

DOCUMENT RESUME

ED 457 126

SP 040 182

TITLE Teacher Standards, Quality and Professionalism. Working Document. Outcomes from a National Professional Summit.

INSTITUTION Australian Coll. of Education, Deakin.

PUB DATE 2001-07-00

NOTE 6p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Academic Standards; Educational Quality; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Teacher Competencies; *Teacher Effectiveness; Teacher Improvement; *Teaching Skills

IDENTIFIERS Australia; *Professionalism

ABSTRACT

This document reports on a 2001 Australian summit on teacher standards, quality, and professionalism. This invitational activity included approximately 50 senior policymakers, researchers, and practicing teachers who participated in two workshops involving international experts. They identified where the profession should be in relation to teaching standards, quality, and professionalism in 5 years. The summit emphasized the extensive work that has already occurred in such areas as training, research, and professional development. Strengthening the profession can be achieved using a process of continuous development and effective mechanisms for teacher recruitment and retention. The challenge defined by the summit is to understand and operate effectively within both professional and political contexts. The summit recommends that resources and efforts be directed toward ensuring that all teachers are engaged, supported, and accountable in relation to teacher standards, quality, and professionalism. Three key areas for action are professional teaching standards, engaging the profession, and national commitment and support. Proposed next steps include: participant dissemination of this working document; promotion by the Australian College of Education of a common, unifying agenda and action on teacher standards, quality, and professionalism; and identification by stakeholders of individual and collective strategies to use in advancing this agenda. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

**Teacher Standards, Quality and
Professionalism
Working Document
Outcomes from a National
Professional Summit**

Australian College of Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

Z. Craven

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

Teacher Standards, Quality and Professionalism

WORKING DOCUMENT

Outcomes from a National Professional Summit

CONTEXT

A Professional Summit on teacher standards, quality and professionalism was held in Canberra on 5-6 April 2001. With the support of many groups including the Commonwealth Department of Education, Training and Youth Affairs, this invitational activity involved around 50 participants from professional and industrial organisations, as well as systems and sectors nation wide.

Facilitated by Mr Tony Mackay, senior policy makers, researchers and practising teachers were involved in two workshops involving international experts — Dr Ralph Tabberer (UK) and Dr Margaret Wilson (Canada) — with a view to identifying where the profession should be in relation to teacher standards, quality and professionalism in the medium term (e.g. five years).

This document constitutes a significant outcome of the Summit, given that it captures the view of participants regarding the need for an action-oriented approach to further development. It needs to be emphasised that this is an ongoing process, and that all groups working to support quality teaching are encouraged to use this statement within and beyond their own settings. In other words, this is a working document to be refined and extended in a context of cooperative action.

PREAMBLE

Improving the quality of teaching and ultimately the education and training outcomes for young Australians has been on the agenda of the teaching profession for many years. Considerable emphasis was placed during the Summit on the extensive work that has already been undertaken by professional associations, employers, unions and other groups in areas such as training, research and professional development.

It is possible to identify a set of draft principles upon which much of this activity has been based, and which should underpin all future work. For example, work on teacher standards, quality and professionalism should:

- be in the public interest as well as in the interests of the teaching profession;
- be firmly grounded in an accurate and comprehensive understanding of the nature of teachers' work;
- be transparent and accessible to the profession and the wider community;
- improve the public perception of and regard for teachers and their work;
- strengthen the perception of teaching as a desirable career path;
- be owned and driven by the profession in partnership with key stakeholders;
- focus on higher levels of knowledge, understanding, skills and professional values rather than on minimum competencies;
- reflect a continuum of teacher development (e.g. from beginning to retirement), allowing for possibilities of different points/stages of entry and re-entry); and
- protect the integrity and status of teachers' qualifications.

However, a window of opportunity exists at present to build and extend this work in a spirit of cooperation, given the coalescence of circumstances surrounding current and projected work on teacher standards, quality and professionalism including:

- ministerial reviews and consultation processes concerned with teaching and teacher education;
- establishment/further development of teacher registration bodies and institutes of teaching;
- research and development on professional teaching standards;
- demonstrated leadership by the teaching profession on teacher standards, quality and professionalism;

- support for the profession from education systems, sectors and other groups;
- an expanding range of resources on quality/accomplished/innovative teaching;
- emerging teacher shortages and an ageing teaching population;
- international developments on teacher standards, quality and professionalism;
- the importance of transparency; and
- a new sense of urgency.

An orientation towards 'cooperative action' is central to the development and sustainability of quality teaching. A demonstrated commitment to the implementation of professional teaching standards and evidence-based approaches will ensure that substantial gains are made. For example, significant outcomes can be achieved in relation to teacher morale, quality and professionalism on the one hand, along with student learning and performance on the other. There is a common view that the voice of the profession in this country should provide strong leadership with regard to policy, planning, implementation and related matters concerned with the training, development and recognition of teachers. That is, the profession should set the agenda for this important debate.

From now on, a significant part of our collaborative work should be on developing closer links between all stakeholders in the education profession: governments, systems, education faculties, professional associations, registration authorities, employers, unions and the wider community — at local, state and national levels. Achieving success will require strengthening of existing partnerships as well as forging new alliances in order to generate improved outcomes for our students, teachers, parents, the wider educational community, and society as a whole.

CHALLENGES

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

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

The challenge, as defined throughout the Professional Summit, is to understand and operate effectively within both 'professional' and 'political' contexts (see Figure 1).

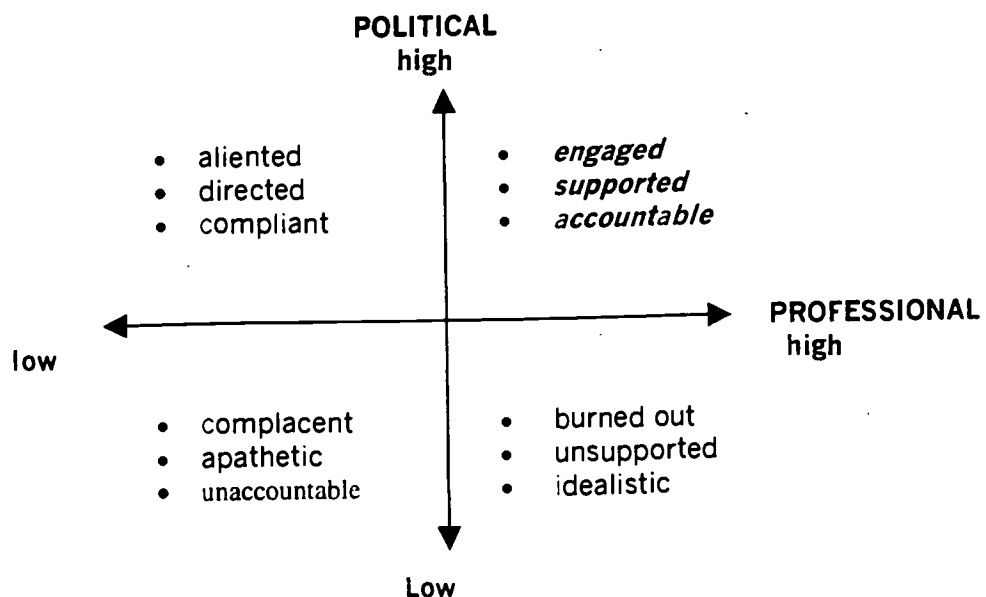


Figure 1 Characteristics of teachers operating in political/professional contexts

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 (i.e. operating in the upper right-hand quadrant of Figure 1).

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. This framework should:

- connect with state, territory and national public and professional policies;
- acknowledge recent and current projects and activities (at state, national and international levels);
- help to generate political will, commitment and connections;
- be the basis upon which generic, subject/curriculum specific or developmental level standards can be developed;
- draw upon the full range of available research, scholarship and consultation processes; and
- identify champions from both within and beyond the profession.

For example, in collaboration with key stakeholders, the teaching profession could draft, a 'Declaration' on quality teaching that builds on the Adelaide Declaration, and acts as a benchmark for professionalism and professional teaching standards nation-wide. The declaration could then be presented to MCEETYA for endorsement. Another possibility would be to initiate a 'national campaign' to identify and celebrate aspects of quality teaching (e.g. 'What makes a good teacher?')

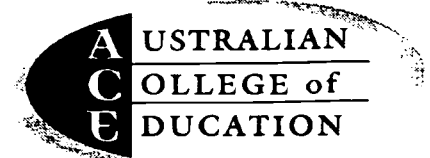
NEXT STEPS

After an evaluation of the Summit, and a redrafting of this document, the following steps have been proposed to ensure that the enthusiasm and momentum generated during the Summit are maintained:

- all participants will be invited to disseminate and promote discussion of this Working Document within their own constituencies to generate cooperative action on teacher standards, quality and professionalism (e.g. web sites, professional development activities, networks, newsletters);
- the Australian College of Education will be encouraged to continue its 'honest broker' role to establish and promote a common, unifying agenda and action on teacher standards, quality and professionalism (e.g. data analysis, information dissemination, meetings, focus groups, conferences);
- as many stakeholders as possible will be invited to identify individual and collective strategies that might be employed to advance this common and unifying agenda (e.g. using a framework of What? When? Where? How?);
- the Australian College of Education will be encouraged to continue to act as a 'clearinghouse' (e.g. by preparing 'national audits' of research and development; compiling registers of relevant documents and materials etc).

NOTES

- *Following validation by Summit Participants, this 'Working Document' was released on 1 June 2001 with a view to further refinement and extension in a context of cooperative action. All stakeholders are encouraged to promote and discuss the above contents within and beyond their constituencies in order to generate reactions, ideas and proposals. An individual, organisation or collective, for example, could prepare a formal response; suggest a process for broader consultation; or simply provide a statement of endorsement.*
- *It is requested that respondents direct their attention in the first instance towards the three areas that have been identified for action — professional standards; engaging the profession; and national commitment and support.*
- *It will be important that liaison with national councils and committees with a brief that includes teacher standards, quality and professionalism be maintained during this exercise (e.g. CESCEO, MCEETYA etc)*
- *It is proposed that a period of four months be designated for the further refinement and extension of the Working Document (i.e. 1 June – 30 September 2001) and that the Australian College of Education act as the clearinghouse through which responses to the document can be accessed and collated.*
- *For further information, please contact Christine Owen, Australian College of Education, PO Box 323 Deakin West ACT 2600 (02) 6281 1677 cowen@austcolled.com.au*
- *A number of related documents can be accessed via the College website <http://www.austcolled.com.au/projects.html> (please click on Teacher Professional Standards Project). For example, further outcomes from the Summit include a *National Audit* and a *Document Register* on teacher standards, quality and professionalism. See also the national discussion paper *Standards of Professional Practice for Accomplished Teaching in Australian Classrooms*, together with an *A Analysis of Responses*.*



Final Date for responses to the Working Document – 1 October 2001



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: TEACHER STANDARDS, QUALITY AND PROFESSIONALISM	
Author(s):	
Corporate Source: AUSTRALIAN COLLEGE OF EDUCATION	Publication Date: JULY 2001

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2A documents

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

_____ Sample _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

_____ Sample _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

_____ Sample _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 1

↑

Level 2A

↑

Level 2B

↑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Craugh	Printed Name/Position/Title: ZOE CRAUGH IT ADMIN COORDINATOR		
Organization/Address: PO Box 323 Deakin West Act 2600 Australia	Telephone:	FAX:	
	E-Mail Address:	Date:	



(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: ERIC Clearinghouse on Teaching and Teacher Education 1307 New York Ave., NW Suite 300 Washington, DC 20005-4701
--

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200

Toll Free: 800-799-3742

FAX: 301-552-4700

e-mail: ericfac@inet.ed.gov

WWW: <http://ericfac.piccard.csc.com>