
Proceedings *of the*

NATIONAL CONFERENCE ON QUALITY TEACHING

Improvement or Transformation?

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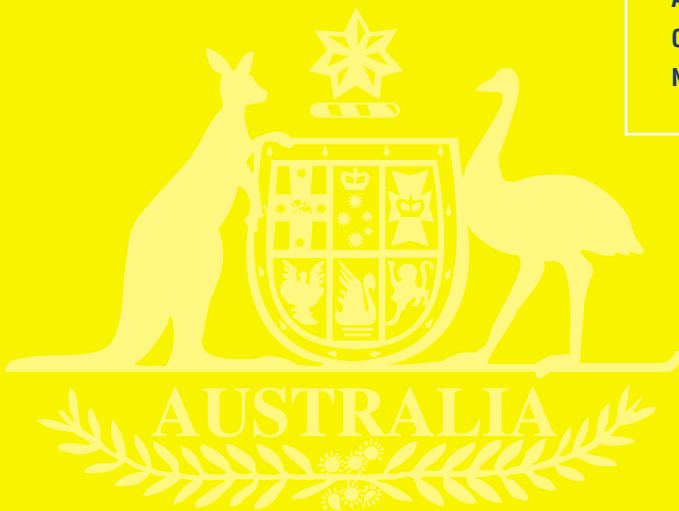
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Contents

Background	4
The Keynote Address	6
‘Promoting Quality Teaching’ — The Hon. Dr David Kemp MP, Commonwealth Minister for Education, Training and Youth Affairs	
Workshops: Learning from Experience	14
<i>Literacy</i> — Jan Turbill and Christine Ludwig	15
<i>Numeracy</i> — Dianne Siemon and Will Moroney	17
<i>Middle Years</i> — Robyn Barratt and Garry Taylor	20
<i>Indigenous Education</i> — Peter Buckskin	22
<i>Information and Communication Technologies</i> — Jenny Little and Michelle Williams	25
<i>Vocational Education and Training</i> — Jim Syrmas and Rob Randall	27
Panel Session: Getting The Reform Equation Right	29
Peter Cuttance	30
Bob Lingard	32
David McRae	34
Dianne Kerr	37
Workshops: How To Achieve Quality Teaching	39
<i>Professional Standards</i> — Jim Cumming and Bill Loudon	40
<i>Attracting and Retaining Quality Teachers</i> — Terry Kearney and Leonie Shaw	42
<i>Initial Teacher Training</i> — Alan Reid	44
<i>Continuing Professional Development</i> — Susan Boucher and David McRae	46
<i>Innovative Teaching</i> — Peter Cuttance and Christine Owen	49
<i>Reforming Schools</i> — Jim Ladwig and Larry Scott	51
Summation: Syndicate Sessions and Conference Outcomes	53

Contents

Appendices

1. A sample of views from the work of Syndicates	56
2. David Istance (2001) 'Teachers, Quality and Schools in the Future: An International Perspective'	62
3. Powerpoint presentation by Rob Randall, <i>Vocational Education and Training</i>	70
4. Powerpoint presentation by Peter Cuttance, <i>Panel Session: Getting The Reform Equation Right</i>	71
5. Powerpoint presentations by Peter Cuttance and Christine Owen, <i>Innovative Teaching</i>	72
6. Program	73
7. List of Participants	78

Background

This conference formed part of the Commonwealth Government's *Teachers for the 21st Century Initiative*. This initiative is intended to improve teacher quality and increase the number of highly effective Australian schools in order to maximise student learning outcomes by:

- lifting the quality of teaching through targeted professional development and enhancing teacher professional standards
- developing the skills of school leaders
- supporting quality school management, and
- recognising and rewarding quality schools, school leaders and teachers.

PURPOSE

The aim of the conference was to bring together members of the teaching profession who have demonstrated exemplary and innovative practices and/or provided supportive policies leading to improved learning outcomes for students.

More specifically the conference was designed to:

- showcase recent research relating to innovation and best practice primarily based on Australian experience
- showcase current Commonwealth initiatives to support teachers, and
- provide a forum for structured and challenging discussion about quality teaching and the linkages to improved learning outcomes.

Attendance was invited from 250 practising teachers and educators directly concerned with issues related to quality teaching and learning. Participants came from government and non government education sectors, teacher professional associations, education faculties and other key stakeholder groups.

THE TOPIC — IMPROVEMENT OR TRANSFORMATION?

When the organising group began talking about a focal point to give the conference a shape beyond the intentions noted above, the discussion kept returning to the issue of improvement versus transformation.

Their thinking went — ‘when we talk about improved learning outcomes for students are we talking about rethinking and revising the purposes, nature and operation of formal education or are we talking about doing what we do now, but better with more comprehensive impact?’

Proponents of the former view refer to the impact of social and cultural changes which have occurred since the ‘industrial’ model of mass schooling evolved in the century before last. They refer to the structural changes in modes and means of production and the impact of the revolution in communication and information technologies. They sometimes cite the need to accommodate new interests in types of individuality among learners. These and other factors imply a necessity to ‘do something’ about schooling — something different something new, something more in tune with the times and their demands.

Others will point out that despite significant social and cultural changes, both the explicit and implicit purposes of formal schooling — pastoral, academic and utilitarian — have remained comparatively constant over time, except perhaps with relation to the importance accorded to the outcomes of formal schooling for students (and hence those responsible for those outcomes). The purposely-designed process of acquiring knowledge and skills has changed little in millennia — the same issues arise, the same challenges exist.

Both of these views imply continuing change, but towards differing points on the horizon. Introductory notes based on this background information and which were forwarded to participants prior to the conference suggested that it might, and almost certainly would, be argued at the event that these two strands of thinking represent a false dichotomy — that we need a bit of both — or perhaps, more significantly and commonly, that we can get the same desired outcomes in different or innovative ways.

The central questions:

Does better formal education equal better versions of the same OR something different?

If better versions of the 'same', then in what ways should it be better?

If it is 'something different', what is it that is different and does this equal different routes to the same goal OR different goals?

The same introductory notes concluded: 'Wherever we look in the evidence about successful outcomes, the quality of teaching students receive appears — dead centre and pervasive. So, and we can't really get any more fundamental than this in a conference devoted to quality teaching, what are the implications of our answers to these questions for teachers and those who support and administer their work?'

One useful resource that was found for thinking about this topic, David Istance's paper 'Teachers, Quality and Schools in the Future: An international perspective' (2001), is appended.

THE STRUCTURE

The conference was designed with two 'layers'.

The first layer was a set of ten syndicate groups. Participants remained in those groups with their leaders during the course of the conference, meeting three times. Participation in the proceedings of the syndicate groups was seen as the major medium for interchange and debate — sharing, contesting and refining ideas.

Two focal questions were provided for the first syndicate session:

What key quality teaching issues confront us?

Consider for example: new technologies, pedagogy, content, the overcrowded curriculum, cross curricula connections, youth culture, societal changes, ageing teacher population, professional development... etc

Are the issues best resolved through a commitment to improvement or transformation?

If improvement: what and how?

If transformation: what and how?

The other syndicate sessions provided participants with an opportunity to explore these issues in some depth: challenging assumptions and paradigms, revising and refining the group's preferred outcomes.

The second layer was contribution from experts — via topics reflecting the Commonwealth's priority areas and ongoing professional issues, and via some more general observations from a panel.

THIS DOCUMENT

This document contains a record of proceedings from both of those 'layers'. In some cases it has been possible to provide considerable detail. In other cases where sessions were interactive or relied on different sorts of input, notes of the central themes are provided.

REFERENCE

Istance, D. (2001). Teachers, Quality and Schools in the Future: An international perspective. In K. Kennedy (ed.) *Beyond the Rhetoric: Building a teaching profession to support quality teaching — College Year Book 2001*. Australian College of Education, ACT.

Keynote Address

‘Promoting Quality Teaching’

*The Hon. Dr David Kemp MP, Commonwealth Minister
for Education, Training and Youth Affairs*

Distinguished guests, ladies and gentlemen, I am delighted to be here to open this conference on Quality Teaching.

The Conference is one of the outcomes of the Government’s ‘Teachers for the 21st Century’ initiative, and looking at your programme I believe it will make an extremely valuable contribution to our understanding of quality teaching, and hopefully to our capacity to develop further the quality of teaching we provide to our students.

It has to be our educational goal as a country to ensure that all schools give all students the knowledge, the understandings, the analytical and other skills they need to be effective participants in the rapidly changing world in which we live. Achieving this goal is still an aspiration that will take sustained effort to realise.

Quality teaching must be a central element of any strategy to achieve educational success for all students. The identification and achievement of quality in teaching is the focus of this conference.

Let me put this conference in a wider perspective. The central preoccupation of this government in its policies for schools has been to ensure that all students have the opportunity to obtain the schooling that will bring out their potential and prepare them for life and for lifelong learning.

We are very conscious that in the knowledge society and the knowledge economy which is coming into existence opportunity for all more than ever requires educational success for all.

There is no doubt that in many respects Australian schooling has been amongst the world’s best, and that the current generation of young people coming from school is the best educated generation this country has seen. I have been conscious of this quality as I have experienced the extraordinary skills exhibited by the members of the National Youth Roundtable and other youth bodies. It is a fact that has been evident when the achievements of Australian students have been benchmarked against international standards, as they have been in fields such as science and mathematics. The international maths and science surveys have shown that some Australian school systems are producing students whose learning is equal to any in the world.

Such international benchmarking studies have also shown that there is considerable variability in student achievement among the States and Territories, and it is this variability which has now become a key focus of educational policy.

Everyone with a significant connection to education knows that there are many students whose potential is far from being realised, and for a whole variety of reasons.

In a democracy such as Australia we cannot simply accept that there will always be students who will not realise their potential and whose level of achievement will be low. The promise of democracy is that every person will have the opportunity to express the best of which they are capable. That is the foundation of the equal respect, and equal right to participate that is the very core of the democratic promise. If we were able to achieve this goal for every student it would transform the lives of these students, the life of our country and its capacity to contribute to the world beyond.

The challenge for governments and for educators is to draw the lessons from their experience of past policies and from their experience of different approaches to teaching and learning to put in place frameworks for schooling that increase the prospect of achieving such an objective.

We need to be prepared to take a long hard look at what we have achieved to date — the good things and the not so good — the successes and the failures — what works and what does not — to collect and weigh the evidence and in the light of that evidence to push forward with improvements that will take us closer to the achievement of the goals we all share.

When this government came to office in 1996 it was the fact of variability in performance which bore heavily on us, and which has had a major influence on our approach — recognising that we are a national government, concerned with national interests, but not a government which accredits and runs schools nor employs teachers.

When we came to office we were faced by an accumulation of evidence that there was a substantial minority of students — around some 30 per cent of all students — who did not have adequate mastery of literacy and numeracy. It was not simply the constant refrain and anecdotes from employers and universities that many students did not have the basic skills required either in the workplace or in higher education. Repeated surveys of student achievement had demonstrated this — the surveys of the Australian Council for Educational Research since 1975 and in 1996 the National Schools English Literacy survey. For Year 9 students, for Year 3 and Year 5 students, the results of these studies were essentially on all fours — our schools were failing to overcome the most fundamental educational disadvantage faced by a significant group of students.

The ACER studies indicated that there had been no change in this situation in two decades, despite a number of efforts — including a billion dollar Disadvantaged Schools Programme — to address the problem.

ABS studies of adult literacy gave further weight to these findings.

The challenge was how to make a difference, how to effectively overcome educational disadvantage, how to avoid simply spending more for no better outcomes. It was to work out what were the causes of the problem and to address these causes with a strategy that held out some greater prospect of success. We decided on an evidence-based approach.

Our first step was to make sure we had agreement on what we meant by literacy and literacy standards. We brought together the nations most expert educators to determine if a workable agreement on literacy standards was possible and it was. In April 1998 all State and Territory Ministers for Education signed off on national standards for reading, writing and spelling. Recognising that these were not the only dimensions of literacy, it was agreed that these should be the focus of the initial efforts. The Year 3 standard defined basic literacy.

The Ministers then agreed that the appropriate goal was that every student should have achieved adequate literacy skills by the time they left primary school. Recognising, again on the basis of expert advice, that the early years were crucial, especially the first three years, Ministers then agreed that there should be an additional objective to give meaning to this goal — that every child entering school in 1998 should be numerate, and able to read write spell and communicate by the end of their third year of schooling.

Goals are easy to state, but how would it be determined whether the goals were being reached? This led to an historic breakthrough — it was agreed that there would be an assessment of the literacy skills of every student against the national benchmarks in Years 3, 5 and now Year 7, and that the results of these assessments would be published by State and Territory, so that progress could be monitored.

Thus was established for the first time an evidenced based policy framework with targets. I believe it is fair to say that this was an historic development in educational policy in Australia.

Obviously, much followed from this. The goal would only be achieved if the reasons why many students were achieving below the benchmarks were addressed — and there was debate over what these reasons were.

It was obvious that existing teaching methods, whatever their strengths, and they had strengths, were not sufficient. They were plainly not working for all children.

Consultations with primary principals pointed to an overcrowded curriculum as an obstacle to giving each child the time and attention required — space needed to be cleared so that a proper focus on literacy was possible.

It was also evident that many primary teachers had not had training in the identification of the special needs that some students had. Initial teaching and professional development for existing teachers was clearly called for.

There was also a need for specialist support for the classroom teacher, through programmes such as Reading Recovery.

To implement these understandings, the States and Territories agreed with the Commonwealth to a National Literacy and Numeracy Plan under which students' literacy and numeracy needs were to be assessed, for diagnostic purposes. As soon as possible after entering school, early intervention for children with special needs was to be undertaken and appropriate professional development was to be made available to teachers.

The Deans of Education faculties agreed that renewed attention would be given to teacher training in the skills required for success in literacy. States and Territories, and non-government schools and systems, adopted a whole range of additional strategies, building on what was already in place, such as the requirement for a minimum number of teaching hours per day to be given to literacy and numeracy. While not directly addressing the issue of the overcrowded curriculum, such strategies inevitably heightened considerably the priority for literacy and numeracy against other curriculum elements.

In April 1999 all Education Ministers signed the *Adelaide Declaration on the National Goals of Schooling for the 21st Century*. Unlike the earlier Hobart Declaration of a decade before, the Adelaide Declaration was much more heavily focussed on outcomes, and on the importance of outcomes for the achievement of equity. It explicitly stated as a goal that “the learning outcomes of disadvantaged students improve and, over time, match those of other students”.

The Adelaide Declaration stressed the importance, in overcoming educational disadvantage and developing fully the talents and capacities of all students, of “further strengthening schools as learning communities”, “enhancing the status and quality of the teaching profession”, “continuing to develop curriculum and related systems of assessment, accreditation and credentialing that promote quality and are nationally recognised and valued”.

The Ministers in particular saw the importance of “increasing public confidence in school education through explicit and defensible standards that guide improvement in students' levels of educational achievement and through which the effectiveness, efficiency and equity of schooling can be measured and evaluated”.

We are now in a position where we can begin to assess the impact of this strategy. The results of two population assessments of literacy achievement in years 3 and 5 are now available, and some education systems have now published the results of the Year 2000 assessments.

The evidence is that we are now seeing the first measurable improvements in the proportion of students acquiring key literacy and numeracy skills in a quarter of a century. The percentage of Australian Year Three students achieving the reading benchmark has risen by some 15 per cent from 72 per cent in 1996 to 86.9 per cent in 1999. The rate of illiteracy in the early years assessed by this benchmark has halved. What we already know about last years assessments indicates that standards have risen further.

There are several important results that are flowing from this benchmarking exercise.

Firstly, parents and the community are entitled to have growing confidence that the needs of all students are increasingly being met by the quality of teaching of literacy that is available.

Secondly, teachers have played a central role in achieving these learning outcomes, and the strategy in turn is empowering leadership in the school and the classroom. Armed with evidence of how their students are performing, teachers and school principals are empowered to innovate and implement the best solutions for their students in their schools. Evidence of attainment becomes a pressure to innovate — to better embrace the needs of those students who are still below benchmark standards.

Thirdly, benchmarking is increasingly focussing attention on the needs of students who are still not performing at or above benchmark levels. It is challenging policy-makers, principals and teachers to devise innovative approaches to ensure that the needs of all students are effectively met.

The Commonwealth has recently responded to the evidence of the large gap in literacy skills between Indigenous and non-Indigenous students by writing the strongest performance contracts ever with the States and Territories in relation to special needs funding. States, Territories and other school systems have been required to agree to specific targets for improved outcomes as the basis for Commonwealth funding. These targets have been to close the gap in literacy performance between Indigenous and non-Indigenous students either completely or by 50 per cent by 2004. The benchmarking process has for the first time enabled agreements to be written with performance benchmarks included.

Again, the school funding legislation passed by the Parliament last December has had the effect of putting into law as a basis of Commonwealth funding the agreed goals of schooling, including the literacy targets, which have now become the basis for school funding in Australia by the Commonwealth. Twenty-two billion dollars of funding is now allocated in part on the basis of solid commitments to achieve literacy targets.

The achievement of the targets, of course, ultimately depends on the expertise of the teaching profession. It is clear that principals and teachers are willing to innovate to achieve these goals if they have the flexibility and the resources to do so. Innovation in response to measured outcomes has become a key strategy in Australia to overcome educational disadvantage.

On the resources side, Commonwealth funding for schools is a rising proportion of an expanding GDP — funding for public schooling has increased some 43 per cent in the last five years. Few areas of Commonwealth activity have received the priority in investment that has flowed to schooling. In recent years, Commonwealth funding has been increasing more rapidly than spending in the States and Territories. In this context criticism of Commonwealth spending on public schooling has to be seen for what it is — a partisan attack in an election year.

Today I am launching the results of a study commissioned by the Commonwealth — *School Innovation: Pathway to the Knowledge Society*.

This Report details the findings of the Innovation and Best Practice Project (IBPP) which was undertaken by a consortium chaired by Professor Peter Cuttance. I would like to thank and congratulate Peter and his colleagues Professors Max Angus, Frank Crowther, Peter Hill, with Shirley Stokes, Graeme Jane, Glynis Jones, Anthony Mackay and Harriet Olney for their work, and acknowledge the contributions of The University of Melbourne, Edith Cowan University, The University of Southern Queensland and The University of Sydney.

This was one of the largest educational research projects ever undertaken in Australia that has specifically focussed on innovation in schools.

Each of the 107 participating schools developed and implemented a significant innovation aimed at improving learning outcomes for students.

This is not a report on one sector or another: a wide cross-section of schools participated in the project. Two-thirds were from government school systems, one-fifth described themselves as serving communities with significant levels of social and economic disadvantage, more than one-sixth indicated that their innovation was in response to a perceived crisis or threat to their viability.

This report contains powerful conclusions for governments, education systems, schools and teachers.

I would like to speak to some of these, which point the way forward to how we can equip schools to innovate and respond to the challenges in their environment.

First of all, the report notes that teaching and learning was the major focus of most of the initiatives. Rather than focussing on organisational change, the schools involved in the project focussed their attention on student learning first and made organisational changes as required to address student learning.

The project provides strong evidence that professional learning can only be achieved by teachers working with the knowledge that they are incorporating into their innovations. Teacher-based research and evaluation of their practice is a necessary component of successful school innovation.

The report states that: "Probably the most important outcome of the IBPP project was its lessons for teacher learning. The most powerful innovations incorporated teams of teachers learning by 'working' with new knowledge and, in the process, enhancing their understanding of the learning needs and capacities of their students." The report goes on to say, "Models of professional development based on the dissemination of information are inadequate for supporting teachers in their role in the emerging knowledge society."

We already have a good working knowledge of how professional development is undertaken by teachers and the sorts of professional development activities that most appeal to them through the report *PD 2000 Australia*. This report is also on my Department's website.

Among other things that report tells us that some 80 per cent of teachers state that the professional development they undertake is school based and that over 50 per cent attend activities that are either planned according to school goals or individual needs. Reading the two reports together, we get a view that is encouraging, but still has some way to go to ensure that professional development is supportive of school innovation.

The report *School Innovation: Pathway to the Knowledge Society* also provides powerful evidence of the crucial role of effective leadership in the successful implementation of innovation.

The strategic leadership of principals was essential in almost every successful innovation with principals being the initiators and the driving force behind innovation in many cases.

Teachers also played critical leadership roles. The research demonstrates that schools need to have access to a critical level of high quality instructional leadership by teachers if they are to be successful in developing and implementing innovations that lead to substantial improvements for students.

The driving professional passion of teachers was evident in many of the successful innovations.

The Commonwealth has engaged principals and teachers in national discussions and projects dealing with the processes of change and the determination of priorities in school education. The government has established annual meetings with representatives of primary and secondary principals and has supported ongoing professional development through the Australian Principals Associations Professional Development Council.

Principals have undertaken key projects on the impact of the literacy and numeracy agenda in primary schools and more broadly have established a key role in overcoming the educational disadvantages of Indigenous students through the 'Dare to Lead' project. The engagement of principals and teachers through this conference and other projects under 'Teachers for the 21st Century' will better guide future directions in the enhancement of knowledge and skills of the future leaders of school change and reform in Australia.

School Innovation: Pathway to the Knowledge Society also shows that, given the appropriate conditions, schools can produce innovative approaches that are capable of responding to the challenges ahead. It argues that the broader policy agenda needs to focus on how the future of schools in Australia can be supported and informed by encouraging innovation.

It points out that few of the schools involved in the project were influenced by systemic programmes and policies to embark on their innovation. This leads to the conclusion that the primary role of systems in innovation may be in the development of an infrastructure that supports schools' access to external resources of expertise, programmes and resources that they require for innovation.

The report highlights a need for system authorities to ensure that schools have the means of evaluating change, particularly in the light of increasing demands on schools to account for their performance.

You will be the first members of the education community to have access to this report and are ideally placed to disseminate its findings in your schools. I encourage you to do so. I would like to take this opportunity to congratulate Professor Cuttance and his colleagues on a job well done.

Last September, I announced the ‘Teachers for the 21st Century’ Initiative: the Government’s plan to improve teachers’ skills, support and encourage effective school leadership and management, and to recognise excellent teachers and schools.

The first element of ‘Teachers for the 21st Century’, and certainly in dollar terms its largest, is the provision of professional development activities for teachers under the Quality Teacher Programme.

This program is aimed particularly at providing professional renewal for teachers who completed their initial teacher education ten or more years ago, teachers re-entering the workforce and casual teachers.

It also addresses the needs of teachers of disadvantaged students such as Indigenous students, students in rural and remote locations and students in urban disadvantaged schools.

The key focus areas of Quality Teachers are literacy, numeracy, mathematics, science, information and communication technologies and Vocational Education and Training in schools.

An important part of the Quality Teachers programme will be the establishment of an information exchange project to provide teachers, schools and other educational stakeholders with information about best practice in teacher professional development. The programme will facilitate sharing and learning between States and Territories in relation to programme activities, provide a vehicle for national reporting on professional development activities; and disseminate the findings of projects to be funded under the Quality Teacher Programme and ‘Teachers for the 21st Century’.

The Commonwealth has negotiated contracts with government, Catholic and independent school authorities in all States and Territories for the delivery of this professional development.

The approach taken by the Commonwealth during the consultations leading to the implementation of the program was to emphasise the need for professional development activities to be school and teacher initiated as far as possible. It is gratifying to note that this approach is supported by the findings of both the *School Innovation: Pathway to the Knowledge Society* and *PD 2000 Australia* reports.

‘Teachers for the 21st Century’ also has a clear role in helping us achieve the aims of the National Indigenous English Literacy and Numeracy Strategy, particularly promoting the use of teaching methods that have been shown to effectively improve Indigenous student literacy and numeracy outcomes.

Recent work, particularly through the ‘What Works and Will Work Again’ project, has shown that educators can accelerate Indigenous student learning outcomes by combining high expectations with good teaching and learning practice and by linking this to performance indicators and targets in terms of Indigenous student outcomes.

Schools involved will be supported to explore models of effective practice and to adopt those that meet their school and community characteristics and needs. The project will deliver school and community based workshops and effective practice, and develop and promote a professional development package that captures the detail of current effective practice for Indigenous students. Developmental work on this project is almost complete and I expect the professional development package to be introduced into schools in the second half of this year.

Through ‘Teachers for the 21st Century’, the Government is also working to facilitate the development of professional standards for teachers. One of the hallmarks of a profession is that it establishes and maintains its own high professional standards.

For the past two years the Commonwealth has been funding three projects to develop teacher professional standards with the assistance of Australian Research Council Strategic Partnerships with Industry Research and Training (SPIRT) grants. In each case the industry partner has been the relevant teacher professional association: the Australian Association of Mathematics Teachers, The Australian Science Teachers Association and the Australian Association for the Teaching of English with the Australian Literacy Educators Association.

In April this year ‘Teachers for the 21st Century’ funded a meeting of these associations so they could share the insights gained from participation in the projects and to identify areas for further development.

This workshop also produced a report which is intended to assist other professional associations or organisations that may wish to develop professional standards for teachers. It will be released later this year, and be available on the information exchange website.

The Quality Leaders element of 'Teachers for the 21st Century' will support the professional development of school leaders and aspiring school leaders. The Australian Principals Associations Professional Development Council is undertaking a project to provide professional development programs for primary and secondary principals, with a major focus on innovations in teaching and learning and the impact on student outcomes. It will also enhance principals' knowledge and understanding of international developments in education and develop a national framework of succession planning for school principals. Concurrently the Australian Secondary Principals' Association has commenced work on the identification and definition of key issues relating to school leadership in the twenty first century.

Quality school management is the third element of 'Teachers for the 21st Century'. The report on innovation and best practice in Australian schools which I am launching today tells us that teacher-related factors are particularly significant in introducing school-based management initiatives.

Of particular interest in the area of school management is a project which is being funded to look at the linkage between teacher professional development and improved student learning outcomes.

While it is generally held to be axiomatic that professional development will improve learning outcomes, a project funded through 'Teachers for the 21st Century' will investigate the nature of the linkage between teacher professional development and improving teacher quality and student learning outcomes. The project is also intended to identify examples of good national and international practice of teacher professional development linked to student learning outcomes. Importantly, it will look at work that is going on in schools at present as well as academic work in Australia and overseas and will involve field testing of models in some 80 schools. The results of the project will help inform teachers and their schools about their approach to professional development.

Recognition of quality is the fourth and most public aspect of 'Teachers for the 21st Century'. A key aspect of this recognition of quality teaching is Australian Teachers Prizes, which were first presented in conjunction with the National Excellence in Teaching Awards in April this year.

We are now working with the National Excellence in Teaching Awards (NEITA) Foundation to deliver a new round of awards. This round culminates in the presentation of regional awards in October this year and of national awards in March 2002.

These awards are a means to acknowledge innovative teaching and to recognise the contribution of the individual and of the school team. The Australian Teachers Prizes include significant monetary rewards to support continuing professional development, with a share of this available to the school as well as to the teacher. However, 'Teachers for the 21st Century' seeks to go beyond this and to support and recognise highly effective schools and teachers. We are therefore looking at a process that will enable schools to assess how they are performing against established best practice principles.

The Commonwealth intends to develop a quality schooling framework which will provide guidance to the school community, particularly school leaders and teachers, on how to identify, monitor and assess schooling and teaching practices that lead to measurable and improved learning outcomes.

This project will also develop options for a national awards scheme that is built into and founded on the Framework and that seeks to recognise quality schools and teachers who deliver quality outcomes. In the longer term the Commonwealth awards for teaching excellence will be linked to this framework.

There are six key elements to the Commonwealth's strategy to achieve equity and higher standards:

- A shift in focus toward improving student outcomes benchmarked against both national and international standards;
- A consistent strategy of increasing the total resources available to Australian schools;
- Broadening the curriculum and innovation in schools to enable schools to better meet the needs of all students and enhance the relevance of the curriculum both in the eyes of students and of the wider community;
- The development of partnerships between the Federal Government and industry in the recognition of skill shortages;
- Ensuring that principals as the leaders of schools, and teachers as the keys to successful learning, are involved in national discussions and projects dealing with the process of change and the development of priorities; and

- Building partnerships between Federal, State and Territory governments to secure, as far as possible, a common understanding of the requirements for ensuring that Australian education and training systems are best equipped to prepare school leaders, teachers and students for the knowledge age.

These are not motherhood statements, these elements have been the building blocks of a strategy which is actually delivering for Australian students and schools.

There is now an alternative position for most of these key elements.

This week's Knowledge Nation document was silent on the issue of testing against national benchmarks. Given the open opposition to testing from some of the Labor states there can be little doubt that a Federal Labor government will permit states to abandon literacy and numeracy testing.

On the issue of funding, Labor has already signalled a return to the funding of education as a zero sum game. Labor has already said it will cut funding from some schools to fund, in part, teacher education policies that essentially duplicate the professional development initiatives already contained in the Government's 'Teachers for the 21st Century' initiative. Leaving aside the moral questions over cutting one part of the education sector to fund another, such a policy implicitly signals an abandonment of the principle of consistent growth in resources for schools.

The theme for the conference, quality teaching through improvement or transformation, gives you the opportunity to canvass a range of views on whether quality teaching can be achieved through improving upon what you are doing now or through changing the way it is done. The program that has been put together is challenging but provides a balance of discussion sessions and presentations that will allow you to formulate issues relating to quality teaching, reflect on these issues and identify ways forward to improve learning outcomes for students. This conference is part of a process that I hope will help to lift the level of an ongoing debate about what quality teaching means in Australia today and I wish you well for the your discussions over the next two days.

Workshops

Learning from Experience

The first set of workshops, which were repeated, were designed to offer reflections on current research and thinking in Commonwealth priority areas.



LITERACY

*Ms Jan Turbill — Faculty of Education,
Wollongong University*

*Ms Christine Ludwig — Principal Project
Officer (English), Queensland Schools
Curriculum Council*

Literacy: Looking Back to Look Forward

Literacy education in Australia has been influenced by many and varied theories and approaches, over the years. These theories and approaches both inform and are informed by the literacy practices used by quality teachers in our schools today.

To discuss ways of teaching literacy to young students a range of categories have been developed by teachers, researchers, curriculum writers, and policy makers that provide different propositions about the nature of literacy and are associated with different ways of knowing about social and educational practices.

In this presentation Jan Turbill and Christine Ludwig mapped the history of theories and approaches to literacy teaching and learning as they have drawn on and contributed to the quality of literacy teaching and research in Australia. In so doing they also reconstructed their own personal histories in the field of literacy education and thereby reflected on their own situated perspectives on practice.

Four assumptions were enunciated.

- The way we define literacy has changed over time.
- What is considered best practice and quality teaching has also changed.
- Quality teaching both informs literacy and is informed by it.
- Curriculum, pedagogy and assessment all reflect change over time — all are interconnected.

In ‘a potted history’ and broadly speaking, ‘literacy’ in the 1960s and before focused on skills, phonics, spelling and grammar. In the 1970s the terms included ‘meaning making’ and the three cueing systems of reading came to prominence. In the 1980s ‘process’ became significant in writing and new connections were made between reading and writing. In the 1990s the focus shifted to genres, text types, the notions of audience, purpose and context and grammatical features. At present social purpose influences our thinking about literacy.

Looking at historical development we can see an evolution with some marked consistencies despite changes in nomenclature and the developing sophistication of our understandings.

These frameworks have been specifically designed to not only provide support for practising teachers but also to blow through the logjam that has developed over decades of debates and discussions about literacy theories and practices. They locate points of necessity and connection as a basis for collegial discussion and professional learning as well as developing some coherent understanding of literacy and literacy practices that reflect the many demands of the literate society of the future.

Current thinking (Luke and Freebody 1999) has provided us with four valuable literacy roles for learners: code breaker, text participant, text user and text analyst across three dimensions (Walshe 1981): operational and cultural related to patterns and conventions making meaning and critical, learners as 'active agents'.

The key message in terms of the interests of the conference: In effectively teaching literacy teachers should demonstrate '3 Rs'.

- Reflection
- Responsiveness and flexibility; and understand the
- Relationships between curriculum, pedagogy and assessment.

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NUMERACY

*Assoc. Professor Dianne Siemon —
RMIT University*

*Mr Will Moroney — Professional Officer,
Australian Association of Mathematics
Teachers*

Learning from experience
— a framework for
considering past, present
and future efforts on
quality teaching of
mathematics/for numeracy

This presentation outlined a framework for enabling and supporting the quality teaching of mathematics / for numeracy. The three interlinked elements of the framework were discussed and exemplified in order to stimulate discussion and analysis of current initiatives.

1. Quality teaching relies on the teacher's professional knowledge, attributes and professional practice — the work of a current AAMT/Monash University project is for the first time establishing the profession's views of what good teachers of mathematics know and do. As well as rich descriptions of good practice, the project will provide educators and the community with a language to talk about good teaching, and establish high standards for teachers to strive to achieve. These descriptions of quality teaching must be based on what is known, and central to the development of this knowledge base is research about learning and teaching.

2. Research: History may well judge this as a 'golden age' for research in numeracy, in particular, in this country. Governments — Commonwealth, state and territory — are supporting a wide range of research initiatives. The results of this work, and the current and previous research efforts of many teachers and other mathematics education researchers here and overseas must inform and challenge our views of quality teaching. The powerful means for research to have an impact on teaching is through effective professional development.

3. Professional Development: Although there has been a great deal of experience and analysis of professional development in mathematics/numeracy, achieving effective professional development that shares practice and research remains elusive. The ‘roadmap’ provided by the vision of Quality Teaching that the AAMT Standards represent will help with focus, but matters of process and location of responsibility (e.g. internal — external), ‘unit’ of engagement (e.g. individual — cohort of teachers), purposes (and from whose point of view!), location of control (e.g. individual — system), mode (e.g. transmission — participation — controlled and owned by participants) — are not simply answered. It is likely that, as for quality teaching, effective professional development is inextricably linked to context.

To exemplify these points, Di Siemon provided an outline of the Middle Years Numeracy Research Project (MYNRP) of which she was Director. Some key features of this project are as follows.

The project was commissioned by the Victorian Department of Education, Employment and Training, the Catholic Education Commission of Victoria and the Victorian Association of Independent Schools to provide advice leading to the development of a coordinated and strategic plan for improving teaching and learning of numeracy in Years 5 to 9.

The MYNRP involved the collection of base line numeracy performance data from a structured sample of students from 27 primary schools and 20 secondary schools across Victoria. ‘Rich assessment tasks’ and an extended classroom activity were used to assess both the students’ knowledge of key underpinning mathematical ideas and their capacity to apply this knowledge in context. The National Numeracy Benchmarks at years 5 and 7 were used to select and/or design items. Data on school-wide policy initiatives were also collected at this time.

On the basis of the initial data collection, 20 trial schools were selected to explore what works in relation to improving numeracy outcomes. School Action Plans were developed in terms of key design elements described in the *General Design for a Whole School Approach to School Improvement* developed by Hill and Crevola (1997):

- beliefs and understandings
- leadership and coordination
- school and classroom organisation
- structured classroom teaching program
- standards and targets
- monitoring and assessment

- intervention and special assistance
- home, school and community partnerships, and
- professional learning teams.

At the end of 2000, the Action Plans were evaluated by means of a school-wide survey, teacher questionnaires, teacher journals and a repeat administration of a parallel form of the assessment tasks. Interviews were also conducted with a sample of students.

The project demonstrated the importance of a focused whole school approach to change framed in terms of the design elements referred to above, and in particular, the value of team-based approaches supported by effective leadership at local level.

The project also identified a number of ‘hotspots’ in relation to student numeracy performance ranging from underpinning concepts, skills and strategies to issues of engagement and communication. The data indicated that a considerable number of the students had difficulty with all or some of the following:

- Explaining and justifying their mathematical thinking
- Reading, renaming, manipulating and applying common fractions, particularly those greater than one
- Reading, renaming, interpreting and applying decimal fractions
- Recognising the applicability or ratio and proportion and justifying this mathematically in terms of fractions, percentage or written ratios
- Generalising a simple pattern and applying the generalisation to solve a related problem
- Working with formulae and solving multiple steps problems, writing mathematically correct statements
- Connecting the results of calculations to the realities of the situation, interpreting results in context, checking the meaningfulness of conclusions
- Working confidently, efficiently and flexibly with numbers: place value knowledge, mental strategies and basic facts.

An Emergent Numeracy Profile is being developed on the basis of the information obtained. The profile maps students' numeracy performance against a continuum which can be used to inform subsequent instruction. This is important as data from the project confirms that there is significant range of student performance both within and between year levels. Teachers need to be informed about this in order to plan appropriate learning experiences.

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- MYNRP Web-based resources, prepared by Dr Jean Carroll (see VDEET softweb site).

MIDDLE YEARS

*Mr Garry Taylor — Principal,
Sebastopol Secondary College (Vic)*

*Ms Robyn Barratt — Coordinator,
SA Middle Schooling Network*

Learning from experience:
what the evidence from
innovation and best
practice tells us in
the Middle Years

This session provided an overview of the most significant research into middle schooling over the last decade, national and international, and drew on the experiences of the two presenters to extract the important issues for reform of the middle years of schooling in the new century.

Robyn Barratt described the strong history of research and development for this phase of schooling, affirming the Middle years as a special area of schooling and the values and principles which underlay middle schooling philosophy:

- learner centred
- collaboratively organised
- outcome based
- flexibly constructed
- ethically aware
- community oriented
- adequately resourced, and
- strategically linked to the other phases of schooling.

(National Middle Years of Schooling Project, ACSA, 1998)

Participants were invited to consider the issues facing young adolescents in life and schooling and to examine ways in which schools and school systems in Australia addressed these issues. This was done against a backdrop of the research findings which suggested that alienation in the middle years, generally agreed to encompass the top years of primary and the lower year of secondary, was a significant issue not only in Australia, but internationally. Particular reference was made to the findings of the federally funded *National Middle Years of Schooling Project*, which reported in 1998. Other significant publications cited included *From Alienation to Engagement*, ACSA, 1996; the *Junior Secondary Review in South Australia*, 1993, and the Carnegie Council's 1989 report, *Turning Points*. Together these publications map a history of whole communities struggling with effective directions for the education of young adolescents.

The presenters also explored issues around the X and Y generations and the implications for the educational setting best suited to these new learners and to new teachers. The changed present and uncertain future has been a valuable yardstick against which to measure the reforms of the recent past.

Robyn Barratt went on to describe the operation and activities of the South Australian Middle School Network (SAMSN), where seventeen schools, including the School of Education at the University of South Australia, formed a network devoted to research and improvement in the middle years. The schools involved come from a range of locations, histories and sectors of schooling. Fundamental to the success of SAMSN is the belief that teaching practices need to be refined by investigation, and contribution to open debate in the wider national and international community. The network supports its members through:

RESEARCH SUPPORT

On-site investigations and shared professional development supported by the Project Coordinator focus on research embedded in school life.

PROFESSIONAL DEVELOPMENT

Opportunities to access and take leadership in a range of appropriate PD, within school, across schools, and on a state, national, and international level.

PARTNERSHIPS AND PROMOTION

Enhanced connections between linked teams and interest clusters using the Internet as well as more traditional forms of communication.

The foci of research were almost invariably related to student engagement, independence as learners and improved attainment; and strategies used focussed largely on curriculum delivery and teaming. Early findings of the Network include an improvement in the indicators selected by the researchers, including literacy levels and attitude to school. Network schools continue to challenge their assumptions around what is going to work best for these students.

Garry Taylor provided a case study of middle years reform at his school and spoke to an article previously published in the journal 'Compak'. His observations covered the important areas of leadership, school organisation, innovative curriculum, and pedagogy. The recent support of the Victorian Education Department, particularly through its Middle Years Research and Development (MYRAD) project, was recognised.

Group discussion suggested that participants believed that generational differences were emergent but clear, and that the alienation evident among middle years' students was an issue that must be addressed. Interdisciplinary approaches, team teaching, reduction in the number of contact teachers and better staff-student relationships were seen as productive lines of action to pursue.

In conclusion, it was proposed that the true revolution in Middle Schooling will be in the pedagogy that is practiced, and the most critical factor for success for these students will always hinge on a strong relationship with a trusted adult mentor.

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INDIGENOUS EDUCATION

Mr Peter Buckskin — First Assistant Secretary, Indigenous Education Branch, Commonwealth Department of Education, Training and Youth Affairs

This is my perspective, that of a senior Indigenous Commonwealth bureaucrat, on the issues that are facing us at present.

- The 1967 referendum gave the Commonwealth special responsibility for Indigenous Affairs and this is well understood in the Indigenous education arena. The Commonwealth has a major role in providing strong leadership and I believe we are meeting that constitutional and moral obligation with rigour, passion and a great deal of commitment. It was the Commonwealth in 1969 that introduced the ABSTUDY/ABSEG programme and in 1989/90 developed and got endorsement from State/Territory Governments for the National Aboriginal Education Policy (AEP). In 1990 the IESIP and IEDA programmes were developed to underpin the Commonwealth's efforts to implement the AEP. In 2000/2001 the Commonwealth is spending a record high \$216 million on these programmes
- There is no more important social agenda facing Australian Governments and our community leaders today than to address and fix the issues that continue to contribute to the levels of disadvantage faced by Indigenous people.
- This year Australians are celebrating the centenary of Federation, however the Australian Constitution excluded Indigenous people for two thirds of our first century as a Nation.
- The 1940s and 50s are recent times for us. This is the era when modern Governments passed laws that discriminated against our ability to grow and develop like other Australians. My Grandparents and parents shared with us as children their struggle to ensure we had a better understanding of their struggle so that we could live a life free of oppression. Their experiences and those that we will hear about today continue to impact on the memories and lives of today's generations. This history is recent enough to be our present. The Stolen Generation is our reality. The experience outlined by the Royal Commission into Aboriginal Deaths in Custody is our reality.

- There must be an acceptance of the past — our collective past. We know that guilt is not a useful tool for reconciliation but a collective understanding of our separate and shared histories is.
- The 1967 Referendum was seen as giving Indigenous people all the rights of citizenship — but no more. There were no rights based on Aboriginality or prior ownership of this land that was never surrendered to white settlement. Today Indigenous people are trying to educate Australians about their connection to land. The revival of Indigenous languages and restoration of cultural practices in many rural and urban Indigenous communities is allowing us to re-establish our cultural well being.
- Fred Chaney has suggested that there is powerful resistance to any notion of inherent rights flowing from Aboriginality. The idea of special status for the First Nation, which is part of the fabric of the USA, Canada and New Zealand, is not yet part of the Australian self-image. Our maturity as a nation will be measured by the way we have the debate and collectively deal with the outcomes.
- Indigenous Australians have listened to decades of talk and ad hoc effort to address Indigenous disadvantage. We are still waiting for people to hear what we are saying so that we can see a more coordinated concerted effort to bring about rapid progress. We cannot wait for another generation before we experience progress. Among other groups, through the Australian Principals Associations Professional Development Council's (APAPDC) 'Dare to Lead' program, Australian principals have accepted the challenge with an open heart and mind to accelerate discussion about the continuing high level of education disadvantage faced by Indigenous students.
- Today the Commonwealth's major focus is on educational accountability. We require education providers funded through the Commonwealth's supplementary programmes for the 2001–2004 quadrennium to focus on accelerating the closure of the gaps in educational outcomes in English literacy, numeracy and attendance between Indigenous and non-Indigenous students.
- We want to accelerate the closure of the gaps through the National Indigenous English Literacy and Numeracy Strategy (NIELNS) launched in 2000 designed to leverage the Commonwealth's mainstream school funding to the States/Territories to ensure that Indigenous students are a mainstream education priority with specific reporting.
- We will confront and resolve national policy and related issues including the development and implementation of high quality standards in education infrastructure and service delivery to Indigenous students through the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and link the achievement of educational equality to the national reconciliation process.
- But we know that money alone will not change the current situation; there must be a cultural shift by providers in the way the provision of education services are provided to Indigenous students. As there has been a history of systemic neglect this must become core business for systems.
- I am optimistic that we can make significant inroads in attacking and resolving the issues that are impeding progress in this area of endeavour. I know that Indigenous parents are no different from any other parents. We want a better life for our children than we had — we want them to be happy, enjoy their childhood and be able to choose from the same life choices as other Australian students do once they have left school.
- We ask only one thing and that is our children must leave your schools strong in two ways; strong in their culture and language and strong in the knowledge, skills and understanding that will allow them to participate fully in the Australian society.
- The role you play as administrators, principals and teachers is vitally important to ensuring our students achieve and experience success. You are very powerful and influential people and we want to engage you as the change agent, the educational leaders in your schools and wider communities.

- We all know that the society that we have is largely created in our schools. Across Australia there is a drive for our society to be more democratic, socially cohesive, linguistically and culturally diverse, educated and just and open. Therefore the responsibilities on our educational providers are heavy. But what a profession! I am confident that we are well placed to deliver on that agenda.
- We are on a pathway of hope with a great deal of goodwill. Remember that educational equality for my people is not too hard; we have shown that it is achievable.
- Finally a quote from Dr Evelyn Scott: ‘We need to move from the past to the future with a shared sense of optimism. Crucial to building this future is the delivery of an education that is relevant to young Indigenous people and that reflects the richness and diversity of the cultures of Australia’s Indigenous people’s. Let’s move forward and face the challenges together.’

Following Peter’s speech, David McRae briefly outlined the procedures and outcomes of the Commonwealth’s Strategic Results Projects.

The Strategic Results Projects (SRPs) related to education and training for Indigenous students. Funds were provided to successful applicants in a range of education and training settings to mount projects investigating the question — ‘What changes to education and student support delivery practices will result in improved Indigenous student learning outcomes within a relatively short period of time?’

The 83 projects covered a wide variety of topics and ranged in scale from small single-site operations to large systemic initiatives. Approximately 3,800 students were directly involved. One of the initiative’s distinctive features was that each project was required to set targets for achievement, and to establish baseline data from which results could be measured. Each project reported in these terms.

The general objective of the SRPs was achieved. The results indicated that providers of education and training did, in fact, ‘demonstrate that improving Indigenous student learning outcomes can occur in a relatively short space of time through concerted efforts’, across a very broad range of projects in varied locations and contexts.

The central messages from the SRPs are as follows.

- Through concerted effort, it is possible to significantly improve Indigenous student learning outcomes.
- The SRP’s results were achieved by people working more intensively with strategies that are widely familiar, could be described as conventional good practice, and are readily portable to other similar contexts.
- The things that did matter were clear targets and monitoring processes, adequate resources but, above all, a firm belief in the prospect of success and a will to make it occur.

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Details can be found in the report of the SRPs, McRae, D. et al. (2000). *What Works? Explorations in improving outcomes for Indigenous students* ACSA & NCS, Canberra.

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INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

Ms Jenny Little — Education Consultant

*Ms Michelle Williams — President,
Australian Council
for Computers in Education*

Redefining Quality:
What is the content of
a knowledge work focus
in all curriculums, and
how do we help students
engage with this content?

Peter Drucker coined the term *knowledge worker* in 1959. In 1994 he discussed the rise of the knowledge worker in an historical context and the qualifications required for knowledge workers:

They require a good deal of formal education and the ability to acquire and to apply theoretical and analytical knowledge. They require a different approach to work and a different mind-set. Above all, they require a habit of continuous learning. Displaced industrial workers thus cannot simply move into knowledge work or services the way displaced farmers and domestic workers moved into industrial work. At the very least they have to change their basic attitudes, values, and beliefs.

Within the emerging *Knowledge Society*, Drucker predicted:

Education will become the center of the knowledge society, and the school its key institution. What knowledge must everybody have? What is “quality” in learning and teaching? These will of necessity become central concerns of the knowledge society, and central political issues...

Currently in the Australian context the Commonwealth Government, in various projects and initiatives is promoting that Australia’s future in a globalised, ICT-saturated context, is dependent on both an ICT aware-and-using citizenry and ICT specialists. They suggest that ICT use is not enough, but that understanding knowledge work and being able to engage in knowledge work processes in life, work and play is part of Australia’s knowledge economy future.

So what should students (and their teachers) know about knowledge work and how ICT is integral to knowledge work processes? What can we build into the QTP projects in our state that will ensure that teachers are able to help children undertake an apprenticeship in knowledge work, become knowledge producers rather than consumers, where use of ICT is integral?

Participants worked in small groups to address these questions and developed a concept map of responses.

Participants were asked to define the outcomes they would aim towards in a knowledge work curriculum and to suggest examples of QTP projects which would achieve these goals and help teachers shift from 'integrate ICT into the curriculum' to 'ICT is integral to teaching and learning processes'.

Sharing their belief that ICT is integral to modern contemporary work and learning processes, participants suggested that using ICT as part of their professional knowledge work processes is a natural component of contemporary life. Thus incorporating these practices into a curriculum, curriculum approach and pedagogy was desirable. However some participants presented the view that the reality of schools' computing usage, be it ICT studies or an integrated approach, fell far short of this shared expectation.

This promoted discussion about which professional development programs under the QTP banner would help teachers understand the relevance of knowledge work agendas and foster a model of learning where students engaged in an apprenticeship in knowledge work. This is clearly an ongoing issue.

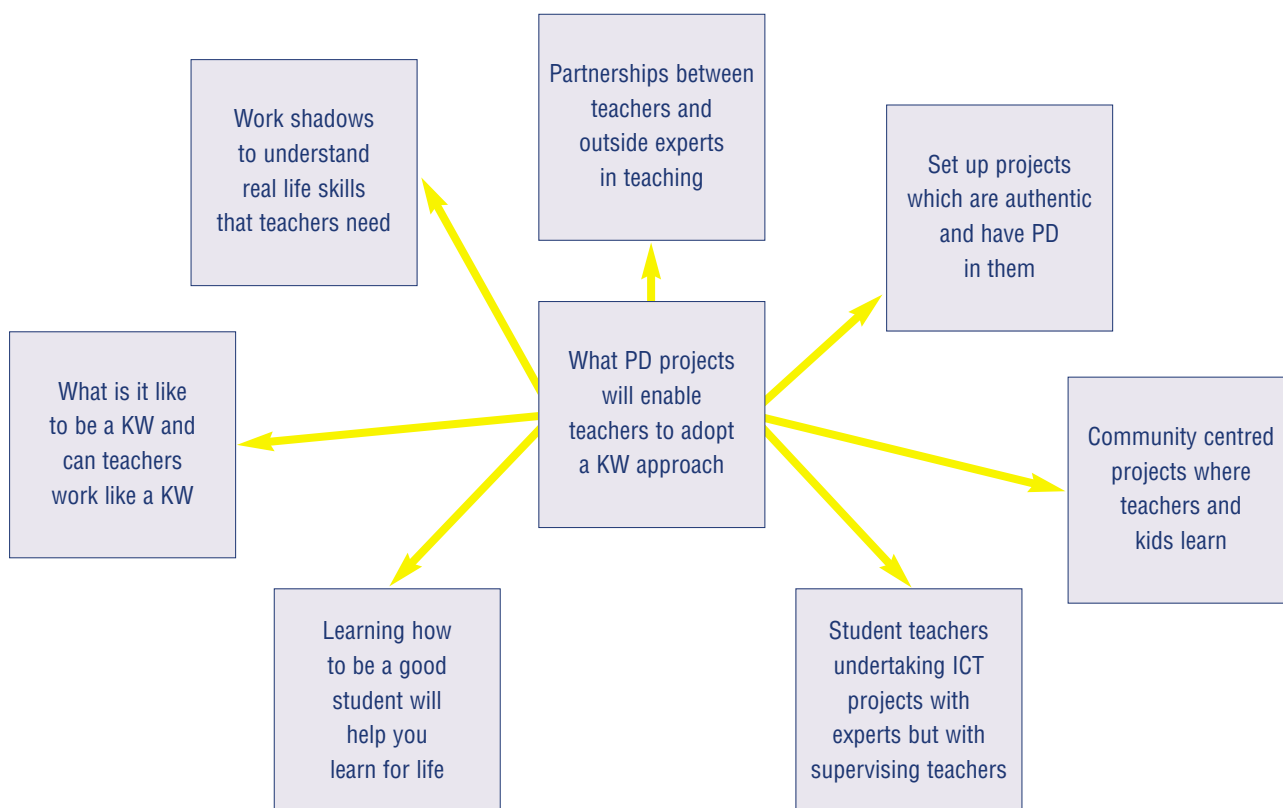
It was generally agreed that teachers' working environments often did not enable them to experience use of ICT in their professional work and professional learning in ways as rich as those experienced in other professions. The quality of school networking and intranet services in particular was simply not up to standard. This group was not clear about whether teachers limited experiences of other workplaces and processes generally were in part to blame. It was suggested that strategies for helping teachers experience the tools and processes of modern professional communities and experience of new online cultures, would be valuable positions from which to question curriculum understandings and curriculum practice.

QTP projects may be able to foster the partnerships between teachers, community, industry and Government expertise and learners, using communications technologies and the new enabled interactions. The communications technology which is the object of study may well be the process which brings quality expertise, experiences and new ideas into classrooms.

REFERENCE

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Ideas for QTP Projects which would help teachers engage students in knowledge work processes where ICT is integral.



VOCATIONAL EDUCATION AND TRAINING (VET)

*Mr Jim Syrmas — General Manager,
Enterprise and Vocational Education,
Department of Education, Training and
Employment, SA*

*Mr Rob Randall — Director of Curriculum,
Board of Studies, NSW*

In his presentation Robert Randall provided background to the development of the VET curriculum frameworks, as part of the New HSC in NSW, and provided data on student and teacher responses to the courses. He led discussion on how the new courses have been developed and how they provide students with dual pathways, as they undertake their HSC.

Mr Randall's presentation started by highlighting the conference theme of 'Improvement or transformation?' and indicating that the review of VET programs in NSW represented a case of 'doing what we've been doing but better and with more comprehensive impact'.

He described the background to the revision of HSC VET courses, with particular attention to the NSW Government's White Paper, *Securing their future*. The White Paper provided ten principles to guide the enhancement of VET course provision as part of the HSC. These include inclusivity, recognition, and responsiveness to industry needs. In addition, the White Paper outlined six strategies to guide course development and these included removal of duplication in the same content area; establishment of a coherent curriculum framework under broad industry groupings; and determining which VET courses can count towards university entrance.

Mr Randall then outlined how the NSW developments were also consistent with the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) commitment to national goals for VET in schools:

- expanding VET in schools and part-time New Apprenticeships for senior secondary students
- increasing the depth of student programs
- higher levels of AQF qualifications
- co-ordination of work placements in industry
- linking VET senior certificate programs with training packages
- assessment arrangements to allow VET to directly contribute to tertiary entrance scores

He then explained that when selecting areas for inclusion within the HSC the NSW Board of Studies has taken account of the following criteria:

- availability of an endorsed national training package(s) leading to qualifications under the AQF
- availability of job and career opportunities
- industry support
- availability of qualified staff and appropriate facilities
- articulated pathways into further education and training
- student demand.

As a result, the New HSC in NSW has seven VET curriculum frameworks providing opportunities for students to undertake courses in eight industry areas. The Industry Curriculum Frameworks implemented in 2000/2001 are:

- Business Services (Administration), based on the Administration training package
- Construction, based on the General Construction and Civil Construction training packages
- Information Technology, based on the Information Technology training package
- Metal and Engineering, based on the Metal and Engineering training package
- Primary Industries, based on the Agriculture, Horticulture and Vet Nursing training packages
- Retail, based on the Retail training package
- Tourism and Hospitality, based on the Hospitality and Tourism training packages

Each framework provides a range of 120 hour, 240 hour and extension courses and work placement is a mandatory requirement for each course (70 hours in the workplace for each 240 hour course). In addition, Mr Randall explained how each framework has at least one 240 hour course for which an external examination is available and that the examination is independent of competency assessment. The examination result can contribute to the calculation of the University Admissions Index.

The success of the courses has to date been measured by the response from students as indicated by enrolment data. He presented the following data:

- 72,382 students are undertaking the preliminary year in 2001

The number of Year 11 students studying at least one Board-Developed VET course

- in 2000 was 19,346 (28.5% of the candidature)
- and in 2001 is 24,357 (33.1% of the candidature)

This represents an increase of 26%.

The most popular VET courses are:

- Hospitality, with 9775 students
- Information Technology, 6068 students
- Business Services, 3853 students
- Construction, 2724 students
- Retail, 2635 students

He also indicated that while data was yet to be finalised there were strong indications that there was significant retention from Year 11 to Year 12 and that more than half of the HSC students will present for the examination.

In conclusion, Mr Randall explained that a White Paper goal was to enhance the quality of vocational courses, ensuring that Board-developed VET HSC courses are based on national training packages and lead to industry-recognised qualifications. He concluded his session by stating that the enhanced VET arrangements for the New HSC are comprehensively having greater impact, that NSW was doing better!

See **Appendix 3**: Powerpoint presentation by Rob Randall.

Panel session

Getting the Reform Equation Right

This was a panel session in which four educators provided input followed by general discussion.



*Professor Peter
Cuttance —
Director, Centre for
Applied Educational
Research, University
of Melbourne*

Professor Cuttance provided some of the highlight implications of the report *School Innovation: Pathway to the Knowledge Society* launched at the conference.

Firstly, the role of the teacher needed to be explored further: what does it mean, in the contemporary view, to be a coach or guide? How do we keep students in Vygotsky's 'zone of proximal development'? It appears to be more difficult than we may have imagined in the past.

Schools need to be brought into the research and development loop more effectively than has occurred in the past. Teachers must have access to new and developing knowledge.

It is crucial that innovation is evidence-based. We need to continue to respond to current and emerging challenges. There have been innovation projects in the past. Unlike these we need to know how well things have worked and to build on that.

In considering the question of improvement versus transformation he used the metaphor of tuning up a Holden. When that occurs you are still left with a Holden when a different sort of vehicle might be required. In this context he noted that we should not consider ICTs as an innovation *per se* in the sense of 'give them computers', but as an early stage for advancing the quality of pedagogy.

Effective programs:

- make stringent demands and set targets for achievement
- have a strong emphasis on evaluating student learning to inform future action
- contain elements of both, in Michael Fullan's notion, pressure and support
- focus on the quality of individual teachers. 'Which teacher' matters more than 'which school'?
- have flexibility built into them, including the capacity to make effective decisions at school level. Higher levels of self management is a goal to be pursued.

In this light suggested that 'bureaucracies get in the way', and also that teachers need access to knowledge and help in evaluating evidence.

Copies of the report were provided at the conference. It is also available from the DETYA website: <http://www.detya.gov.au/schools/publications/index.htm>

See **Appendix 4**: Powerpoint presentation by Peter Cuttance.

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*Professor
Bob Lingard —
School of Education,
University of
Queensland*

Recognising that teachers are the core of good education and good systems of education is crucial. This has not been a systemic focus in recent years. The trick of reform is to get good teachers and to spread them across the school. This occurs, among other ways, through committed leadership.

How can schools support this process? Policy and action ricochet around environments often in unpredictable ways. Local organisational capacity and systemic support is vital.

So is evidence. We must start with student outcomes and consider carefully what we are trying to achieve. Schools are specialised institutions with a particular interest in the development of students' skills. We need to backward map from there into pedagogy and the various types of school organisational capacities. Curriculum, pedagogy and assessment all need to be in alignment.

Should we think about minimal or maximal outcomes? Bob Lingard's answer is maximal outcomes, and that has to involve higher order thinking skills. Like Peter Cuttance, he suggested that schools had to be built into the research and development loop more effectively.

He reported a number of issues emerging from the Queensland Longitudinal Study referring to the notion of 'productive pedagogies' proposed by Alan Luke's group. We must improve both intellectual and social outcomes. Intellectually demanding and 'connected' pedagogy is required.

Four dimensions emerged by the study:

- intellectual quality
- connectedness
- a supportive classroom environment, and
- recognition and accommodation of difference.

The data from the study indicated that teachers were very mutually supportive, but overall not enough was being done in all four areas although there are excellent things being done in each in some contexts. It is necessary that all four are present and right across the classrooms in any given school. Preliminary findings suggested that better pedagogy occurred in primary schools. This view was later revised when size was taken into account as a factor. Large schools present particular difficulties.

He provided a diagram of the synergy which needs to exist between teacher professionalism, leadership practices, teacher capital and resources.

There is a need for a 'set-up' time to reflect on these items to get them properly aligned and ensure that they have the most collective impact. Good practice must be shared and spread.

On the question of productive leadership (as practice) he noted that it was characterised by a focus on pedagogy valued across the school, a dispersal of leadership commitment, a focus on a culture of both care and encouragement of risk-taking, a focus on the quality of relationships and, re-appearing, an appropriate combination of support and pressure.

In terms of teacher capital the importance of professional development was noted. You need to know what you are trying to achieve and align efforts so that this can be done most efficiently. Good schools put resources into this process. The world keeps changing.

There is no one model. So think about the range of policy settings which can support teachers, the ones which have most effect at local level. Teachers can't achieve everything by themselves.

He concluded by suggesting that we should 'make hope practical, not despair convincing'.

*Mr David McRae —
Education consultant*

- While education can be and often is a life-transforming magic bullet, magic bullets NEVER appear in education. Inspiration and remarkable efforts do. Formal learning always requires sustained effort. It is work.

Schools are actually going quite well.

- As far as human institutions go, schools are doing quite well. They have been part of and accommodated two dramatic leaps forward: the spread of literacy (1860–1910) and effective participation for 12/13 years (1950–1990).
- Among other things, schooling ‘teaches’ friendship; it teaches respect for authority; it teaches application and often reward for effort; it teaches structured habits of mind and behaviour — all more or less successfully.
- Currently teachers are getting a result with about 80% of the school age cohort. (Doing better will cost a lot of money. The cost of effective participation rises exponentially after the 65% mark has been reached.)

**Schools do not transform society;
schools adjust to social change.**

- Schools reflect the nature and state of the society in which they are embedded, except that they are a little more simple and moral.
- The purposes of formal education are broad, contested and sometimes contradictory. In particular its social and academic purposes are often at odds.
- Schools are inherently conservative institutions. No one likes their children to be the subjects of experimentation. Stability, security and safety are highly prized, and valuable, characteristics.
- In some areas of life social change is constant, in others negligible. Both types of effects are visible in the operation of schools. There are constant local changes (sometimes ‘transformations’) and more general changes which, over time, yield transformations.

- Success for all is quite specifically handicapped by
 - the importance of education to social competition
 - the social conditions of some participants: poverty is by far the most reliable indicator of educational failure
 - the fact that education deals intimately with human beings.

These facts will remain true.

The essential elements of formal education remain constant.

- There has never been a fundamental change to the basics of formal learning and its organisation.
- Knowledge: A fundamental task is to teach young people what we DO know. There *are* public bodies of knowledge which can and often need, for a wide variety of reasons, to be acquired by students. It is necessary to be both respectful of their depth, breadth and remarkable evolution and alert to their continued revision and growth and their foundation in social contexts.
- The boundaries of areas of knowledge (or disciplines or key learning areas) tend to be somewhat arbitrary, more so in some cases than others. However the process of grouping conventionally-related ideas and methodological principles is useful to learners and especially less sophisticated learners.
- Teaching: The essential structure of teaching is always the same. It begins with motivation and engagement, proceeds through comprehension and practice and then, sometimes, to application, use, production and evaluation.

- Work organisation: There has never been a fundamental change to the essential work unit of formal education — a trained adult(s) with a group of students in close proximity. There are good reasons for this. Some are economic; it is efficient. Better ones are to do with the social basis of learning and the importance of relationships to ongoing motivation and engagement. Supervision of young people is a constant issue.

The job remains the same.

- The arena of professional failure is clearly definable — the bottom 20%. This is the responsibility of the whole profession.

There are elementary changes which will produce significant improvement.

- What has made a difference?
 - Shifts in community conventions and expectations.
 - More resources, reducing class sizes and increasing personal attention.
 - Better educated and more highly skilled teachers with wider teaching repertoires.
- The assumption that formal education is a Good Thing has never been fully supported. There is the question of wasted effort ...
- All empirical evidence takes us back to the quality of teachers, the quality of their attitudes and the quality of their teaching practice.
- In the end you must have teachers who are committed to solving professional problems and willing and able to do so. There are no rote applications for fixing teaching or improving education. The level of interaction and intensity, and variety, of the job requires judgment and thought more basic than learnt routines.

- The most important improvements will derive from the consistency and quality of basic teaching work. The two most fundamental changes will come from
 - acceptance of responsibility to increase the reach of effective education
 - improving the basic teaching skills of analysis, communication and remediation; and prospects for their application. More teachers should be employed.
- A third will derive from more widespread use of the more complex and challenging aspects of the teaching learning process which encourage deep processing.

[Some of this material is explored in much greater depth in the context of a discussion of principles for the development of online curriculum content 'What to make and why?' accessible on the EdNA website <<http://edna.edu.au>>.

*Ms Di Kerr —
Consultant to the
Council of Education
Systems Chief
Executive Officers*

Di Kerr reflected briefly on her 19 years a classroom teacher, the professional repertoire she felt she had and that which is required today — ‘How will I do all this?!

What can we do within the contexts established by systemic education?

The strategies: we must have common agreements and shared understandings of what works and pursue these things relentlessly.

Teachers are the difference makers; they know this and are terrified of its implications. There is no one else to praise or blame if it works or if it doesn't. That is something of a chilling responsibility.

We need to focus on outcomes for every student. That must be the starting point for planning pedagogical approaches. Most teachers accept the need to start from each and every individual child. What of those who don't? Who are they? Research done in WA suggests that one group who might be considered is secondary teachers in metropolitan schools. The challenge for them is transformation; for others it is improvement.

How do we make this happen?

Bureaucrats can make a significant difference. Coherence and alignment of effort is most important. The pressure and support referred to earlier can be applied at this level to help teachers teach better; and when teachers teach better students learn better.

We must do something about class sizes in the early years. There is nothing more critical.

Schools must work to expand the pedagogical repertoire of teachers and help make teachers effective choices in this regard.

Highly targeted professional development is a prerequisite to enable this to occur. This needs to be a process tailored to teachers' needs and processes and with which they are comfortable. This is essential for that learning to be effective and productive.

Time in schools for professional conversations is vital. That is a process up to school leaders; it entails a necessary relocation of priorities.

There is no particular panacea. We need a whole bunch of strategies and approaches so that we know what to do in order to make a difference.

Workshops

How to Achieve
Quality Teaching



PROFESSIONAL STANDARDS

*Mr Jim Cumming — Executive Director,
Australian College of Education*

*Professor Bill Loudon — Faculty of
Education, Edith Cowan University*

This session provided an overview of contemporary developments related to professional teaching standards and explored the potential for a common and unifying national agenda and action.

A brief overview of current research and development at national and international levels was provided. Some specific examples of standards were cited with a view to generating discussion on the need for balance between (a) writing standards frameworks; (b) making judgements about achievement of standards; and (c) framing criteria for validation of standards. Some key points included:

Ten years of development

The history of Australian professional standards has included:

- proliferation of statements of standards
- domination of employers
- short half-life of standards authorities
- parallel play across the Federation
- generic / specific debates
- ambivalence about assessment, and
- convergence of subject representations.

Why it is hard to write adequate standards

- Representation: *Which images of teaching?*
- Variation: *Context matters: Which school, which subject, which class, when?*
- Complexity: *There are many good solutions to complex problems. Are some better?*

Teaching quality and professional standards

- Can we agree on what matters most?
- Are we willing to measure and certify what matters most? At what levels?
- Could we demonstrate that teachers meeting high standards make more difference to the outcomes we seek for children?

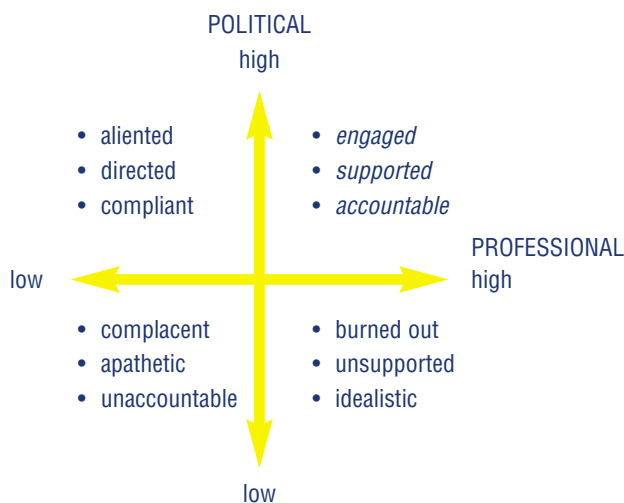
Select Extracts from a Working Document on Teacher Standards, Quality & Professionalism were used to prompt discussion. A sample appears below. (The full document can be accessed at <http://www.austcolled.com.au/projects.html>)

CHALLENGES

Strengthening the teaching profession can be achieved through two complementary strategies:

- (a) a process of continuous development designed to increase the individual and collective capacity of the profession to sustain quality teaching and learning; and
- (b) effective mechanisms for teacher recruitment and retention designed to increase the number of accomplished teachers nation-wide.

The challenge is to understand and operate effectively within both 'professional' and 'political' contexts:



Failure to meet this challenge is likely to result in a further decline in teacher morale, along with increased difficulty in attracting and retaining members of the teaching profession. Hence, energies and resources should be directed towards ensuring that all teachers are engaged, supported and accountable in relation to teacher standards, quality and professionalism. There are three key areas for action — professional teaching standards; engaging the profession; and national commitment and support which involve a range of stakeholders (e.g. registration authorities, employers, unions, professional organisations, teacher education bodies).

1. Professional standards

The meaning of professional teaching standards should be clarified and then developed at four levels, namely, teacher training (pre-service); beginning (entry); effective; and advanced.

These standards should be developed, implemented and assessed through and by the profession and lead to career path enhancement taking into consideration: pay; prospects; personal growth; and life style.

2. Engaging the profession

The profession should play a central role in the development of professional teaching standards, their implementation and monitoring and in advocating their use. Integral to success is ensuring that the whole profession, across all sectors, systems and jurisdictions understands and is engaged in the process of continuous development with regard to quality teaching and learning.

3. National commitment and support

The profession should advocate for a 'nationally agreed' framework of purposes and principles for the development of professional teaching standards. The term 'nationally agreed' was chosen deliberately because although responsibility for education lies with the States and Territories, a reasonably consistent set of standards may emerge around Australia through cooperation and collaboration among these jurisdictions.

THE ISSUES WHICH EMERGED IN DISCUSSION INCLUDED THE FOLLOWING

- The variety of responses from the profession to standards: scepticism, apathy and resentment mixed with positive views about their usefulness.
- The debate about generic versus content-specific standards was noted.
- Standards which are being developed by national subject associations in Mathematics, Science and English may have much in common.
- Queries regarding what you do once you have standards — what are the implications, and how should assessment systems operate?
- The difficulty of developing standards in order to represent the complex range of activities involved in teaching and the variety of contexts in which it occurs was noted.

ATTRACTING AND RETAINING QUALITY TEACHERS

*Mr Terry Kearney (Director) and
Ms Leonie Shaw (Manager), Learning
and Development Foundation,
Education Queensland*

This workshop was an interactive session seeking input from the participants as to how they perceive the issues as we move into the 21st Century. The question of 'What is a Quality Teacher?' was investigated.

Participants were provided with a snapshot of current State and Territory strategies, as well as some from overseas that are used to attract and retain teachers.

The identification of the most effective strategies to attract and retain teachers so that the needs of students as best met was the main focus of the workshop.

Participants first developed a concept map of their ideas of a quality teacher. In no special order the ideas included:

- a capacity to make a difference
- enthusiastic, healthy and energetic
- a communicator
- in touch with students, understanding and appreciating their diversity
- a capacity to develop relationships, take pleasure in ('love', 'passion') their company
- having a solidly grounded knowledge, a substantial pedagogical repertoire, a capacity to create a learning culture for students, to plan and implement coherent and well integrated learning programs, which were responsive to students' needs
- a commitment to lifelong learning, to mentoring others, to participate in professional and general intellectual development
- creative and flexible.

On the question of attracting such people to the profession, a range of conditions/strategies/ideas were proposed.

- Recognition and promotion of the work of the profession, celebration of it and improvement in teachers' public standing — a public voice
- Lifelong career possibilities, knowledge of pathways
- A strong sense of support from employers and colleagues
- Increased job satisfaction
- Increased rewards.

On the question of retaining quality teachers in the profession these were the ideas advanced.

- Mentoring for new teachers and consequent structured professional development
- Improvement in salaries
- Address dis-incentives for people working in rural and remote areas
- Improved career structure for classroom teachers
- Celebrate what is quality teaching
- Help teachers to become 'owners of their work'
- Support the 'working cycle' and avoid burn out through an increase in permanent part-time work, more time for study and research and exchanges with other countries.

INITIAL TEACHER TRAINING

Associate Professor Alan Reid — Faculty of Education, University of South Australia

Alan Reid's talk was based, among other things, on lessons learnt from a recent review of initial teacher education at his institution which posed questions such as: what is the emerging context of education? Who are the new group of teachers enrolling in such courses? What background experiences do they bring to the task? Who are the learners in all their diversity, the 'options' generation? He noted the blurring of the edges of phases of schooling and the knowledge explosion.

Contemporary and future educational contexts suggest the need for teacher education programs which:

- offer multiple entry and exit points
- maximise the career flexibility of graduates
- are sufficiently flexible to accommodate changing career pathways in education
- develop educators who
 - can work across established / traditional educational boundaries
 - can integrate knowledge across traditional discipline boundaries
 - are aware of the broad educational context, and not just of their area of focus
 - can adapt to and shape change
 - can work powerfully with diversity
 - are flexible / creative / politically aware / committed to goals of social justice in and through education.

He proposed that teacher education programs should model the best pedagogical practices through:

- using a diverse range of teaching models (exposition, problem-based teaching, enquiry approaches etc.)
- team teaching
- using a diverse range of delivery strategies including ICTs
- being explicit about what teaching and assessment approaches are being used and why
- encouraging habits of independent and collaborative learning

- modelling what it means to enquire into educational practice, and
- sharing with students the processes and outcomes of enquiry into teaching.

He then argued that the current dominant government policy approaches to teacher education are based on the flawed notion that the quality of teacher education will improve if student teachers spend more time in schools. He believes that this simply reproduces the status quo, and reinforces the idea that teachers are technicians. He argued for a model based on enquiry into educational practice, where student teachers are connected to school sites and work on issues/dilemmas/problems/practices identified by the site. These site based projects could be common assessment tasks which involve teams of teachers, student teachers and academics theorising about practice, and taking action on the basis of that theorisation. In this way, educational institutions would be changing even as student teachers are being prepared. He proposed that teacher education programs be organised around this central idea.

Enquiry into educational practice is consistent with Dewey's notion that knowledge involves enquiry into problems of practice as the basis for professional judgment grounded in both theoretical and practical knowledge. According to Dewey, if teachers investigate the effects of their teaching on students' learning, and if they study what other have learned, they come to understand teaching to be an inherently non-routine behaviour. They become sensitive to variation and are aware of what works, for what purposes and in what situations.

He proposed a practical model based on this approach which will be piloted at the University of South Australia in 2002. The proposed model organises pre-service education around the concept of enquiry into educational practice. Each year, students are placed in an educational setting for the year. Each semester, they work on a project which has been identified as an issue/problem/dilemma by the site, and which is consistent with a core theme for the semester. Students use the site to gather data, and use the University subjects (especially a core subject which carries the theme) as the place from which to draw upon a range of theoretical perspectives, which can then be related to the project. Teachers work with students, and can use the core subject (flexibly delivered) to gain credit for postgraduate study. Projects develop in range and complexity across the duration of the program.

The model benefits (1) sites, because actual issues are being addressed; (2) teachers, because they can gain credit towards postgraduate study, and are receiving assistance with their practical issues; (3) student teachers, because they are developing a range of capabilities related to being enquirers in practice; and (4) academics because they have access to educational sites, and can work collaboratively with teachers on research projects.

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CONTINUING PROFESSIONAL DEVELOPMENT

*Ms Susan Boucher — Executive Director,
Australian Principals Associations
Professional Development Council*

Mr David McRae — Education Consultant

What is good Teacher Professional Development?

Contemporary writers talk about a consensus being reached about the nature of best practice. Hawley and Valli (1999) suggest the design principles of this ‘new consensus’ are as follows:

Goals and Student Performance	— driven, fundamentally, by analyses of the differences between (1) goals and standards for student learning and (2) student performance.
Teacher Involvement	— involves learners (such as teachers) in the identification of their learning needs and, when possible, the development of the learning opportunity and/or the process to be used.
School Based	— is primarily school based and integral to school operations.
Collaborative Problem Solving	— provides learning opportunities that relate to individual needs but for the most part are organised around collaborative problem solving.
Continuous and Supported	— is continuous and ongoing, involving follow-up and support for further learning, including support from sources external to the school.
Information Rich	— incorporates evaluation of multiple sources of information on outcomes for students and processes involved in implementing the lessons learned through professional development.
Theoretical Understanding	— provides opportunities to develop a theoretical understanding of the knowledge and skills to be learned.
Part of a Comprehensive Change Process	— is integrated with a comprehensive change process that deals with the full range of impediments to and facilitators of student learning.

Hawley and Valli suggest: 'the bad news is that few of these principles are common to professional development programs in schools and colleges, and the cases where most, much less all, of the principles are being implemented simultaneously are rare indeed'. Is that true in the Australian context?

THE NATIONAL STUDY (2000): SOME KEY FINDINGS

- What was 'uncovered' was a highly professional and well qualified teaching workforce, generally deeply committed to continued professional development, with a strong belief in both its importance and efficacy and generally prepared to evaluate it in terms of changes to professional practice and/or in terms of its impact on student learning — a step which American theorists hope might happen in their environment some time in the future.
- It is clear that most of the most important decisions about professional development are taken at school level, regardless of sector or degree of 'devolution'. Professional development occurs to resolve local issues or problems, to meet locally established priorities or according to the remarkably widespread school plans. In the majority of cases it occurs systematically, with the needs of individual teachers identified through surveys, appraisals or other forms of investigation.
- There is a high level of certainty about the sorts of activities most teachers like best, and these are in fact what they are offered. Although these activities 'clump' significantly according to type, most teachers have access to a rich variety of structured opportunities for learning. In this context, the obvious self-reliance and initiative (related to teacher professional development) of many schools in more isolated settings is of note. The incidence of serial and 'followed-up' activities is quite high and appears to be increasing. (McRae et al., 2001).

Reviewing some common misconceptions

- Teachers in more remote locations do more (about one third as much again) and more varied professional development than teachers in big cities and are more likely to find it of benefit to their work. They choose differing topics; they are more likely to be involved in collaborative and serial ventures with teachers in other schools and to do a great deal more school visiting.
- Experienced teachers are not jaded and in retreat from professional learning. They do nearly twice as much professional development as the group of least experienced teachers (and more than any other 'experience' group), pay much more (on average about six times as much) and self-reportedly get a great deal more out of it.
- Part-time teachers do a considerable amount of in and out-of-hours professional development, generally almost precisely in proportion (comparative with full-time colleagues) to the time-fraction they work.
- Many school administrators do a comparatively large amount of professional development.

GENERAL ISSUES

- *Reform and 'Teacher proofing'*: Contemporary literature describes (and rails against) efforts to produce and enact 'teacher-proof' reform processes.
- *Linkages to student performance*: Does PD have any effect on the quality of student learning? Is there any evidence for this? Principles of good teacher professional development are well-established. On the other hand, causal links between particular principles and outcomes, especially in terms of student learning are not.
- *What should PD be about? Where should it focus?* '[Teacher professional development] must be improved by seeking ways to ground its 'curriculum' in the tasks, questions, and problems of practice. One way to do this is to use the actual context of teachers' ongoing work: their efforts to design particular units of instruction, try different classroom organisations, and assess students' learning. ...'
- *Discipline knowledge: How much do you have to know about what you're teaching?* Teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with student outcomes (Darling-Hammond, 2000: 21).
- *Workplace learning*: 'What is required is not so much a change of culture in schools, but a recognition in the teaching profession that professional learning can and does take place on-the-job or in the workplace of teachers when problems and difficulties are seen as learning opportunities' (Retallick, 1997: 21).

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In addition Susan Boucher spoke about the national 'Dare to Lead' Program that the APAPDC has conducted as an example of professional development which had elicited a very strong positive response from participants.

INNOVATIVE TEACHING

*Professor Peter Cuttance — Director,
Centre for Applied Educational Research,
University of Melbourne*

*Ms Christine Owen — Project Manager,
Australian College of Education*

Evidence is mounting to indicate how good teachers ‘*make a difference*’. Many studies have identified teachers as essential to the improvement of student learning outcomes. Innovation has been shown to have a positive impact on student learning, parents and colleagues as well as the wider community.

The issues discussed included teacher professionalism; teacher values, beliefs and understandings; teacher pedagogical skills and strategies; teacher knowledge and professional development; and teachers as educational leaders.

This session explored findings of two Australian research studies: the first focused on the key lessons for practice evident from the first large-scale study of innovation in Australian schools, and the second on the strengths exhibited by a sample of innovative educators.

An increasing amount of research shows that teachers ‘*make a difference*’ and that good teachers make a significant difference.

Case study research by Cumming and Owen, published as *Reforming Schools through Innovative Teaching* provides illustrations of eight innovative teachers in Australian secondary schools. Key findings indicate that these teachers possess specific attributes, knowledge, skills, and values.

- *Attributes* — altruism, confidence, creativity, intuition, passion, perception, modesty
- *Knowledge* — adolescence, youth culture, subject matter, pedagogy, innovation, change, information technology
- *Skills* — change management, human relations, applied learning, curriculum integration, outcomes-based approaches, standards setting, teaching techniques
- *Values* — commitment to youth, learning, sharing and improvement; philosophy based on their beliefs; modelling, accountability.

Innovative teachers integrate many of their attributes, knowledge, skills and values by means of *multi-faceted strategies* that include demonstrated capacity to: challenge assumptions, conduct research, formulate opinions, establish networks, form alliances, marshal resources, build communities, provide training, identify advocates, transfer ownership, engage stakeholders and parents, value-add, utilise the media, celebrate success, champion innovation, create spaces and promote evaluation.

Innovation can be nurtured if schools:

- Identify, recognise and sustain highly innovative teachers
- Disseminate the outcomes and processes of highly innovative teachers
- Conduct further research and development on innovative teaching at all levels
- Provide incentives to promote higher levels of 'innovativeness' in all teachers
- Generate support to build the 'innovation capacity' of all school communities
- Recruit highly innovative teachers as facilitators, mentors and models
- Engage teacher educators to facilitate and promote innovative teaching
- Link current work on innovation and professional teaching standards
- Identify innovative teachers who may be employed outside the education sector
- Map current developments on innovative teaching initiatives in other countries
- Acknowledge highly innovative teachers as educational leaders
- Provide advanced leadership training for highly innovative teachers
- Provide extended opportunities for innovative teachers to share their expertise
- Strengthen current links between innovative teaching and school reform work
- Raise awareness of international research on school effectiveness/ improvement.

See **Appendix 5**: Powerpoint presentations by Peter Cuttance and Christine Owen.

REFERENCE

Cumming, J. & Owen, C. (2001). *Reforming Schools through Innovative Teaching*. Australian College of Education, Canberra.

REFORMING SCHOOLS

*Dr James Ladwig — Faculty of Education,
University of Newcastle*

*Mr Larry Scott — Director, Tasmanian
Education Leaders Institute*

This session was focused on the question, ‘How can school reform contribute to the quality of teaching?’

THE BACKGROUND PRESENTED

To begin the discussion, Dr Ladwig employed some of the core findings of research into school reform and restructuring to sharpen the focus of any attempts to link school reform and the quality of teaching. Some of these findings are either counter-intuitive or contradictory to much public understanding about schools, or both. Consequently, it is vital to keep some of these points in mind when addressing the central question of the session.

First, school research has repeatedly demonstrated that differences in the quality of teaching are much greater within schools than between schools. One way to think about this is to keep in mind that at least some high quality teaching can be found in nearly every school. In light of this, the main question for improving the quality of teaching is how to spread that quality broadly across an entire school teaching population.

Second, despite a plethora of school restructuring initiatives, improvements in the quality of teaching are generally not associated with school reform initiatives that focus on altering structural aspects of schooling (time-tables, numbers of students per class, length of class time, etc...). While it may well be true that such structural conditions constrain the quality of teaching for individual teachers, it is not the case that focusing school restructuring on such structural matters alone results in broadly improved teaching quality.

Third, high quality teaching that is widespread within schools has been linked to school restructuring initiatives that take curriculum and pedagogy as their focal point. There are a number of school exemplars where such foci are linked to structural changes within schools; but, even in these cases, the crucial factor is whether or not the reform is focused directly on what impacts on the quality of teaching: curriculum and pedagogy.

To illustrate these points, Dr Ladwig presented a detailed analysis of the results of the Queensland School Reform Longitudinal Study (QSRLS), demonstrating how these general findings continue to hold true within Australian schooling.

In addition to these general points, he also elaborated on the key findings of the QSRLS:

- that the overall levels of intellectual quality, connectedness, and recognition of difference in classroom practices are generally quite low
- that the quality of teaching in lower secondary schooling is markedly lower than in either upper primary or higher secondary levels; and
- that there is a large inconsistency between the quality of in-class instruction and the quality of assessment task employed by teachers in the QSRLS.

These generalisations were qualified by noting that within the QSRLS there are individual classrooms and teachers where relatively high levels of these dimensions of classroom practice were found. Importantly, in the QSRLS, these dimensions of classroom practices, along with socially supportive classroom environments have been associated with high quality academic and social outcomes.

THE STRATEGIC QUESTION

Given these background points, Dr Ladwig and Mr Scott went on to consider the strategic question of how to use school reform to improve the quality of teaching. Again using the findings of the QSRLS, Dr Ladwig demonstrated that the cultural dimensions of school organisational capacity are linked to overall improvements in the quality of teaching within schools. In particular, teachers' sense of collective responsibility for students' learning, their mutual sense of trust and respect, and the degree to which they are provided feedback from school leadership and the community have been linked with high levels of teaching quality.

Mr Scott continued the discussion by pointing out the psycho-social elements of changes that become crucial in sites where school reform initiatives are implemented. Here, he presented a model of school change he employs in his work at the Tasmanian Education Leaders Institute. In this model, Mr Scott offered a way of productively accepting and dealing with the questions of uncertainty normally confronted by teachers in the processes of school reform.

Summation

Syndicate Sessions and
Conference Outcomes



Tony Mackay provided a synthesis of some of the central features of the views emerging from the presentations and syndicates' work.

- The first was the very substantial value accorded to practitioner-focused discussions and the opportunity to exchange views and insights that the conference had afforded.
- There is a strong and consistent view emerging from local research as well as that conducted overseas that it IS teacher quality that makes the difference for students' educational outcomes.
- Support for beginning teachers and those in training needs to be increased.
- We need to recognise, celebrate and reward the quality of the work that teachers do.
- There is a need to continue and intensify the debate about teacher professionalism and its practical implications.
- The complexity of the agenda confronting members of the profession means that the issue of time to think, reflect and organise has to be tackled effectively.
- There was a strong suggestion that improved outcomes depends in part on increased resources.
- Further discussion is required of the divide and differences between education which is occurring in the primary and secondary years.
- In terms of alignment of policy and action, we must consider the schools as the site where the nature of professional development is determined and where change occurs. They must therefore become a part of the research and development loop to inform policy and practice. Pressure and support to improve must be widespread.

Four of the conference participants, Jean Memery, Donna McLaughlin, Carolyn Ogston and Jason Wyeth, provided their reflections on some of the issues which the conference had raised for them.

Improvement and transformation was seen as a continuum, not a neat and tidy enterprise. It was noted that a quite unusual cross section of people engaged in school education was present and that one of the tasks which ensued was to communicate the issues and ideas which had been discussed more widely.

Some ideas which were canvassed in the exchange which followed included using the QTP website and listserv for continuing discussion, joining selection groups for projects and awards, providing input to the continuing work on teacher standards, participating in and leading conferences and helping to develop policies and partnerships.

There was a strong sense from the conference that teachers should be more intensively engaged in helping to define the agenda to which they are working. Schools and teachers are at the heart of this enterprise: they must rise to a new sense of responsibility and in turn be better supported and trusted by the community and its elected representatives.

Appendix 1

A sample of views from the work of syndicates

The conference engaged participants through ten syndicate groups of approximately 25 people working in differing ways on a series of focal questions. Summary notes, comprehensive and shorter, from two of these groups are included here to illustrate the nature and content of the discussions. Notes from the other groups indicate that similar ground was covered. A synthesis of the major views is provided in the previous section “Summation of Syndicate Sessions and Conference Outcomes”.



Syndicate group facilitated
by Peter Leverenz and
Sandra Kenman

Group Objective:

This group will investigate what type / level / quality professional development is needed so that the knowledge, skills and pedagogical practices of teachers improve across the nation.

Brainstorming the Issues:

1. Currency — knowledge and skills
2. Engaging students / motivation / resourcing implications
3. Quality professional development / coping with changing curriculum and crowded curriculum
4. Teaching population — ageing; preservice / inexperienced teachers; gender imbalance; shortages impacting on stress; contract positions v permanency
5. Pre-service programs not meeting needs — need more support for inexperienced teachers
6. General resource issues — systems; school based management; inequitable distribution
7. Leadership and distributed leadership; management of change
8. Partnerships — community...VET impact...impact on school organisation
9. Need to cater for diverse needs of students
10. Local to global to planetary issues; need for networks; isolation
11. Lack of national consistency
12. Time management — teachers having a multitude of roles.

Transformational or Improvement?

The group felt this was not an 'or' statement nor a continuum, but dependant on a number of factors. What is transformational for one school / state / territory / teacher might be improvement for another.

Focus Questions:

1. What is 'quality teaching'?
2. What conditions are needed for today's quality teacher?
3. What should teachers know and be able to do to teach: inexperienced teachers? Teachers in ageing population group?

WHAT IS 'QUALITY TEACHING'?

- Relationship between teachers and students and community
- Environment supports teachers and learners — acknowledge and work with cultural and socioeconomic background
- What makes some teachers 'liked'? — Enthusiasm and passion — infectious — not popularity based. Fair; firm; consistent; high expectations; supportive; active listening and conversation with students to support and facilitate
- Safe to take risks and push learning boundaries; accept failure as a learning opportunity
- Explicit teaching and use of scaffolds
- Know how students learn — learning theory; metacognition; multiple intelligences; self reflective
- Teachers focused on own learning
- Ability to use incidental teaching — flexibility
- Reflects ability
- Sense of humour
- Teacher a self critical — reflective learner
- Quality assessment drives quality evaluation of teaching and future planning
- Builds upon prior learning
- Accepts and values differences
- Treat as individuals not 'blanket GP' — engage as individuals
- Organised- well prepared
- Clear directions / goals
- Teaching not "hidden" from students
- Model learning to students
- Energy
- Flexible — ability to cope with change
- Judgements ...clear
- Variety of strategies — reflect learning theory / multiple intelligences / neuroling etc
- Good communicator
- Tell students what you are doing — aiming for — not hidden

- Connections — make links with own contexts — student life
- Good IT skills
- Students reflect on learning as regular part of practice
- Opportunities to recognise and celebrate students' achievements
- Keeping current — up to date with own learning
- Helping / mentoring / supporting other teachers — share experience and understanding
- Learning teams / co-research / action research / collegial groups.

Engage and extend all

High expectations ... High achievement for all students ... INCLUSIVE

WHAT CONDITIONS ARE NECESSARY FOR QUALITY TEACHING TO OCCUR?

- Mutually negotiated timetable
- Consistent communication and supportive administration
- Time and resourcing
- Small class sizes/appropriate class sizes
- Relief time
- Attitude of openness
- Shared vision and collegiality / underlying philosophy / ethos
- Quality leadership
- Teachers feel secure enough to take risks
- Access to quality PD
- Supportive colleagues / meeting time to allow reflection with peers
- Ethos / communication / time
- Community needs to recognise the value of the teaching/system of positive affirmation
- Salary system values teachers
- Financial incentives for conditions / performance
- Support / relief for PD during school time
- Ongoing opportunities for quality PD
- Space and physical resources / conditions in staffrooms and school rooms
- Well funded school / self managing but funded to allow real management
- A laptop for every teacher
- All teachers to have free internet access from home
- Respect from students and parents

- Professional attitude/atmosphere
- Research available for reflection and study (ongoing)
- Quality understanding of what is taught
- Quality teaching demands a quality background (i.e. knowledge / training)
- Teachers teaching in areas where they have a quality background
- Support for dealing with system demands e.g. outcomes based education, curriculum changes
- Supportive behaviour management system
- Extra-curricular activities recognised as quality teaching opportunities and hence built in and subsequently time and resources made available
- Not having to apply for money to do our core business — if it's really good and it works, give teachers the money to keep it going.
- There should be rewards and recognition for exemplary teachers — but then these teachers must have a clear role and meet expectations
- Develop systems of mutual mentoring e.g. inexperienced teacher with IT skills and experienced teacher with few IT skills but good management strategies
- Consider the reasons why teachers new to the profession are reluctant to go to PD. Inexperienced teachers overwhelmed; maybe the type of PD is not appropriate — needs to be action inquiry / workplace learning
- Essential Principal supports and leads all staff in building strategies / induction courses...

WHAT SHOULD TEACHERS KNOW AND BE ABLE TO DO? (INEXPERIENCED AND EXPERIENCED/ AGEING TEACHERS)

Behaviour management / management practices/ strategies

- Most teachers now 'contract' workers — this skill is even more critical today
- Artificial practice when teacher at 'prac' with teacher in background
- Need more prac time / suggest lessening because of cost of resourcing
- Need more access to people delivering PD on 'strategies'
- Need more teachers to be models / mentors — a growing concern numbers of these are lessening
- Selection of prac teachers — should be on criteria not just availability Payment sometimes acts as a 'negative' factor when wanting the best prac teachers
- There should be more opportunities for teachers to learn from one another — observe / document strategies. Staff induction programs
- Inexperienced teachers should not be given difficult classes as the 'new' person in the school
- Teacher registration should include a provisional stage... mentoring / journal writing... before full registration

Knowledge of the discipline being taught

- A myth to say not as important today
- University courses must reflect the subject matter being taught in schools
- Schools and Education Departments / employing authorities need better partnerships — supported to develop appropriate pre-service courses based on school needs; universities should not protect their independence at the expense of being 'relevant'
- Student teachers need continuous school experiences
- Generic curriculum must be balanced with deep knowledge of the discipline.

Ageing teacher population

- Supply and demand issue — must have more teachers — encourage greater links between teaching and other professions — provide bridging courses which meet registration requirements — enrich school environment by attracting people from trades etc — also links with VET agenda
- Teachers should be encouraged to stay past 55
- More roles/pathways should be provided e.g. teacher levels; more support — more likely to stay e.g. dual principals
- Lifestyle a greater pull when not pathway in present position — must work at retaining good teachers
- Cannot mandate PD — teachers need commitment
- Non-contact time needs to be well planned if PD is to be effective — choices for staff e.g. focus / location / time
- Face to face PD is very important — online delivery cheap but not nearly as effective.

THE WAY FORWARD

Transform? Improve?

Should not be debating one 'or' the other. Teachers, classroom, school ... a parallel or continuum. Too many variables. Large / small; Rural / metropolitan. Must always have improvement — ongoing, whereas transformation a difficult concept to use for the task we are given.

Key issue

Teachers and school administrators need time and resources to build, sustain and value the conditions described earlier.

Summary of notes from the syndicate session facilitated by Colleen Stieler and John Eaton.

This group redefined the discussion from ‘improvement or transformation’ to centre around the idea of ‘professional growth’. The discussion about whether or not we needed improvement or transformation had only a small amount of usefulness, as it was quickly acknowledged that schools or individuals (or the ‘system’) will always be on different points of a continuum depending on context and circumstances.

In the final syndicate session we examined the question:

“Since it is acknowledged that teachers make the difference, how can schools, systems and teachers themselves support the best quality professional growth for teachers?”

The following points came out of our discussion:

- Programs for improvement MUST be ‘site based’ — i.e. generated at specific school sites, in response to problems and issues identified by the teachers at that site. This was also described as ‘bottom up’ change
- Schools should be seen and developed as ‘Learning Communities’ for all students and staff — a focus on learning, and an ‘open classroom’ environment where teachers feel comfortable and trusting about observing each other at work
- Characteristics of the Learning Community
 - well resourced
 - sharing,
 - ‘open doors’
 - mentor programs
 - providing quality PD
 - Access to quality research
 - leaders modelling best practice
 - reflective
 - teachers growing to an understanding of themselves as learners
 - autonomous
 - classroom research, collecting evidence
 - celebrate achievements

- The importance of creative leadership that gives staff true autonomy and supports professional growth
- The need for resources:
 - time for teachers to meet, share ideas and to learn from each other
 - more teachers — highly qualified and committed
 - smaller class sizes
 - ICTs technical support and equipment
- Quality PD — a balance of curriculum and pedagogical. PD may be ‘bought in’, but should reflect school’s vision. A school’s PD should not be limited, however, by whether or not it links to the current priorities as some ‘maintenance’ PD is also required
- Collection of evidence (i.e. accountability, quality assurance processes etc.) should be firmly focussed around the idea of enhancing professional growth for teachers. These processes should provide the rationale and the directions for professional growth. They should include classroom based research and evaluation. The data must be valid so we know what is and isn’t working and should include reference to social skills and competencies as well as academic achievement. Do schools and teachers know how to do this well?
- Systems and administrators need to provide:
 - strong, effective, creative leadership that embraces and celebrates change
 - recognition of teachers as professionals
 - resources
 - time for professional conversations amongst teachers
 - pressure as well as support (professional standards need to be maintained)
 - encouragement for teachers to take risks and to implement innovative ideas
 - celebration of teachers’ achievements
 - alignment and coherence between policy and practice
 - opportunities for research for teachers — relevant journal articles, internet etc.
- Teachers who are reluctant about professional growth need to be ‘supported’, recognised and hopefully ‘infected’ by the changes and growth they see happening around them — a process of osmosis

- Schools should conduct audits of the skills that exist amongst the staff — these are often left unrecognised and untapped
- We must recognise our context with respect to the rapid pace of change in the world, and we must have a focus on preparing students for this.
- Links need to be made between:

SCHOOL CULTURE	SCHOOL STRUCTURE	PD
Supportive, active leadership	Redefined, make way for the new	Using quality peers
Whole school approaches	Flexible, risk taking	Classroom based Active, positive use of teacher appraisal

- We need to remove the tyranny of timetables
- Curricula needs to be made more flexible — in some areas the demands of an overcrowded and highly defined curriculum make innovation almost impossible
- We need to acknowledge our role in the social development of students
- Acceptance and encouragement of a constructivist approach to learning
- Increase cooperation between Primary and Secondary sectors.

Appendix 2

Following is an article which was found helpful when preparing for the conference. It has been drawn from Kennedy, K. (ed.) *Beyond the Rhetoric: Building a teaching profession to support quality teaching — College Year Book 2001* Australian College of Education, Deakin West ACT, and is reprinted here with the College's generous permission.



Teachers, Quality and Schools in the Future: An International Perspective

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INTRODUCTION

Teacher quality is a perennially important question. So much of the success of our schools and the educational enterprise depends on them. Perennials, however, risk being ignored through being taken for granted. In this article, I present some of the ongoing developments that give fresh priority and define new challenges for teachers and their work; these matters are not simply constants on the educational agenda. How school systems themselves will develop is inherently uncertain and which path they follow makes a considerable difference to how 'teacher quality' will be understood in the future. This variety of pathways has been studied recently in the OECD in its work *Schooling for Tomorrow*. It has resulted in the construction of six broad scenarios for schooling for the next 15–20 years. This chapter presents these scenarios and suggests how teachers fit into each. One of the scenarios — '*Teacher Exodus — the 'Meltdown' Scenario*' — turns on teachers as the key variable. The analysis based on the scenarios is necessarily broad-brush, but it helps to clarify future options and hence the context within which teacher quality will be understood in years to come.

Teachers are only one element of the ongoing OECD/CERI program on *Schooling for Tomorrow*. The last major OECD project on the conditions and status of teachers *per se* was completed over a decade ago (OECD 1990). Since then, there has been a study of innovative and constructivist approaches to teaching from earlier in the 1990s (OECD 1994; Stern & Huber 1997), followed by a one-off review of policies and practices for in-service professional development in eight countries³ and a short discussion of teacher trends and issues in the *Education Policy Analysis* series (OECD 1998a & b). A great deal of the OECD work on teachers over the past decade has taken the valuable but more hidden form of building a base of comparative data — an endeavour coming to fruition with a special focus on teachers in the forthcoming *Education at a Glance* compendium of education statistics and indicators (OECD 2001c). The renewed international interest in teachers and teacher policies is reflected in the future OECD program, however,

where these topics figure prominently. Some reasons why teacher issues are high on policy agendas are suggested in the next section.

TEACHER QUALITY HIGH ON POLICY AGENDAS

Four sets of inter-related reasons are proposed here for the key importance of teacher quality. The first is not about teachers *per se* but about education more broadly, and within that schools at the core. Expectations of what education can achieve have grown sharply over the past quarter-century in many countries, and the stakes involved have correspondingly risen. The main driving force is probably economic — an awareness that, in knowledge-based economies and societies, countries neglect their educational systems at their economic peril. But, the relevant forces are also manifestly social and cultural. This is in part the reverse side of the economic coin as social exclusion threatens for those who fall behind in the knowledge-based society. And, it is about social inclusion, cultural participation and citizenship as important aims distinct from the economic arguments; in each case, education has a key role to play. In many countries, this growing set of important expectations for education finds direct political and media expression — Education Ministers as leading not secondary members of Cabinets, education providing regular front-page news not inside stories, and so forth.

High expectations for education and schools are, of course, preferable to indifference, but they bring tensions. As demands grow, so do criticisms. While the spotlight tends to fall on schools, the relevant learning settings are often elsewhere, not only in other types of organised education but in the home, community and workplace — settings that are beyond the control of school authorities and teachers. In the light of these different expectations and tensions, it is hardly surprising that searching questions come to be asked about teachers — their professional activity, organisation and abilities — in short, about teacher quality.

The second reason follows closely from this, but is more about the nature of education itself than its broader context: there is readier acknowledgment in many quarters that teachers are the linchpin of schooling success. To plan for educational change in the absence of a close focus on what teachers do, how well they are prepared, and how they are organised, is to miss a — many would say *the* — crucial factor. The effectiveness of curriculum or evaluation policies, for example, or new drives to raise standards or to

meet the needs of particular groups of students, will produce significant change only if they are well understood and energetically applied by teachers. They are in the vanguard of innovative approaches to teaching and learning. This has always been true but political consensus seems to be shifting towards a better understanding that they are an integral part of the ‘solution’ rather than of the ‘problem’.

This is well illustrated in relation to the integration of information and communication technologies (ICT) into school and classroom life. At one time, technological applications and computer-assisted instruction were even promoted as a strategy for bypassing the teacher — to make learning ‘teacher-proof’. This is plainly misguided. Without the skilled and imaginative use of ICT by teachers, its potential as a powerful vehicle for learning will remain unrealised. Indeed, in the wake of major educational investments in ICT,⁴ many countries have turned to teacher professional development strategies as critical if such significant expenditures are to yield returns.

The centrality of the teacher to education might seem obvious, particularly to educators, but it has not always been recognised. A worldwide review from the mid-1990s (Villegas-Reimers & Reimers 1996: 469) described the teacher as the ‘missing voice in educational reform’:

[in] calls for reform and in the options which are brought forth to change schools, there is surprisingly little attention to the role of teachers. Some of the proposals for change advocate ‘teacher-proof’ innovations, which can sustain the impetus for change in spite of the teachers. In some other cases, teachers are absent from the discourse about change. In yet other cases, the role of teachers is not central to the proposals for change.

The third reason why teacher quality is a high priority today is not only that the teacher is central to the success of education as outlined above — which has always been true — but that the demands on teachers are themselves increasing. The more complex and uncertain the world in which we live, the more that alternative sources of knowledge and influence are available to students, the more open schools become to diverse clienteles, and the more varied the organisational and pedagogical strategies that teachers should deploy, the greater become these demands and the level of skill needed to meet them. They are expected to operate in new organisational structures, in collaboration with colleagues and through networks.⁵ The emphasis on individual student learning increases

the demands made on teachers, not the opposite. They call for equally demanding concepts of professionalism: the teacher as facilitator and knowledgeable, expert individual and networked team participant, oriented to individual needs and to the broader environment, engaged in teaching and in R&D.

Part of the rising demands and expectations relate to the ambitious aim now that educational policies should be directed to the implementation of lifelong learning. Schools are expected to develop the skills, motivation and culture that will serve on a lifetime basis — for all and not just the well-educated. This marks a significant change from a model that saw school education as a more self-contained process, and challenges education systems to consider more directly their impact on mature citizens' ability to continue learning and to adapt in response to life's challenges. It is not yet clear how well schools succeed in this, but how far schools are able to transform to become oriented towards lifelong learning will hinge to a large extent on the contribution of teachers. Again, the spotlight falls on teachers and the qualities they possess.

The fourth reason for the international focus on teacher quality is of a different order, and not experienced identically across OECD countries. Worries are emerging in a number of countries that problems relating to teacher recruitment, supply and shortages — the quantitative dimension — might threaten the qualitative drive that has inspired many recent educational policies. This is obviously of major concern, especially if coping with shortages were to mean compromising on qualitative standards. In one of the scenarios described in the following section, a future is outlined where teacher shortages are not only a problem but they become endemic. This would only be plausible were several factors to combine and policy initiatives to prove impotent. In particular, there would have to be a surge in demand coupled with a rapid net outflow from the profession and a very buoyant professional job market providing attractive alternatives to would-be and practising teachers. Some countries are indeed facing an ageing profession. European statistics (European Commission Eurydice, Eurostat 2000) suggest that a third of primary teachers were aged 50 years and over in 1996/97 in Germany and Sweden, as were a quarter in Finland and Italy. Among secondary teachers, over 30 per cent fall in this 50+ age band in these four countries, up to as high as 50 per cent in Sweden. This in itself is not evidence that education systems are on the point of collapse but it certainly suggests the need for close attention, and this will be part of the OECD future work program.

THE OECD SCENARIOS — DIFFERENT FUTURES FOR SCHOOLS AND TEACHERS

The focus shifts in this section from current trends to possible future developments. The 'Schooling for Tomorrow' scenarios have been constructed through international discussions, in larger and smaller groups. Their purpose is to stimulate reflection on the key strategic choices to be faced over the medium to long term, (see OECD 2001a, Chapter 5, & OECD 2001b). The scenarios are neither purely empirical (predictions) nor purely normative (visions), as they combine both elements — already-visible trends, plausible inter-relationships, and guiding policy ideas⁶ None of these alternatives should be expected to emerge in a 'pure' form: they are 'ideal type' possible futures (termed 'futuribles' in France). The six have been clustered into three main categories — two described as the 'status quo extrapolated', two as 're-schooling', and two as 'de-schooling'.

Status Quo Extrapolated

These two 'status quo' scenarios are based on the extrapolation of existing characteristics of school systems into the future — in the one case, the systemic, bureaucratic aspects of schooling are dominant; in the other, these give way in the face of well-developed market mechanisms.⁷

Scenario 1: 'Bureaucratic School Systems Continue'

This scenario is built on the continuation of systems characterised by powerful bureaucratic features and strong pressures towards uniformity. Robust systems prove extremely resistant to radical change, given the strength of vested interests in present arrangements. In fact, while a common complaint directed at schools is their resistance to change, many actually feel more comfortable with the familiar and gradual evolution only. Nor in this scenario do resource levels pass the thresholds that would allow for radical change, while the new tasks and responsibilities that are continually added to the remit of schools further stretch available resources. While bureaucratic systems are commonly criticised, they address a range of fundamental tasks, especially of guardianship and socialisation, that generally pass unnoticed compared with the obvious ones relating to school knowledge and diplomas (Hutmacher 1999). If strong systems were not in place, the question arises of what alternative arrangements for schooling as a whole would meet their very diverse responsibilities more effectively. Despite the very powerful factors acting to maintain bureaucratic

school systems, emerging forces — the spread of ICT, new forms of accrediting competence outside formal education, teacher supply problems — may yet prove powerful enough in a time frame of 15–20 years seriously to disturb the ‘status quo’.

Where do teachers fit into this scenario? The OECD/CERI analysis suggests the continuation of a distinct teacher corps, sometimes with civil service status, and strong unions, associations and centralised industrial relations in many countries. Alongside such features that are designed to protect and promote teacher interests, professional status and rewards are actually problematic in many countries. There would be continuing attention to professional development (In-Service Education and Training), and in some countries renewed efforts to recruit and retain teachers where major teacher supply problems emerge. How well systems manage to meet these supply problems in part determines the continuation of this scenario. The organisational arrangements structuring teacher quality would maintain an emphasis on the individual rather than collective solutions, while individuals face onerous demands given their growing responsibilities.

Scenario 2: ‘Extending the Market Model’

Trends towards more market-oriented schooling models are much closer to the experience and cultures of some countries than others, and cover a widely diverse set of developments. In this scenario, these become significantly extended as governments encourage diversification in a broader environment of market-led change. The development of this scenario would be fuelled by a substantial sense of dissatisfaction by ‘strategic consumers’, especially articulate middle-class parents and political parties, in cultures where schooling is already viewed as much a private as a public good. Many new providers are stimulated to come into the learning market, encouraged by thoroughgoing reforms of funding structures, incentives and regulation. A flourishing set of indicators, measures and accreditation arrangements start to displace direct public monitoring and curriculum regulation. Significant injections of private household and corporate finance are stimulated. Innovation abounds but so do painful transitions, while inequalities worsen.

The teaching force would look very different under this scenario compared with the previous one. There would, in contrast to Scenario 1, be a less distinct teaching force as a wide range of new professionals with diverse profiles — public, private; full-time, part-time — are pulled in. In response to the power of the

market, flourishing training and accreditation for these new professionals would spring up, bringing a great deal of innovation but also clear risks relating to teacher quality and to marked variations until the new markets become more firmly embedded. There are also inequality risks stemming from the new ‘teaching professionals’ being in ready supply in areas of residential desirability and/or learning market opportunity but otherwise in marked shortage. Under this scenario, understood notions of teacher quality would be much more fluid, and it might be expected that a wide range of ‘teacher’ practice would be typical — from the admirable to the worryingly poor.

The ‘Re-schooling’ Scenarios

Both of these scenarios suppose futures where schools are stronger, more prominent and highly supported institutions than they are now — described in the OECD/CERI analysis as ‘re-schooling’. In the one, schools’ rationales have shifted towards meeting a wide set of social, community and ethical responsibilities; in the other, the recognisable ‘knowledge’ focus continues to define core business within revitalised schools.

Scenario 3: ‘Schools as Core Social Centres’

The school here comes to enjoy widespread recognition as the most effective bulwark against social fragmentation and a crisis of values, stressing its role as ‘social anchor’ and fulcrum of residential communities (Kennedy 2001; Carnoy 2001). Levels of financial support would probably need to increase well over current levels in order to meet demanding equalising requirements for quality learning environments in all communities and to ensure the high levels of esteem for teachers and schools that underpin this scenario. Current trends in favour of individualised learning would be tempered by a strong collective and community emphasis. This would not necessarily be to the neglect of the cognitive but it assumes widespread post-school opportunities for lifelong learning taking over some of these tasks. Schools would cooperate as there would be extensive shared responsibilities between schools and other community bodies, sources of expertise, and institutions of further and continuing education. However desirable such a scenario might be, the extent of change it implies is very substantial and not readily achievable. A further stumbling block is that the very problems in existing socialisation structures represent barriers for this scenario to emerge should closer ties between schools and communities simply reflect, rather than close, existing gaps.

What would the teaching force look like in the 'school as social centre' scenario? It would no doubt depend on a core of high-status teaching professionals, given that the visibility and identity of schools are strengthened in the process of 're-schooling' probably calling for relatively stable teams of committed teachers. But, these would not necessarily be in lifetime careers and there may well be more varied contractual arrangements and conditions of employment, albeit with good rewards for all. Around this core there would be many other professionals, community players, parents, etc., without this conflicting with high-status professionalism among teachers, and there would be much more mixing between teaching and other community roles. Hence, teacher professionalism would permit flexibility of approach and manoeuvre, while who counts as a 'teacher' itself becomes more varied. Notions of teacher quality would need to reflect this variety and complexity.

Scenario 4: 'Schools as Focused Learning Organisations'

This scenario shares many of the 're-schooling' characteristics of Scenario 3 but in this case schools are revitalised around a strong 'knowledge' agenda rather than prominent social/community responsibilities. This is not the same, however, as a return to traditional methods as experimentation is the norm, curriculum specialisms flourish, as do innovative forms of assessment and skills recognition. The very large majority of schools would now justify the label 'learning organisations'. As with the previous scenario, educational politics are characterised by high levels of trust and generous resourcing. Close links flourish between schools (especially at the secondary level), tertiary education establishments, media companies and other enterprises. Such links notwithstanding, the strong 'knowledge' focus of schools lessens the risk of schools being burdened with an unrealistic array of social tasks, picking up pieces when other solutions have failed. Many would regard Scenario 4 as a desirable future, but how realistic is another matter given the gap with much current practice (OECD 2000). It is not obvious how a highly supportive media and political environment can be created if these do not already exist, still less in the face of hostility. Its equality assumptions are also highly demanding.

What kind of teaching profession would be consistent with this scenario? To be sustained, teachers would in general need to be highly motivated. Conditions would be highly favourable, including with small learning groups and a strong emphasis on R&D, continuous professional development, group activities, and networking. ICT is used extensively alongside

other learning media, traditional and new. Understood notions of teacher quality would reflect these conditions. There would need to be a high-status profession, a major increase in staffing levels in most countries, and a substantial degree of flexibility. There may be relatively fewer numbers in lifetime careers, but greater mobility in and out of teaching and other professions. While contractual arrangements might well be diverse, there would in general be good rewards for all.

The 'De-schooling' Scenarios

These scenarios are described in Illichian terms as 'de-schooling', in marked contrast with the strengthened school models of the previous two, but in very different senses. In Scenario 5 the future involves a process of design — the widespread de-institutionalisation of learning arrangements for the young, consistent with a highly developed 'network society' exploiting ICTs to the full. Scenario 6 instead describes a collapse rather than a dismantling of schools, as teacher shortages reach crisis levels and prove highly resistant to resolution.

Scenario 5: 'Learning Networks and the Network Society'

In this scenario, dissatisfaction with available provision leads to a quickening abandonment of school institutions in favour of diverse learning networks, further stimulated by the extensive possibilities opened up by powerful and inexpensive ICT. The result is the radical de-institutionalisation, even dismantling, of school systems as part of the emerging 'network society' (Castells 1996). More diverse cultural, religious and community voices come to the fore in the day-to-day socialisation and learning arrangements for children, some very local in character, but some using distance and cross-border learning and networking. Advocacy of such 'de-schooling' is not uncommon, especially among futurists searching for clear alternatives to bureaucratic school-based models. It is in tune with themes underpinning the broader lifelong learning agenda (flexibility, individualisation, non-formal learning, etc.). Serious questions about the feasibility and sustainability of this scenario arise, however. How well would such de-institutionalised arrangements meet the range of critical 'hidden' functions, including of socialisation, currently performed by schools? What would happen to those individuals and communities not actively participating in the 'network society' — far from this scenario bridging the 'digital divide' (OECD 2000c), it might deepen it. Do visible trends lend plausibility to the 'networks of interests' model as the dominant social structure?

As regards teachers specifically, with learning for the young no longer conferred in particular places called 'school', so does such learning no longer rely on particular professionals called 'teachers'. The demarcations between teacher and student, parent and teacher, education and community, all tend to blur, perhaps breaking down entirely. Learning networks bring different clusters together according to perceived needs; to service these networks, new learning professionals emerge. Some of these would be employed by the major media and ICT companies were they to become active in the learning networks, operating via surgeries, various forms of 'help-line', and home visits. The observations regarding teacher quality in relation to the 'market model' scenario apply with even more force in this case.

Scenario 6: Teacher Exodus — The 'Meltdown Scenario'

This 'meltdown scenario' postulates a major crisis of teacher recruitment that would be impervious to the usual policy responses aimed at accommodating shortage. The crisis would be triggered by such factors as a rapidly ageing profession. This would mean a sustained period of high net outflows of teachers which would be difficult to offset given the long time lags involved before recruitment measures would make a tangible impact on numbers of practising teachers. The crisis would be exacerbated by tight labour market conditions and general skill shortages impacting on the relative attractiveness of teaching as a career, coupled with a continued general growth in advanced-skill posts offering good rewards. Alongside these factors, the sheer size of the teaching force may well mean that the scale of the improvement in rewards and/or staffing levels that would result in a significant improvement in relative attractiveness would be judged prohibitively expensive. As the teacher exodus takes hold and the scale of the 'meltdown' crisis is recognised, potentially very different outcomes could be part of Scenario 6. At one extreme, a vicious circle of retrenchment, conflict and decline sets in, exacerbating the inequalities and problems further. At the other, the teacher crisis provides the spur to radical innovation and change, with different stakeholders joining forces behind far-reaching emergency strategies. Other more evolutionary responses would lie between the two extremes, but may not prove sufficient to reverse the crisis.

Which of these lines of response is adopted would clearly make a substantial difference to the position of teachers and notions of quality under this scenario. It is likely that in general rewards would increase in the drive to tackle shortages. It is imaginable that the distinctiveness of the teacher corps and role of unions/associations would increase in proportion to their relative scarcity, but it is also plausible that established arrangements and career structures would erode in the face of 'meltdown'. The conditions of teaching would worsen as numbers fall, however, with problems acute in the worst affected areas. Strenuous efforts to bring trained, especially retired, teachers back into schools might bear only disappointing results, particularly where educational politics turn nasty and in the crisis areas. There are many uncertainties in this scenario, therefore, but its value is less in its predictive power and more in sharpening awareness of such possibilities and their consequences. Some might judge it to be an unlikely future given the proven resilience and adaptability of school systems: they would argue that some matching of teacher supply and demand will always be achieved and 'meltdown' avoided, though perhaps with costs to be paid in educational quality. Perhaps, indeed, this is a less plausible scenario for affluent societies with burgeoning professional labour markets and more plausible for poorer societies where the highly qualified job market itself suffers wholesale collapse.

This article has reported ideas emerging from OECD work on schooling. In recent years, there has not been a project on teachers *per se* — a situation on the point of change — so that this discussion has been cast in rather general terms. It has suggested a number of reasons shared across countries bringing the spotlight onto teachers and their quality. These may on balance prove to be positive for the long-term development of the teaching force, rather than simply yet more examples of negative criticisms. Drawing on recent OECD analysis of future scenarios for schools, it has argued that the nature of the teaching force and what is understood by its quality are far from fixed. Scenarios can help to sharpen our understanding of concepts and options, and invite the questions of how desirable and (just as importantly) how probable are different futures for teachers and schools. The task for policy thinking is then to consider what might be done to bring the probable and desirable as closely as possible into alignment, making the more desirable futures more likely, and vice versa. Any serious answer to this question will require a close focus on teachers — their profile, qualities, conditions and organisation.

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ENDNOTES

- 1 The chapter is based on OECD analysis, but the views expressed are personal and reflect neither an OECD position nor those of the member countries.
- 2 The OECD is an inter-governmental organisation comprising 30 member countries founded at the beginning of the 1960s and based in Paris. Australia joined in 1971.
- 3 Germany, Ireland, Japan, Luxembourg, Sweden, Switzerland, the UK (England and Wales), and the United States.
- 4 Estimated for 1998 to be \$16 billion across the OECD countries overall, and in all likelihood now well up on that (OECD 1999).
- 5 For a discussion of the role of teachers in the management of knowledge, and comparisons of how this is done in education compared with other 'knowledge-intensive' sectors, see OECD 2000.
- 6 In their full versions, they have each been constructed around the following dimensions (which are only included here for Scenario 6 on teacher exodus and 'meltdown'): i) Attitudes, expectations, political support; ii) Goals and functions for schooling; iii) Organisation and structures; iv) The geographical dimension; v) The teaching force.
- 7 Not all would agree that Scenario 2 — 'the market model extended' — belongs in this, rather than the 'de-schooling', category: which in its more convincing location depends importantly on the starting point of each country in terms of political/social culture and on the level of schooling. For the 'anglo-saxon' countries, this categorisation is plausible.

Appendix 3

Powerpoint presentation by Rob Randall,
Vocational Education and Training



Appendix 4

Powerpoint presentation by Peter Cuttance,
*Panel Session: Getting The Reform
Equation Right*



Appendix 5

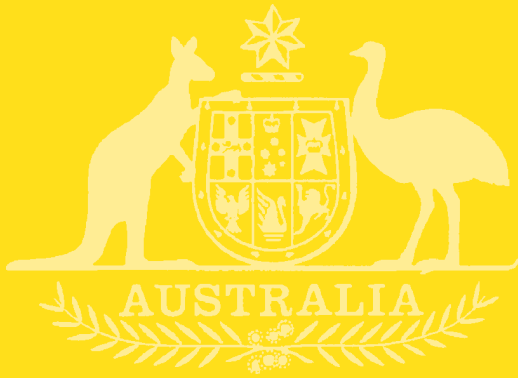
Powerpoint presentations by
Peter Cuttance and Christine Owen,
Innovative Teaching



Appendix 6

Program





invitation

NATIONAL CONFERENCE ON
Quality Teaching

Improvement or transformation?

11 and 12 July 2001
Melbourne Airport Hilton Hotel



forming part of
*Teachers for the
21st Century* –
a Commonwealth
Government Quality
Teacher Initiative

CONFERENCE MANAGERS
Australian College of Education
Australian Curriculum Studies Association
Curriculum Corporation and
National Curriculum Services

NATIONAL CONFERENCE ON Quality Teaching

Improvement or transformation?

11 and 12 July 2001
Melbourne Airport Hilton Hotel

This conference forms part of the *Teachers for the 21st Century* initiative.

Teachers for the 21st Century, a Commonwealth Government quality teacher initiative, is intended to improve teacher quality and increase the number of highly effective Australian schools in order to maximise student learning outcomes. It will do so by:

- lifting the quality of teaching through targeted professional development and enhancing teacher professional standards
- developing the skills of school leaders
- supporting quality school management, and
- recognising and rewarding quality schools, school leaders and teachers.

PURPOSE

The aim of the invitational conference is to bring together those who have demonstrated quality teaching through exemplary and innovative practices and/or provided supportive policies leading to improved learning outcomes for students.

In providing this special forum, including workshops and discussions, the conference will:

- showcase recent research relating to innovation and best practice primarily based on Australian experience
- showcase current Commonwealth initiatives to support teachers, and
- provide a forum for structured and challenging discussion about quality teaching and the linkages to improved learning outcomes.

PARTICIPANTS

This is a conference for practising teachers and educators directly concerned with the issues related to quality teaching and learning. Participation is by invitation only with up to 150 practising teachers joining with up to 100 representatives from State and Territory education departments, the non-government school sectors, teacher professional associations, academics and other key interested stakeholders. The participants will reflect the balance between primary and secondary teachers and the balance between the government, Catholic and independent school sectors.

PROCESS

This is a working conference with a focus on the work of teachers. Participants will be involved in a debate about quality teaching and how it delivers outcomes for students. The conference has been designed to provide opportunities for exchange, reflection and advocacy. The programme structure emphasises the importance of participant interaction through three strategic syndicate sessions.

CONFERENCE PROGRAMME

1

WEDNESDAY 11 JULY

9.30am **REGISTRATION** and arrival refreshments

10.30am **CONFERENCE OPENING: Promoting Quality Teaching**
The Hon Dr David Kemp, Minister for Education, Training and Youth Affairs

11.15am **SYNDICATE SESSION 1: Quality Teaching Issues**
What key 'quality teaching' issues confront us? Are the issues best resolved through a commitment to improvement or transformation?
Outcome: Provisional position on key quality teaching issues and their resolution

12.15pm **LUNCH**

1.15pm **LEARNING FROM EXPERIENCE**
What the evidence from Innovation and Best Practice tells us
The following sessions are repeated – participants choose two from the following list:
– Literacy
– Numeracy
– Middle Years
– Indigenous Education
– Information and Communication Technology
– Vocational Education and Training

3.30pm **AFTERNOON TEA**

4.00pm **SYNDICATE SESSION 2: Testing Provisional Positions**
The same syndicate groups test the provisional position (outcome of the first syndicate session) against the experience/evidence base (offered by the Learning from Experience sessions)
Outcome: Revised provisional position on key quality teaching issues and their resolution

5.00pm **POSTER AND NETWORKING SESSIONS**

7.00pm **CONFERENCE DINNER**
Dinner Presentation 'Teaching – A 21st Century Profession' by Professor Michael Barber, *Head, Standards and Effectiveness Unit, Department of Education and Employment, United Kingdom, and Special Advisor to the Secretary of State for Education*

2

THURSDAY 12 JULY

9.00am **GETTING THE REFORM EQUATION RIGHT**
Experience/Evidence → Quality Teaching → Improved Student Outcomes
Professor Peter Cuttance, Director, Centre for Applied Educational Research, Faculty of Education, University of Melbourne
Professor Bob Lingard, School of Education, University of Queensland
Di Kerr, Executive Director (Education Services), Education Department of WA
David McRae, educational writer and consultant
Moderator: Tony Mackay, Centre for Strategic Thinking

10.30AM **MORNING TEA**

11.00am **HOW TO ACHIEVE QUALITY TEACHING**
Participants choose from six sessions
– Professional Standards
– Attracting and Retaining Quality Teachers
– Initial Teacher Training
– Continuing Professional Development
– Innovative Teaching
– Reforming Schools

12.00noon **SYNDICATE SESSION 3: Decision Time!**
Given the experience/evidence-based solutions presented on how to promote quality teaching that improves student outcomes, syndicates adopt their position on the way forward.
Outcome: Which way forward! Improvement or Transformation?

1.00pm **LUNCH**

2.00pm **MEASURING THE MOOD OF THE CONFERENCE**
Synthesising syndicate positions

2.15pm **THE WAY FORWARD**
Aligning policy, research and practice to advance quality teaching and learning – Messages from the Profession

3.15pm **CONFERENCE CONCLUDES**

CONFERENCE SECRETARIAT

PO Box 361

Abbotsford VIC 3067

Phone 1800 631 203

Fax (03) 9419 1205

Email reception@vcta.asn.au

Appendix 7

List of participants



Number	Name	Organisation
1.	Garnet Alexander	St Helens District High School
2.	Di Ashman	Norwood Primary School
3.	Sharon Attard	St Madeleine's Primary School
4.	Shane Baker	Catholic Education Office
5.	Gus Barker	Nyindamurra Family School
6.	Di Barnes	St Ives North Public School
7.	Robyn Barratt	Seaford 6–12 School
8.	Katrina Beard	Department of Education, Employment and Training
9.	Wendy Berias	Mossfield Primary School
10.	Julie Bettenay	Education Department of Western Australia
11.	Karina Bettison	NSW Quality Teacher Program
12.	Margaret Bilney	Mt Gambier East Primary School
13.	Nikki Bird	Lithgow Public School
14.	Trish Blythe	Catholic Education Office
15.	Faye Bormann	Arawang Primary School
16.	Susan Boucher	Australian Principals Association Professional Development Council
17.	Jamie Boulding	Belconnen High School
18.	Janine Bowes	National Quality Teacher Information Exchange Project
19.	Craig Bowyer	Prince Alfred College
20.	Grant Brindal	Technology Education Federation of Australia
21.	John Bromhead	The Woden School
22.	Jan Brooks	Woodville High School
23.	Richard Broughton	Assoc of Independent Schools
24.	Natalie Brown	University of Tasmania
25.	Blair Brownless	St Therese's School
26.	Karen Buck	Blakehurst Public School
27.	Grant Buckler	Woodleigh School
28.	Katrina Bullock	Macarthur Anglican School
29.	Andrew Burgess	John Paul College
30.	Pam Burke	St Patrick's Primary School
31.	Susan Catling	Department of Education, Training and Youth Affairs
32.	Sandra Chapman	Oberon High School
33.	Brett Clarke	Leeming Senior High School
34.	Jen Coad	Katherine School of the Air
35.	Janet Cochrane	Kawungan State School
36.	Denise Collins	Burnside Primary School
37.	Alf Colvin	University of Western Sydney
38.	Sonia Cooke	Clapham Primary School
39.	John Cooper	Nyangatjatjara College
40.	Maria Criaris	Our Lady of the Sacred Heart
41.	Cathy Crook	Belconnen High School
42.	Susan Crossley	Mirrabooka Senior High School
43.	Jim Cumming	Australian College of Education

Number	Name	Organisation
44.	Peter Cuttance	Faculty of Education, University of Melbourne
45.	Charles Davison	NSW Aboriginal Education Consultative Group
46.	Anne Denning	Gold Creek School
47.	Paul Dickie	Federation of P&F Association of Catholic Schools
48.	Sue Dickson	Cathedral Primary School
49.	Anita Dietz	Cecil Hills High School
50.	Shelley Dole	University of Tasmania
51.	Mary Dorrian	Catholic Education Office
52.	Sanny Dougherty	Morgan St Public School
53.	Alastair Dow	St Columba College
54.	Helen Ducey	Esperance Senior High School
55.	Leo Dunne	Australian Parents Council Inc.
56.	Nicholle Dupree	Crossways Lutheran School
57.	John Eaton	Bridgetown Senior High School
58.	Rosemary Egan	East Ulverstone Primary School
59.	Nerida Ellerton	University of Southern Queensland
60.	Lorraine Ellis	Newton Moore Senior High School
61.	Jennifer Elwin	Australian Joint Council of Professional Teachers Association
62.	Gabrielle England	Department of Education, Employment and Training
63.	Robyn English	Serpell Primary School
64.	Garry Everett	Qld Catholic Education Commission
65.	Nicole Fammartino	Alyangula Area School
66.	Tich Ferencz	Parklands High School
67.	Judy Fielding	Huonville Primary School
68.	Biddy Fisk	South Hobart Primary School
69.	Judy Freeman	Evandale Primary School
70.	Michael Gaffney	Catholic Education Office
71.	Ray Gardner	Mount Carmel College
72.	Susan Gazis	St George Girls High School
73.	Vince Geiger	National Education Forum
74.	Pauline Glasser	South Grafton High School
75.	Steve Gneil	Gordon Primary School
76.	Julian Golby	Australian Council of State School Organisations Inc.
77.	Maureen Goldspring	St Kevin's Primary School
78.	Ann Gouge	Kepnock State High School
79.	John Gougoulis	Education Department of Western Australia
80.	Jennifer Green	Boorowa Central School
81.	Tony Greer	Department of Education, Training and Youth Affairs
82.	Susan Gurr	Department of Education, Training and Youth Affairs
83.	Sandra Hamilton	Bendigo Senior Secondary College
84.	Terry Hayes	Joint Council of Subject Associations of Victoria
85.	Emma Heffernan	Townview State School
86.	Edi Heide	Norwood Morialta High School

Number	Name	Organisation
87.	Andrea Hillbrick	Department of Education, Employment and Training
88.	Marie Hird	Department of Education, Training and Youth Affairs
89.	Lisa Hirschhausen	Howard Springs Primary School
90.	Lyn Hollow	Northern Territory Department of Education
91.	Amanda Hollyman	Mount Isa District Office
92.	Nicky Honan	Larrakeyah Primary School
93.	John Honeywill	Somerville House
94.	Pam Hoskin	Denmark Primary School
95.	Joanne Howard	Department of Education and Community Services
96.	Susan Hughes	Victorian Parents Council Inc.
97.	Leonie Hultgren	Harristown State School
98.	Paul Hunt	Department of Education, Training and Youth Affairs
99.	Judi Hurst	Roseville College
100.	Alan Hutchison	The Australian Council for Educational Administration
101.	Don Hyatt	Wellington Secondary College
102.	Eleanor Igoe	NSW Quality Teacher Program
103.	Stewart Jones	Camp Hill State High School
104.	Terry Kearney	Learning and Development Foundation
105.	Susan Kelly	Barwon South West Region
106.	Sandra Kenman	Australian Federation of Societies for Studies of Society and Environment
107.	Joan Kennedy	Department of Education, Training and Youth Affairs
108.	Annette Keogh	Albany Hills State School
109.	Di Kerr	Education Department of Western Australia
110.	Julie Kerr	Lloyd Street Primary School
111.	Molly Kreidl	Birkdale South State School
112.	James Ladwig	University of Newcastle
113.	Deidre Lambert	Lyneham High School
114.	Elsa Lat	East Hills Boys High School
115.	Edward Lawless	Hale School
116.	Peter Leverenz	Adelaide High School
117.	Bob Lingard	University of Queensland
118.	Geoff Little	Camberwell Grammar Junior School
119.	Jenny Little	Consultant
120.	Joan Livermore	University of Canberra
121.	Vicki Livingstone	Rosary Primary School
122.	Jack Lloyd	Australian Scholarships Group
123.	Carolyn Lloyd	VETnetwork
124.	Irene Loudon	St Helena's Ellenbrook
125.	Bill Loudon	Edith Cowan University
126.	Vicki Lucas	ACT Department of Education and Community Services
127.	Christine Ludwig	Queensland Schools Curriculum Council
128.	Murray MacDonald	St Patrick's School
129.	Tony Mackay	Conference Management Group

Number	Name	Organisation
130.	Carolyn Mackel	Educational Leaders Institute
131.	Pam Macklin	Curriculum Corporation
132.	Antonella Macri	Port Augusta Secondary School
133.	Marcia Magris	Department of Education, Employment and Training
134.	Cathie Maguire	Department of Education, Training and Youth Affairs
135.	Lorrie Maher	Association Independent Schools
136.	Dennis Marshall	Seaview High School
137.	Sharyn Marxsen	Woree State High School
138.	Terry McCarthy	Table Cape Primary School
139.	Pat McDermott	Department of Education, Training and Youth Affairs
140.	Lesley McFarlane	Australian Curriculum Studies Association
141.	Michele McGill	University of Tasmania
142.	Jason McGrath	Burwood Girls High School
143.	Keryn McGuinness	MacRobertson Girls High School
144.	Donna McLaughlin	Trinity Catholic College
145.	Rod McLeod	Department of Education and Training
146.	Jim McMorrow	Teacher Education Review Taskforce
147.	David McRae	Conference Management Group
148.	Alison McWilliams	Kilparrin Teaching and Assessment Unit
149.	Bronwyn Meek	Broadmeadows Secondary College
150.	Jean Memery	Darwin High School
151.	Amie Meyer	St Joseph's Primary School
152.	Peter Miller	Department of Education, Training and Youth Affairs
153.	Jeanette Monahan	Bannockburn Primary School
154.	Will Morony	Australian Association of Mathematics Teachers
155.	Deb Moulton	The Heights School
156.	Bruce Mowbray	Teacher Education Review Taskforce
157.	Nicky Mullins	Fed of Parents and Friends Associations of SACS
158.	Sally Murn	Yirara College
159.	Lesley Murray	Geranium Primary School
160.	Deborah Murtagh	All Hallows School
161.	Denise Neal	Kingston Primary School
162.	Terry O'Connell	Aust Scholarships Group
163.	Declan O'Connell	Department of Education, Training and Youth Affairs
164.	Carolyn Ogston	Caulfield Grammar School
165.	Marriann O'Neill	Servite College
166.	Vicki O'Rourke	Bathurst West Public School
167.	Christine Owen	Conference Management Group
168.	Nicole Panting	Department of Education, Training and Youth Affairs
169.	David Pedler	Curriculum and Education Services
170.	Donna Pendegast	University of Queensland
171.	Andrew Perry	Association of Independent Schools of Victoria
172.	Jill Phillips	Department of Education, Training and Youth Affairs

Number	Name	Organisation
173.	Noreen Pidgeon	Miles Franklin Primary School
174.	Frances Plummer	NSW Quality Teacher Program
175.	Tony Powe	Clarence High School
176.	Greg Powell	Department of Education, Employment and Training
177.	Janette Power	Ryan Catholic College
178.	Adele Pring	Aboriginal Education Unit
179.	Robert Randall	Board of Studies NSW
180.	Phillip Rebbechi	Catholic Education Office
181.	Keith Redman	Australian College of Education
182.	Rosalie Reeves	Canberra Grammar School
183.	Christine Reid	Conference Management Group
184.	Alan Reid	University of South Australia
185.	Clara Richards	AJCPTA/COACTEA
186.	Gail Rienstra	Australian College of Education
187.	Tricia Robertson	Distance Education Centre of Victoria
188.	Sally Robson	The Association of Independent Schools
189.	Louise Rose	Exeter Primary School
190.	Linda Rowe	Ringwood Heights Primary School
191.	Mike Rowland	Conference Management Group
192.	Maureen Ryan	Victoria University
193.	Anne Sammut	Pooracka Primary School
194.	Julie Samuels-Green	VETnetwork Australia
195.	Larry Scott	Tasmanian Education Leaders Institute
196.	Stuart Sellar	Urrbrae Agricultural High School
197.	Susan Seng	Redeemer Lutheran College
198.	Corrie Shand	St James College
199.	Leonie Shaw	Learning and Development Foundation
200.	Sue Shingleton	Waggrakine Primary School
201.	Di Siemon	RMIT University
202.	Sue Simons	Ranford Primary School
203.	Rosa Sirianni	Catholic Education Office
204.	Adrienne Slater	Kruger State School
205.	Helen Smith	Curriculum Corporation
206.	Georgina Smith	SA Commission for Catholic Schools
207.	Cathy Smith	Lake Illawarra High School
208.	Ian Smyth	Council Educational Associations
209.	Susan Snooks	Our Holy Redeemer
210.	Barb Stace	Bakers Hill Primary School
211.	Bob Staples	Curriculum Support Directorate
212.	Max Stephens	Mathematics Association of Victoria
213.	Colleen Stieler	Nyanda State High School
214.	Christine Stokes	Department of Education, Training and Employment
215.	Shirley Stokes	Innovation and Best Practice Project

Number	Name	Organisation
216.	John Sturm	Sacred Heart College
217.	Kate Sutherland	Department Education and Community Services
218.	Carol Swan	Hambledon SS
219.	Jim Syrmas	Department of Education, Training and Employment
220.	Janice Szmal	Mackellar Primary School
221.	Paul Tabart	Kingston High School
222.	Gloria Taylor	NSW/ACT Independent Education Union
223.	Garry Taylor	Sebastopol Secondary College
224.	Arthur Townsend	Department of Education, Training and Youth Affairs
225.	Jan Turbill	University of Wollongong
226.	Andrew Ius	Department of Education, Employment and Training
227.	Sue Urban	St Joseph's Hectorville
228.	Christine Ure	University of Melbourne
229.	Sue Uziallo	Corpus Christi School
230.	Sherilyn VanderVlist	Leighland Christian School
231.	Joan Warhurst	Conference Management Group
232.	Sally Warnes	Yulara Primary School
233.	Mark Watson	Cherrybrook Technology High School
234.	Pauline Webster	Pembroke Junior School
235.	Betty Weeks	Reynella East Primary School
236.	Daniel Weule	Learning and Development Foundation
237.	Helen Whelan	Association of Independent Schools of South Australia
238.	Claire Wille	Kruger State School
239.	Jackie Willett	Narrabundah College
240.	Suzanne Williams	Nambucca Heads High School
241.	Michelle Williams	Australian Council for Computers in Education
242.	John Williams	Edith Cowan University
243.	Sue Willis	Monash University
244.	Evan Willis	Kogan State School
245.	Greg Wilmoth	Haileybury College
246.	Geoff Wilmshurst	Henbury (Special) School
247.	Lyn Winch	Chevallum State School
248.	Ken Wyatt	Education Department of Western Australia
249.	Jason Wyeth	Townview State School
250.	Nicola Yelland	RMIT University
251.	Timothy Young	St Joseph's College
252.	Don Zoellner	Centralian College