

Teacher Self-Assessment Tool

Additional information for groups

Teacher Self-Assessment Tool: Groups

Taking the Teacher SAT as a group

The group Teacher Self-Assessment Tool (Teacher SAT) report gives an aggregate overview of the professional knowledge, practice and engagement of a group of teachers. This could be a school's entire staff, a cohort within that staff, such as a particular department or year level, or network groups, such as professional learning communities across schools.

The information is de-identified and does not provide direct comment on an individual user's practice. However, the group functionality of the Teacher SAT helps users determine areas for professional learning that will benefit the entire group.

The group report also helps identify areas of expertise among staff. In these areas, you may wish to consider sharing this expertise within or beyond the school.

The Teacher SAT is recommended to support growth and development purposes rather than for use as an accountability tool. Teachers may opt out of taking it or sharing their individual results. Individual's Teacher SAT data is personal information protected by Australian Privacy Principles.



Tips for understanding your group results

Your school context will play a large part in determining where your group results need most consideration. For example, a large number of teachers self-assessing at the Graduate career stage for a particular focus area may be cause for concern in one school, but expected in another if there are a number of early career teachers at the school. Context may also play a part if there is little opportunity to engage with particular focus areas.

A number of teachers practising at the Graduate career stage in a particular focus area may indicate the value of undertaking professional learning in this area. This may be particularly true if the number of teachers identifying at that career stage is greater than the actual graduate staff population within the school.

Results with substantial numbers of Proficient teachers may suggest a solid foundation of good practice, but potential for even further development of skills.

Having significant numbers of teachers assessed at Highly Accomplished and Lead career stages in a particular focus area suggests a high level of skill. This may prompt members of the group to consider leading initiatives to mentor others in these areas. However, there may also be scope for further learning to enhance existing skills.

What next for group leaders?

As group leader, you are encouraged to reflect on the group report and what it means for your group or school. Engaging in a group discussion on the report results is also recommended. These discussions will provide a valuable professional learning opportunity, as well as a forum to inform development goals for the group. It is recommended that groups discuss the report in detail to determine the impact of context on the results, and where the group will gain maximum value from targeted professional learning.

Using the report as the basis for discussion will help ground the conversation in the *Australian Professional Standards for Teachers*. The Standards are an evidence-based description of quality teaching that is focused on improving student outcomes.

The questions below are intended to stimulate reflection and discussion on your group TSAT report. Considering these questions should help you get the most out of your group report and start planning professional learning.



Questions for group leaders

Contextual questions

- Do the results reflect what you expected to see?
- If the results differ from your expectations, consider why this might be the case.

For example:

- are staff undervaluing or overestimating their levels of practice?
- do you need to work on developing a common understanding of the Standards?
- is there a need to unpack particular Focus Areas and Descriptors of the Standards?
- How do the results align with other data and evidence collected within the school?

Development questions

- Does the report align with previously identified school priorities for improvement or professional learning?
- Does the report suggest some alternative areas for improvement that may also be of value at this point in time?
- If the group were to take the Teacher SAT again in 12 months' time, what changes would you like to see reflected in the report?

Higher career stages

- If you have high numbers of teachers assessing at the Highly Accomplished and Lead career stages, is this expertise being used effectively?

For example:

- is mentoring or coaching part of your school's performance and development process?
- how could you make best use of this expertise?
- How will you continue to develop these teachers assessing at the Highly Accomplished and Lead career stages in those areas?
- How could you support effective classroom observation practices to share expertise and support teachers at all career stages?

Repeat groups

- If this cohort has completed the Teacher SAT previously, what differences / improvements are reflected in the results?
- What developmental processes have the school or group engaged in that may account for this?
- Are changes between the Teacher SAT results also reflected in other evidence or impact measures gathered within the school?

Questions to guide discussion with group members

- Are any of the results surprising?
- What do you think may account for unexpected results?
- Which Standards or focus areas do you think you should focus on as a group?
- What do you see as the most important area of development for you and your group?
- As a group, what professional learning is needed?
- Considering your school's priorities, which focus areas should you take into account to support these priorities?
- How do your individual professional learning goals align with those of the group?
- How can the group draw on the expertise of colleagues to support learning?
- In what areas of the Standards could you support your colleagues' development?
- As a group, where do you want to see changes in 12 months?