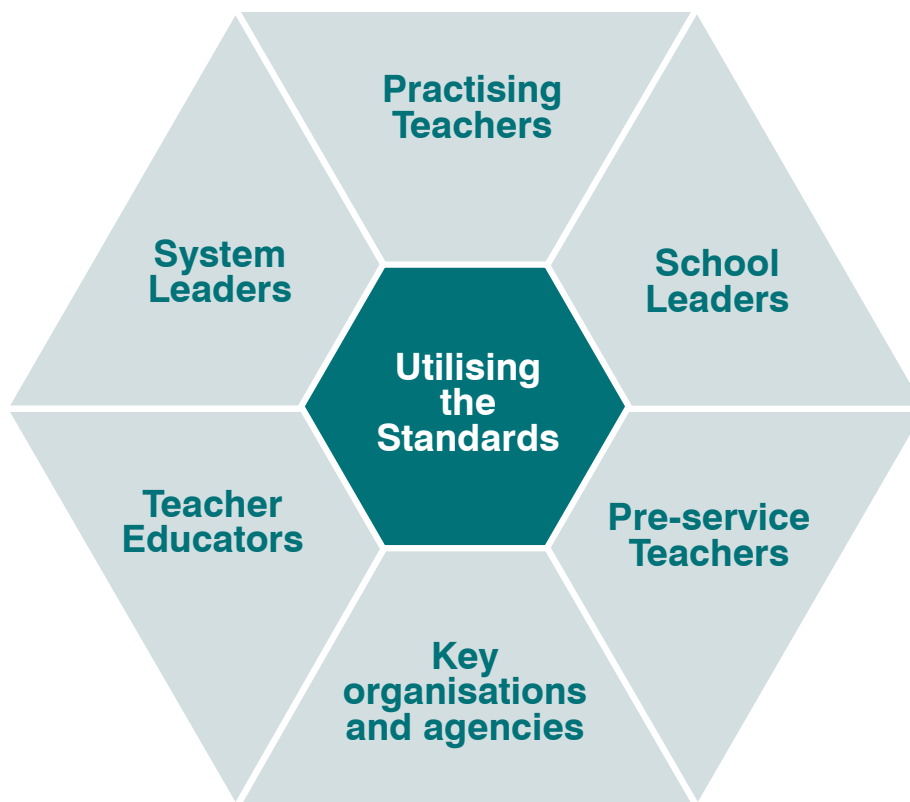

Figure 1. The Standards provide a framework for education stakeholders

Background to the Evaluation

This is the fourth and final report on the Evaluation of the implementation of the Australian Professional Standards for Teachers (The Evaluation). This report presents the findings from the four major data collection components the Evaluation.

Evaluation Design

The Evaluation was designed to assess the **usefulness**, **effectiveness** and **impact** of the implementation of the Standards in practice

The Evaluation design adapted a framework that is frequently used in social research, and which facilitates a continuous feedback and consultation with stakeholders. This framework was originally created by the US Centers for Disease Control and Prevention and is applicable to evaluations in any sector including education.
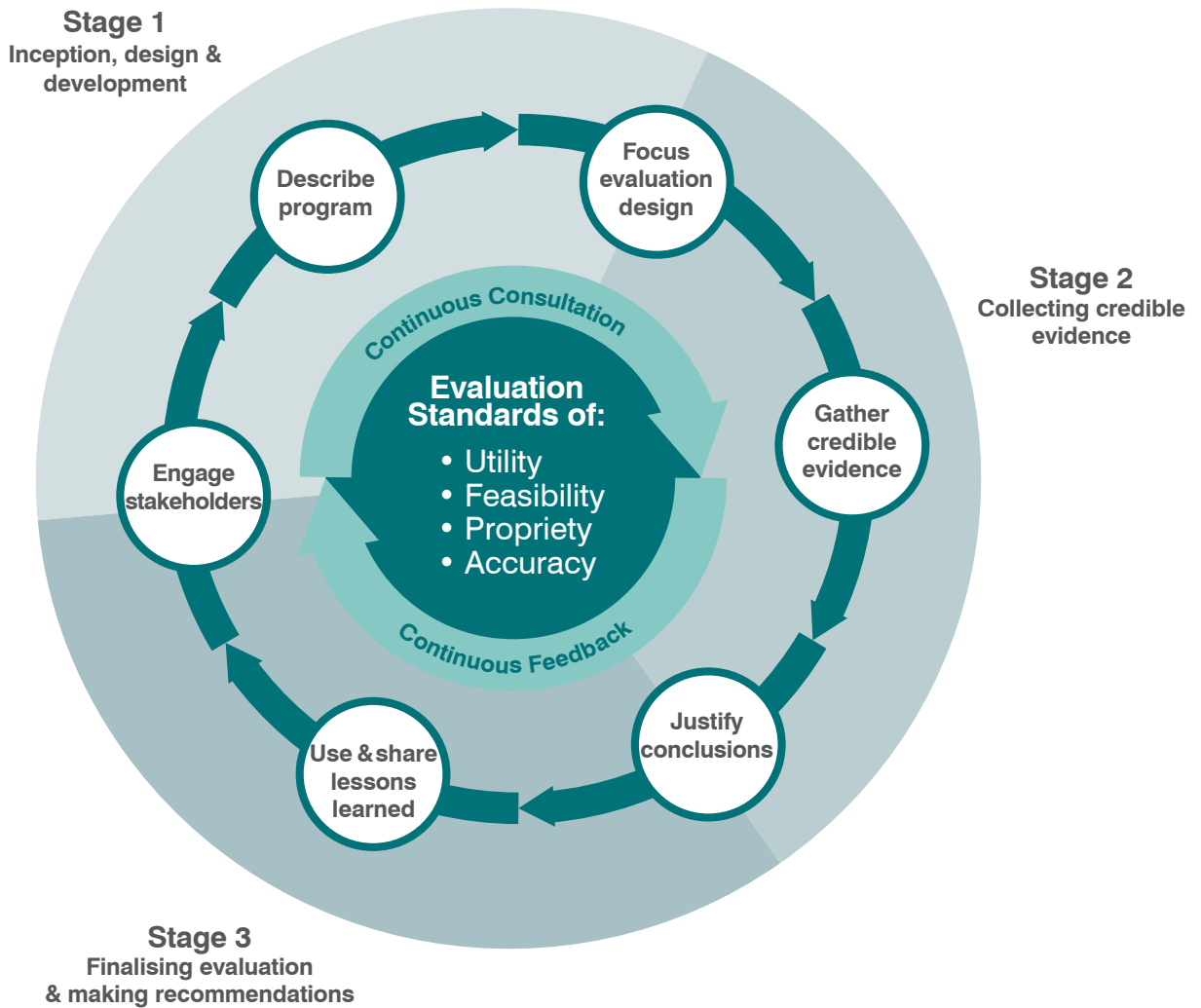

Figure 2 – Adapted from Centers for Disease Control continuous feedback and consultation model for evaluation

A mixed-methods methodology was employed, collecting and analysing both qualitative and quantitative data. The data collection activities are outlined in Figure 3 below.

National Forum

Workshops and group interviews with **174** key stakeholders in each state and territory

National Survey 1

Online surveys with a total of **6,002** respondents in the teaching profession

Case Studies - Lessons from practice

In-depth case studies of **53** schools and organisations

National Survey 2

Online surveys with a total of **8,374** respondents in the teaching profession

Figure 3. Progress of the Evaluation

The teacher samples for the two surveys were proportionally representative samples across jurisdictions and educator groups, based on teacher numbers obtained from the Australian Bureau for Statistics (ABS). This sampling strategy provided data and an appropriate sample size for statistical analysis across all segments. The sample size for teacher educators and pre-service teachers was smaller in comparison to that for teachers and school leaders and where necessary, statistical adjustments were made to account for differences in sample sizes across the four groups.

Findings

A   Uptake of the Standards overall

To measure uptake of the Standards, the critical elements comprising uptake were identified from survey and case study data of criteria necessary for successful implementation. The elements identified were: **awareness/knowledge**, **use**, **attitudes**, and **implementation intentions**.

Measured across the Evaluation these elements showed a pathway to implementation of the Standards. That is - **knowledge** leads to **use**, then **knowledge** and **use** together lead to **positive attitudes** and improved **implementation intentions**.

The model presented in Figure 4 illustrates the pathway to uptake of the Standards and the contribution of each of the factors to implementation intentions

Factors

Knowledge → Use → Positive attitudes → Implementation intentions

Sub-factors

Use in school   Positive attitudes towards Standards

Use for review   Positive benefits accured from Standards

Use within last year   Positive benefits accrued from others supporting implementation

Figure 4. The conditions necessary for uptake of the Standards: model of the process of implementation

Evidence of increasing uptake of the Standards

Uptake of the Standards was measured to understand the breadth and depth of implementation. The rate of uptake was assessed by analysing uptake at different points in time across the period from 2013 to 2015 and identifying changes in each element. This is demonstrated in Figure 5 as a life course of the progression of implementation which is moving positively towards sustained behaviour change.
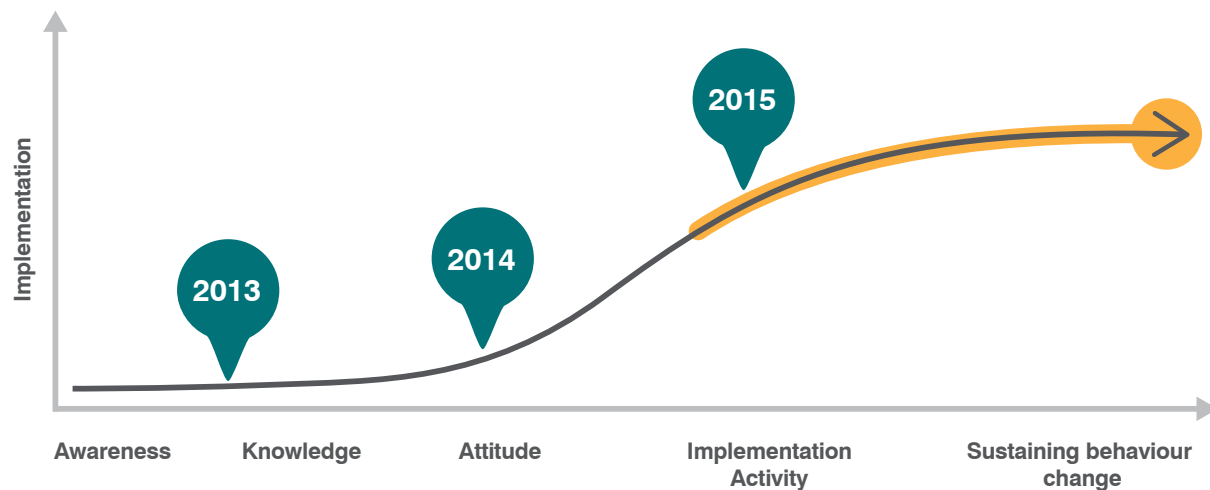

Figure 5. Life Course Model of the progression of implementation from 2013 to 2015

Overall, during the Evaluation timeframe, **awareness** remained high (from a high baseline) while **knowledge**, **use**, **attitudes**, and **implementation intention** all increased.

Measuring uptake of the Standards found:

- the rate of uptake has progressed positively over time.

- there is evidence of implementation or uptake across all levels from the national level to individual schools and teachers

- similar trends in knowledge, **use**, positive **attitudes** and **implementation intentions** were evident. For example, respondents with less experience tended to have higher levels of the four elements.

- the rate of implementation was slightly ahead of expectations, when compared with a similar policy implementation project – the implementation of the national curriculum.

- the quantitative data collected from the 2013 and 2015 surveys demonstrated no significant difference in terms of rates of uptake between states and territories.

- there was some variation between educator groups in relation to the elements of uptake measured

- this level of uptake was considered not yet at the stage of "sustaining behaviour change" but heading in a positive trajectory.

![InSights logo]

Findings about the individual elements of uptake

Knowledge (and awareness) of the Standards

Awareness/**Knowledge** of the Standards was measured by participants' perception of their own understanding in a range of 1 to 5 from "no knowledge" to "expert knowledge'. The data showed that **knowledge** of the Standards increased over the course of the Evaluation.

- **Awareness** was defined as "having surface knowledge of the Standards"

- **Knowledge** was defined as "understanding of the Standards and their implications for practice"

Awareness remained high throughout the Evaluation, from a high baseline at the commencement of the Evaluation.

The self-reported level of **knowledge** overall increased from 2013 to 2015 from 'Fair' to a point between "Fair" and "A lot".
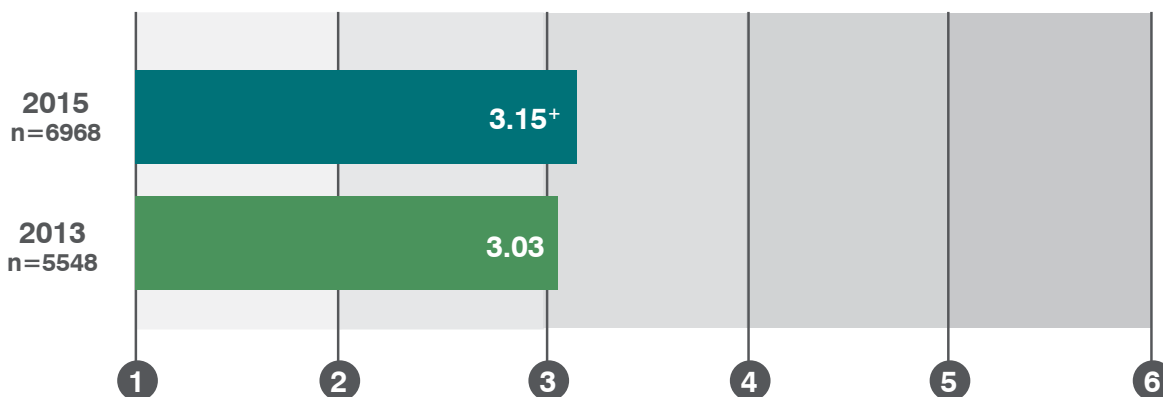
Factor – Knowledge of the Standards

2015
n=6968
3.15^+

2013
n=5548
3.03

① ② ③ ④ ⑤ ⑥

Figure 6. Mean scores for level of knowledge of the Standards in 2013 and 2015 (all respondents)
+Indicates statistical significance

Use of the Standards

Use of the Standards was examined by looking at frequency and type of **use**, whether **use** was current or intended, and sustainability of **use**.

All groups of educators' self-reported levels of **use** increased over time. The data showed educators are doing *more* implementation and implementing the Standards in different areas and in different ways.

Different types of use were observed, sometimes depending on whether jurisdictions had previously had a Standards-referenced approach. Those that had previously had Standards, commenced implementation by adapting existing materials and resources while those without, tended to commence with awareness raising activities.

The types of **use** also changed during the course of the Evaluation, from a focus on registration and other procedural uses at the beginning of the Evaluation to extended uses, such as professional development and self-reflection, towards the end.

Educational organisations (see glossary for definition) for example, often began implementation by aligning existing policies with the Standards and then used the Standards as a basis for supporting educators to use the Standards in different ways, including, to enhance professional learning.

There was some diversity in implementation activities among schools, ITE providers, Departments of Education and, Catholic Education offices for example, but the most diversity in practices was seen at the local school level. Variation in implementation - amount of uptake and types of **use** of the Standards was highest among teachers and schools.

Attitudes towards the Standards

Attitudes to the Standards were identified as a strong predictor of **implementation intentions**. Evaluation participants explained that without a positive **attitude** towards the Standards, the degree and quality of implementation practices would be limited.

Attitudes towards the Standards overall have improved between 2013 and 2015, based on data from the two National Surveys. In 2013, attitudes towards the Standards were moderately positive with little variation between educator groups. Attitudes towards the Standards improved but remained moderate overall in the 2015 survey.

The Case Studies identified that factors most likely to lead to a negative attitude included increased workload and an environment where the Standards are viewed as a tool for compliance monitoring. Positive attitudes were evident where participants saw the value of the Standards to inform their practice.
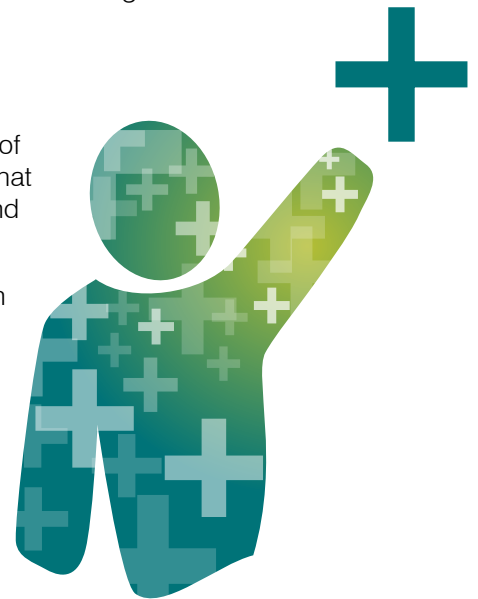
Intention to implement the Standards

Implementation intensions are the best predictor of future use of the Standards.

Analysis of an **intention** to implement the Standards in the next six months, showed improvement in **intentions** for all educator groups.

The National Forum indicated a high degree of planning for implementation activities, mostly in the areas of professional development, registration and accreditation of initial teacher education.

The Case Studies indicated **intentions** to continue and expand current implementation activities such as developing professional learning communities and information sharing between school leaders.

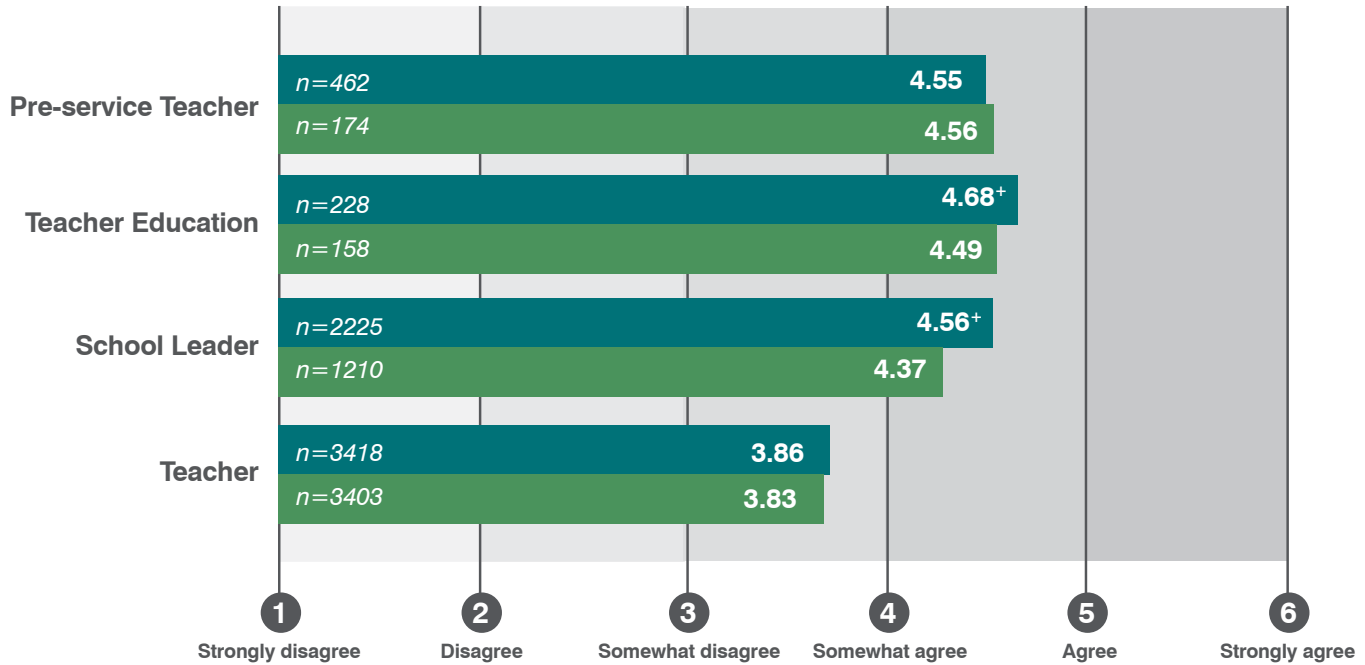# Factor – Intention to implement the Standards in the next 6 months

Figure 7. Mean scores of reported intentions to implement the Standards in the next six months by position type in 2013 and 2015 (all respondents)

B Findings about educator groups and implementation of the Standards

Findings about teachers

- Teachers' **knowledge** of the Standards overall increased over the 2013-2015 time frame with most teachers reporting they "knew a fair amount" and fewer teachers reporting no or low **knowledge** of the Standards in the second survey.

- Teachers' **knowledge** of the Standards was lower than school leaders and teacher educators.

- A higher percentage (6% more) of teachers responded that their teaching practice is informed by the APST in 2015 compared to 2013.

TEACHERS

- A higher percentage of teachers in 2015 reported that they receive feedback and appraisal on their teaching practice based on the Standards.

- Teachers with the least experience (0-5 years) had significantly higher levels of **use** of the Standards compared to teachers with more than 6 years of experience.

- Teachers were the group with the most variation in uptake of the Standards, for example, early career teachers (0-5 years) had higher positive **attitudes** towards the Standards than more experienced teachers.

- Teachers reported the lowest positive **attitudes** towards the Standards in the National Surveys– particularly in terms of workload

- Positive **attitudes** towards the Standards were the strongest predictor of **implementation intentions** for teachers.

- Secondary school teachers scored lower in **implementation intentions** compared with primary teachers or teachers in K-12 and special education settings.

- More teachers in 2015 perceived that they collaborate with others to implement the Standards than in 2013.

Findings about school leaders

- Overall school leaders' self-reported **knowledge** was between 'fair' and 'a lot'

- Between 2013-2015, the percentage of school leaders reporting they "knew a lot" or were "highly knowledgeable" about the Standards increased by around 10%.

- School leaders had higher levels of **knowledge** than teachers and pre-service teachers.

- **Knowledge** and **use** of the Standards was lower for principals compared with deputy principals.

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- School leaders working in the primary sector reported significantly lower levels of **knowledge** of the Standards than secondary school leaders.

- School leaders in the early childhood sector had the lowest reported levels of **knowledge** compared to school leaders from other settings.

- There was an increase of 10% in school leaders agreeing or strongly agreeing that they had provided feedback and appraisal of teachers' practice based on the Standards.

- Secondary school leaders had lower positive **attitudes** towards the Standards than Primary school leaders.

- School leaders, with 0-5 years of education experience reported higher positive **attitudes** compared to school leaders with lengthy years of experience.

- For school leaders – subjective norms (what other school leaders were doing) was the most predictive factor of **implementation intentions**

- More school leaders reported **intentions to implement** the Standards in 2015 compared to 2013

Findings about pre-service teachers

- Pre-service teachers reported the highest level of **positive attitudes** towards the Standards

**PRE-SERVICE
TEACHERS**

- Pre-service teachers studying to work in secondary schools reported lower levels of knowledge than those studying to be primary teachers.

- Subjective norms (what their peers were doing) was the most important influence on **implementation intentions** for pre-service teachers.

- The percentage of pre-service teachers who felt they could map their practice to the APST and identify changes in order to progress to the proficient career stage increased by 5% between 2013-2015.

Findings about initial teacher educators

**INITIAL TEACHER
EDUCATORS**
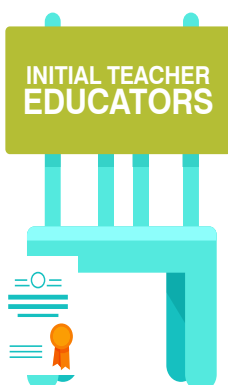
- Initial teacher educators reported the highest levels of **knowledge** of the Standards.

- Initial teacher educators had the highest **implementation intentions** compared to other groups - this may reflect the Standards being incorporated into course accreditation processes

- There was an increase of 13% in teacher educators who reported agreeing or strongly agreeing that their teaching in their subject is informed by the APST.

- An increase of 8% was found in numbers of teacher educators who agreed/strongly agreed they collaborate with other education stakeholders to implement the APST.

- The strongest influence on **implementation intentions** for initial teacher educators was positive **attitudes** towards the Standards.

Implications of variation in uptake of the Standards by different educator groups

The different levels of **knowledge** among the educator groups indicate opportunities to target resources towards particular groups. Teachers had lower levels of knowledge than other educator groups and teachers with less experience had **higher** levels of **knowledge** than **more** experienced teachers.

This identifies experienced teachers as a group where strategies to increase **knowledge** of the Standards could be useful. Professional learning and development opportunities incorporating the Standards may be beneficial for increasing **knowledge**, particularly as part of a professional learning plan.

Pre-service teachers and early-career teachers appear to be more engaged with the Standards than other groups. This may reflect pre-service teachers' contact with the Standards as part of their initial teacher education. There may be possibilities for leveraging this to improve engagement of more experienced teachers. Strategies for leveraging pre-service teachers' knowledge of the Standards may be beneficial for school level implementation.

The findings that school leaders and pre-service teachers are responsive to subjective norms, (or what their peers are doing) highlights the potential to develop communication strategies for increasing engagement and action on implementing or developing extended **use** of the Standards.

The findings that deputy school leaders have higher **knowledge** and **use** of the Standards may reflect the realities of implementation with deputies having a more 'hands-on' approach. This may be useful to consider when creating tools and communications to support implementation.

There appears to be lower engagement with the Standards in early childhood settings and strategies for addressing this should be considered.

The finding that teachers in secondary schools have lower **positive attitudes** and **implementation intentions** than primary settings may require a strategy for supporting uptake of the Standards in secondary settings.

The increase in **intention to implement** for school leaders in 2015 is a very positive sign that school leaders can see the value of implementing the Standards. This presents an opportunity to support school leaders to proceed with their **implementation intentions**.

Opportunities to consider:

- How could beginning teachers' higher knowledge and engagement with the Standards be harnessed to build the knowledge of other staff?

- How could teachers in secondary schools be encouraged to engage more intensively with the Standards?

Implementation of the Standards in different contexts

Given the diverse nature of the education sector in Australia, it is important that the Standards are seen as adaptable to different contexts while maintaining the benefits of consistency and shared language.

The Evaluation found that the Standards are broad enough to be adaptable and are being used in different ways and in different settings. Participants raised questions about the applicability and appropriateness of the Standards for use in some specific areas such as remote communities.

The lower levels of engagement in early childhood settings may be an indication that the Standards are less adaptable to this context and strategies may be required to develop their utility in this area.

Some participating teachers identified that it would be difficult to develop the skills of working with Aboriginal and Torres Strait Islander students as dictated by the Standards because their particular school had so few Aboriginal and Torres Strait Islander students.

The Case Studies component of the Evaluation indicated that local collaboration and information-sharing activities are enabling teachers to engage with the Standards in ways tailored to their local contexts.

The Evaluation findings support the observation that professional development activities that engage teachers with the Standards in their context, increase teacher ownership of the Standards.

C Factors supporting implementation

A series of key facilitating factors were identified as improving implementation and uptake in different contexts. Enabling factors and barriers to implementation were discussed in previous Insights reports on the Evaluation. Analysing the data from all the sources together confirmed overall that these facilitators are similar across the Evaluation data more broadly.

These were:

- **Supportive Leadership** – School leaders were identified as the potential champions for change. Effective leaders were described as those who clearly understood the Standards, established clear reform goals and were able to mobilise and inspire staff towards the achievement of those goals.

- **Adequate resources** – Evaluation participants cited the need for adequate time, financial resources, professional development, mentoring and support as key for implementation. Levels of resourcing could be both an enabler and a barrier to implementation depending on adequacy. For example AITSL resources were seen as important but their utility was reduced if teachers did not have adequate time to utilise them and engage with the Standards.

- **A high level of teacher engagement** in implementation of the Standards and teaching practice informed by the Standards is a factor for increasing uptake. Teacher engagement was found to have increased over the course of the Evaluation evidenced by data from the two National Surveys, the Case Studies and the Key Stakeholder interviews.

- **A positive/supportive culture of implementation** supported by ongoing learning and development was important to position the Standards as a valuable vehicle through which to improve teaching practice. The need for a positive and supportive culture of implementation was reiterated in the Case Studies and the National Surveys of 2013 and 2015.

- The qualitative components of the Evaluation indicated that clear **communication and collaboration** about the Standards was important. The Evaluation showed that there was collaboration between education departments and regulatory authorities to develop/align registration processes and raise awareness of the Standards among teachers and school leaders. Over time, collaboration evolved to focus on sharing knowledge about effective implementation practices at a school level and there was evidence of professional learning communities being developed for the purposes of knowledge sharing and support.

- **Aligning** existing practices with the Standards, enabled implementation to be transferred to different contexts. This alignment phase tended to occur early in the process of implementation.

D Perceived impacts of implementing the Standards

A key impact of implementation of the Standards appears to be increased **professionalisation** of teaching.

Implementation of the Standards and increased 'professionalisation' of teaching

The concept of professionalisation as an impact emerged from the literature review, the National Forum and the qualitative interview data. Further analysis developed the concept to investigate its relationship with uptake of the Standards. This analysis indicated that there is a positive relationship between implementation of the Standards and professionalisation of teaching. This relates to the idea of building the professional expertise of teachers as described by Hargreaves and Fullan (2012) using their notion of 'professional capital'. It is identified as a way of adding value to the education profession and a means to transform teaching towards excellence. Hargreaves and Fullan argued that building professional capital - made up of human, social and decisional capital, is necessary for the establishment of a culture that encourages exceptional performance. Professional capital becomes a personal, school and system quality in order to further make a difference in students' achievement (Hargreaves & Fullan, 2012). The evaluation showed that educators are using the Standards to increase knowledge and understanding then translate this to classroom practice.
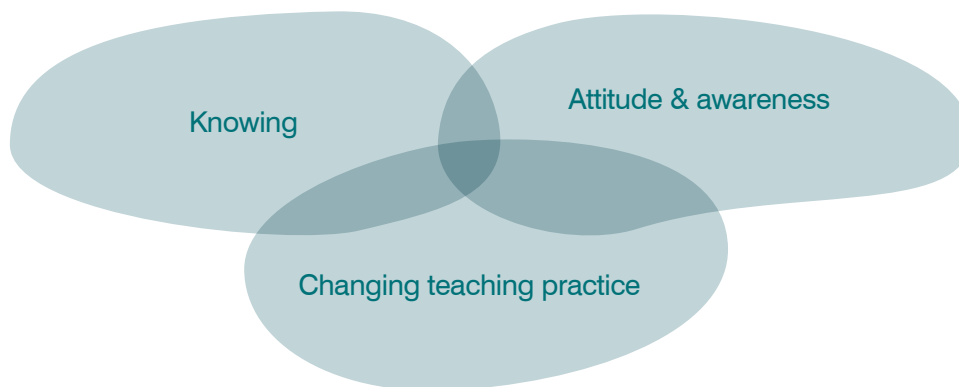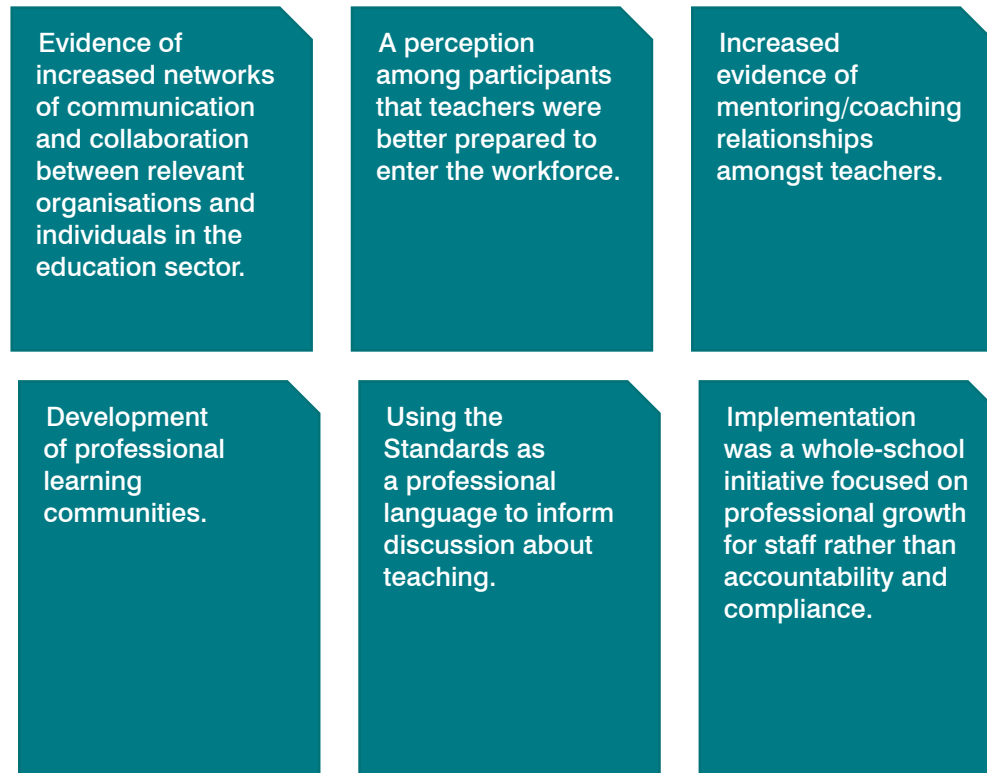

Figure 8 Underlying aspects of professionalisation adapted from (Hargreaves and Fullan,2012)

The actions and activity linking implementation of the Standards to increased professionalisation included:

Evidence of increased networks of communication and collaboration between relevant organisations and individuals in the education sector.

A perception among participants that teachers were better prepared to enter the workforce.

Increased evidence of mentoring/coaching relationships amongst teachers.

Development of professional learning communities.

Using the Standards as a professional language to inform discussion about teaching.

Implementation was a whole-school initiative focused on professional growth for staff rather than accountability and compliance.

The Standards are supporting communication and collaboration

Communication and collaboration make an impact in teaching practice because of the contribution to improved knowledge sharing and relationship building between groups.

- The Evaluation found that there was communication and collaboration between ITE providers, teacher employers and regulatory authorities to implement the Standards.

- The Evaluation identified strong school-level and school-department level networks of discussion and collaboration about the Standards.

- Analysis of social network data and survey responses found that implementation of the Standards has supported development of professional collaborations at organisational and individual (peer-to-peer) levels.

- Collegial networks were found to be the strongest and most intense networks and therefore a valuable source of promotion of the Standards.

- The formation of self-directed professional learning communities, often around subject areas in secondary schools, was identified in the National Survey and Case Study data indicating that teachers are engaged in implementation of the Standards.

- The nature and focus of communication changed over the course of the Evaluation - from initial awareness raising about the Standards to become more focused on sharing knowledge about effective implementation practices at the school level.

Figure 9. Changing nature and focus of communication over the course of the Evaluation

The Standards are supporting a focus on professional growth rather than compliance

The Evaluation found that the language and ideas of the Standards have been adopted by the education sector and are beginning to influence the teaching profession.

- Standards are being utilised in planning for professional learning, performance and development frameworks, annual teaching plans and whole school planning and strategy.

- Qualitative data identified that teachers are starting to take more control over assessing their professional development needs and identifying opportunities to meet these needs with their school leader.

- The Case Studies identified rich examples of supportive leadership practices such as whole-school strategic planning, that are driving engagement with the Standards amongst teachers.

The Standards are creating a shared language for teaching

The qualitative data identified that discussion about teaching is starting to be based on and utilise the language of the Standards.

"It is something you could hang everything on. You could hang the conversations with teachers around that and their practice."

Case Study participant, 2014

Opportunities to consider:

- How can teachers build the Standards into their professional learning plans?

- How can teachers be encouraged to experiment with and share different uses of the Standards in performance development processes?

Across all of the Evaluation data, learning about the Standards was stimulated by communication and the use of the Standards as a shared language to frame professional development of teachers.

"[The Standards] gave me a framework for talking about the work…I found it freeing and professionally very affirming, because these were the things that I was on about."

Case Study participants, 2014

E Considerations for the Future

The Evaluation highlighted a number of areas for focus to ensure the Standards function as they were intended - to support advances in teaching quality and national consistency in:

- teaching practice – including certification of exemplary practice at the *Highly Accomplished* and *Lead* career stages

- professional learning and development for the teaching profession

- the accreditation of initial teacher education programs

- registration of teachers at the *Proficient* career stage.

It should be noted that the Evaluation can only provide information on the initial stage of implementation while the focus for the future is on a new phase of implementation, to impact classroom and teaching practice.

Improved student outcomes

Improved student outcomes was not selected as an indicator of successful implementation of the Standards because the Evaluation time frame was too soon to reflect a change. However, the aim of implementing the Standards was **to contribute to improved teaching practice,** which, should indirectly impact positively on student outcomes. Longer term investigation of the impact of the Standards should consider improvements to teaching practice and the relationship with changes in student outcomes.

Targeting resources to increase engagement

The Evaluation's findings of variation between educator groups in uptake of the Standards indicates that resourcing should be more targeted to those educators who may need additional support in adapting the Standards to their context. Increasing engagement of particular groups, such as secondary teachers, may require the use of focused strategies, such as embedding the Standards in secondary subject areas. More experienced teachers, may require additional support to engage and experiment with the Standards in practice.

Balancing uses of the Standards

Embedding the Standards as a framework for professional development and communicating this clearly, is critical to ensure that positive attitudes to the Standards flourish and support continued implementation. This will address concerns about using the Standards for teacher accountability.

Leveraging the engagement of early career teachers

Early career teachers were consistently identified as being very engaged with the Standards and having stronger intention to use them than teachers at other career stages. Consideration must be given to the best way to utilise this finding to generate positive change in teaching practice.

Encouraging supportive practice

The Case Studies suggested that there is strength in local collaboration, mentoring/ coaching and practice-sharing arrangements that allow teachers to engage with the Standards in supportive ways. Providing feedback to teachers, about their use of the Standards is an opportunity to encourage engagement and experimentation with the Standards.

Developing effective leadership

The Evaluation identified effective leaders as a critical factor for successful implementation of the Standards. Supportive school leaders are needed to create the conditions to drive further reform aligned with the Standards. Strategies that will build and nourish supportive leadership should be considered.

Responsibility for future implementation

The Evaluation findings can best be presented as a picture at a point in time. Importantly it provides a baseline point from which to consider future impact. No single government has full responsibility for teaching and education which makes ongoing implementation of the Standards complex. In this context, AITSL has an important role to advocate for the Standards and provide leadership and resources to support further implementation but ongoing implementation must now be a shared responsibility across the education sector and not sit with any one organisation.

Anchoring the Standards into existing policies

The Evaluation showed that educators are using existing frameworks and initiatives and aligning them to commence implementation of the Standards. There is potential to utilise other policies, platforms and initiatives that already exist to target incorporation of the Standards and anchor them firmly into the policy infrastructure as far as possible.

Teaching Education Ministerial Advisory Group Recommendations and the Standards

During the course of the Evaluation, the Commonwealth Government released and responded to the Teacher Education Ministerial Advisory Group (TEMAG) report. The policy reforms introduced by TEMAG provides an opportunity to incorporate Standards implementation into the reforms and demonstrates the influence of the Standards as a a framework to make judgements about quality and impact of teacher stages and initial teacher education.

Conclusion

The Evaluation findings portray a complex national education reform that is progressing well through the stages of implementation. The Standards have become embedded within the education profession and use of the Standards is evident across Australia. National use of the Standards is largely at the procedural level (focussed upon mandatory requirements) even though it is apparent that pockets of extended use are emerging over time.

In revisiting the Life Course model at Figure 10 defined below, the Evaluation indicates that implementation of the Standards is currently sitting at the behaviour change stage but more work is required to ensure that change is sustainable.
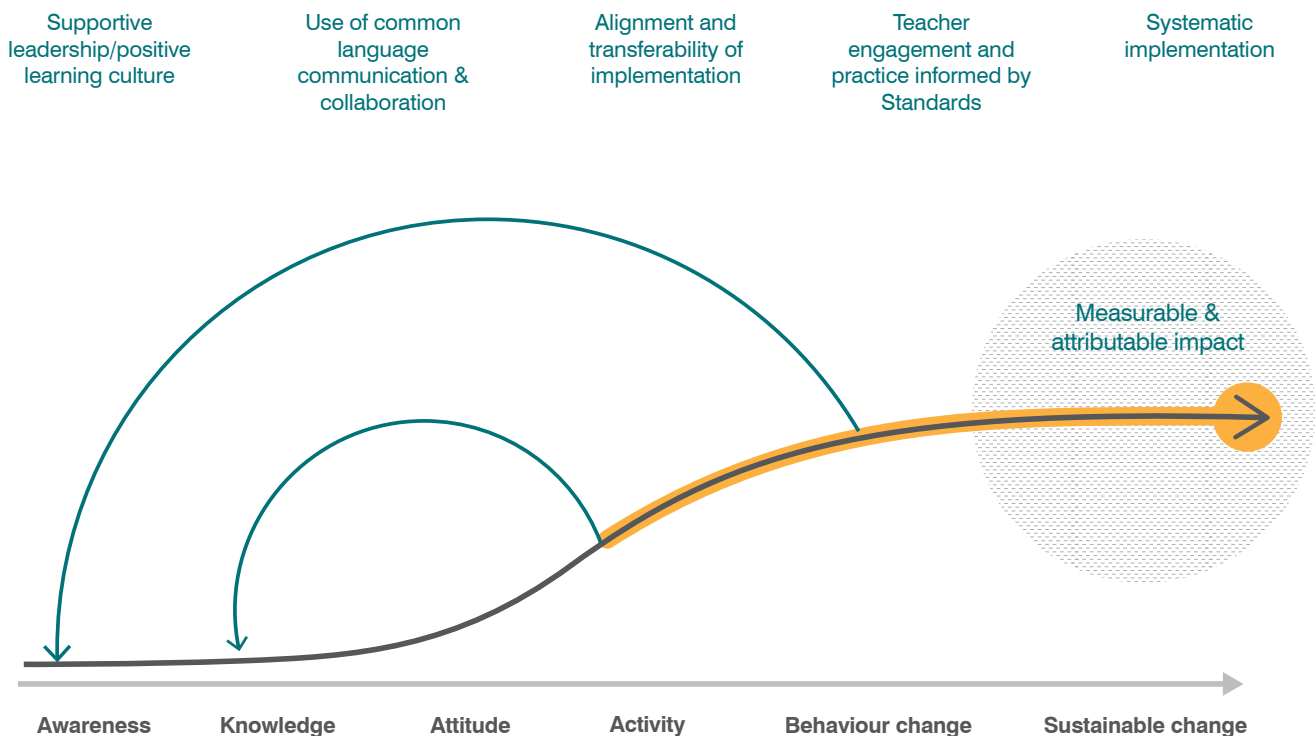

Figure 10 Revisiting the Life Course Model

The Evaluation has demonstrated that once **awareness** is achieved, a positive **attitude** towards the Standards begins to form and **knowledge** about the Standards begins to develop, then, **use** increases. If experience of **use** is positive, then attitudes and knowledge will continue to improve leading to increased implementation. The aim to drive implementation of the Standards towards sustainable change requires ongoing strategies and support that will incorporate consideration of the points outlined above. The work of implementing and utilising the Standards has been driven by the Australian Institute of Teaching and School Leadership but will now require the support of all education stakeholders in order to see this positive reform continue to be embedded throughout the Australian education sector.

Glossary

Educators
Used to refer to the four groups asked to respond to the survey – teachers, school leaders, pre-service teachers and teacher educators.

Organisation
For the purposes of the Case Studies data analysis, an organisation in this report refers to educational organisations other than schools.

Pre-service Teacher
Students currently enrolled in an initial teacher education program.

Professionalisation
Professionalisation is a multidimensional concept that was developed from the Evaluation data as comprising attitudes and awareness, knowledge and skills and use or behaviour. The notion of professionalisation is linked to the idea of 'professional capital' as described by Hargreaves & Fullan (2012). Professional capital is made up of human, social and decisional capital all of which add value to the teaching profession and develop it towards system level improvement. (Hargreaves and Fullan, 2012).

Standards
The Australian Professional Standards for Teachers (the APST). The Standards were finalised by AITSL and endorsed in December 2010 by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), now known as the Education Council.

Teacher
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
Any site dedicated to the learning of children and young people, including early childhood, primary, middle and/or secondary schools or their equivalent.

School Leader
Those in positions of authority within schools such as: Principals, Deputy Principals and Heads of curriculum areas or departments (e.g. Head of English).

Stakeholder
Used in this report to refer to all parties with a role in implementing the Standards. In addition to educators, as defined above, this would include, for example, education departments, professional associations and teacher regulatory authorities.

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