Evaluation of the Impact of Selected Reforms – Improving Teacher Quality National Partnership

Progress Report Number 2 (December 2012)

Report to the Advisory Council of the Centre for Education Statistics and Evaluation

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The University of New England
ARMIDALE NSW
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1 Background

1.1 Introduction – National Partnerships

The Smarter Schools National Partnerships were established to achieve the outcomes, objectives and targets for schooling arising from the National Education Agreement, the Council of Australian Governments (COAG) participation and productivity agenda and the 2008 Melbourne Declaration on Educational Goals for Young Australians.

Five high-level outcomes were identified by COAG as key to boosting Australia’s participation and productivity:

(a) all children are engaged in and benefiting from schooling;
(b) young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving;
(c) schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children;
(d) Australian students excel by international standards; and
(e) young people make a successful transition from school to work and further study.

The Smarter Schools National Partnerships provide an overarching framework to support reforms in school education. They comprise four elements: the Literacy and Numeracy National Partnership; the Low Socio-economic Status School Communities (Low SES) National Partnership; the Improving Teacher Quality National Partnership and the Closing the Gap National Partnership. The Closing the Gap National Partnership is relevant only to the Northern Territory. The Partnership covered by this document is the Improving Teacher Quality National Partnership (ITQ NP).

The Smarter Schools National Partnerships were conceptualised as the vehicle for driving ambitious, nationally significant reforms in these areas. For this reason, all Australian governments have signed the Smarter Schools National Partnership Agreements. Total funding for the Smarter Schools National Partnerships is approximately $2.5 billion with total funding of $550 million, over five years from 2008-09 to 2012-13 being provided through ITQ NP. Of these funds, $444 million is provided directly to states and territories through facilitation and reward funding, with $106 million retained by the Australian Government ($50 million to support principal professional development and $56 million to support joint national activity). In addition, states and territories are required to co-invest a total of $29.6 million over this time.

1.2 Teacher Quality Context

The ITQNP Agreement (COAG, 2008) is designed to improve teacher and school leader quality to sustain a quality-teaching workforce. It aims to deliver system-wide
reforms targeting critical points in the teacher ‘lifecycle’ to attract, train, place, develop and retain quality teachers and leaders in schools and classrooms. The outcomes identified in the Partnership Agreement are:

(a) attracting the best entrants to teaching, including mid-career entrants;
(b) more effectively training principals, teachers and school leaders for their roles and the school environment;
(c) placing teachers and principals in schools to minimise skill shortages and enhance retention;
(d) developing teachers and school leaders to enhance their skills and knowledge throughout their careers;
(e) retaining and rewarding quality principals, teachers and school leaders; and
(f) improving the quality and availability of teacher workforce data.

Associated with these outcomes, longer-term foci include:

(a) new professional standards to underpin national reforms;
(b) recognition and reward for quality teaching;
(c) a framework to guide professional learning for principals, teachers and school leaders;
(d) national accreditation of pre-service teacher education courses;
(e) national consistency in teacher registration;
(f) national consistency in accreditation/certification of Accomplished and Leading Teachers;
(g) improved mobility of the Australian teaching workforce;
(h) joint engagement with higher education to provide improved pre-service teacher education; new pathways into teaching; and data collection to inform continuing reform action and workforce planning;
(i) improved performance management in schools for teachers and school leaders; and
(j) enhanced school-based teacher quality reforms.

Since the establishment of the Partnerships, National Professional Standards for Teachers (NPST) have been developed by the Australian Institute for Teaching and School Leadership (AITSL) as a nationally consistent framework for describing aspects of teacher quality. The NPST were validated (by the SiMERR National Research Centre) and subsequently endorsed by State and Territory Ministers in 2011. Protocols and guidelines for assessing teachers against the relevant Standards are under development.

1.2.1 Literature-based perspective

An ongoing aspect of the evaluation is the identification of issues relating to quality teaching across international contexts. These are being regularly reviewed and analysed for their relevance to the New South Wales initiatives. Issues identified in the literature are being collated to be included in future progress reports. Four
documents are mentioned briefly here to illustrate some recommendations and findings that relate to educational reforms and improving teacher quality.

A large-scale international investigation of educational reforms in school systems has identified a number of commonalities in the strategies adopted by schools as they undertake ‘improvement journeys’ (Mourshed, Chijioke & Barber, 2010). In their report titled *How the world’s most improved school systems keep getting better*, the authors discuss three improvement transitions of school systems from poor to fair, fair to good and from good to great in terms of four overarching characteristics:

1. **Interventions** that refer to the integrated cluster of activities chosen to focus improvements. These interventions are either developed for a particular school ‘performance’ stage, or ones that are common across stages, e.g., curriculum reforms.

2. **Contextualising** that considers the realities in which systems operate and the need for key decisions to reflect a balance of mandating and persuasion. The approaches adopted by systems are discussed within the areas of professional development, the language of instruction, and student achievement targets.

3. **Sustaining** that focuses on the production of a ‘new professional pedagogy’ that is achieved by going beyond changing teachers’ practices to changing the way teachers think about their teaching. These changes are brought about through a focus on collaborative practices, close relationships between schools and systems (jurisdictions, universities), and effective leadership.

4. **Ignition** that describe events that start schools on their ‘improvement journeys. Three such events are discussed, namely, a political or economic crisis, the appearance of a high-profile report, and the appointment of a strategic leader (either political or system-wide).

These four characteristics provide an informing template against which initiatives related to professional experience reforms can be considered. In particular, the areas of professional development, student achievement targets, collaborative partnerships, and responding to high-profile reports (and documents, such as Standards frameworks) are familiar cross-sectoral priorities in New South Wales educational settings.

The engagement of teachers in educational reforms is also documented in an Organisation for Economic Development (OECD) report that focused on equipping teachers for effective learning in the 21st Century (Schleicher, 2011). The report documents the background to an international summit on the teaching profession that considered four interconnected themes: recruitment into the profession; teacher support and development; evaluation and remuneration for teachers; and the engagement of teachers in reforms.

The commentary around achieving educational reforms that work resulted in the identification of nine recurrent themes for engaging teachers. A particular issue that was highlighted related to the characteristics of effective professional development,
which suggested that teachers need to be active agents of change in analysing their practice in the light of professional standards, as well as student learning standards. In order for this to occur, it was noted that clear and well-structured policy frameworks should be in place (Schleicher, 2010, p, 58). In the context of teacher quality, the report also had some clear messages about the current trends in teacher evaluation. The international perspective on improving teacher quality indicates that teacher evaluation has moved in the direction of considering improvements in learning outcomes and away from compliance-related issues.

In the report from McKinsey & Company (Mourshed et. al., 2011), six interventions were identified as occurring across each of the improvement transitions:

1. revising curriculum and standards;
2. appropriate rewards and remuneration;
3. building technical skills;
4. assessing students;
5. establishing data systems; and
6. policy and educations laws as facilitators of improvement.

A report from the Bill & Melinda Gates Foundation (Kane & Staiger, 2012), which documents a Measures of Effective Teaching (MET) project, provides relevant commentary around three of the interventions. The project involved 3000 teachers exploring alternative approaches to identifying effective teaching. The alternative methods are based on the use of multiple high-quality observations of teacher practice together with student surveys and achievement gains. Of particular interest is the recommendation that “… school systems should learn which measures (of effective teaching) are better aligned to the outcomes they value’ (Kaine & Staiger, p.20).

Within the Australian context, the importance of peer and direct observation (by school leadership), collaboration and student feedback is also documented in a report from the Grattan Institute (Jensen & Reichel, 2011). This report also highlights the importance of professional teaching standards in the context of teacher appraisal, echoing the notion of ‘Ignition’ in the McKinsey and Company report:

It is therefore important that teachers and principals discuss what the National Standards mean for teaching at their school. This will promote conversations about effective teaching and provide teachers with a greater sense of ownership over effective teaching in their school. (Jensen, 2011, p.37)

The literature documenting improvements in teacher quality across international contexts is highlighting a common language and focus. One implication for this current evaluation is to consider the extent to which practices targeting improvements in teacher quality apply to teachers in the transition from pre-service into the teaching profession and across formalised career stages.
1.3 Initial Evaluation Scope

Strategic evaluations of the three Smarter School National Partnerships focused on selected reforms in each Partnership. The SiMERR National Research Centre was commissioned on behalf of the NSW Minister for Education to undertake one of these – the Evaluation of the impact of professional experience reform measures, in 2011. Its focus was on one aspect of the function of Centres for Excellence (C4Es), namely teacher professional experience, and the relationships and responsibilities around this issue which may relate to the roles of school leaders, Highly Accomplished Teachers (HATs) and universities.

The evaluation project brief called for quantitative methodological approaches to determine whether C4Es prepare higher quality teacher education graduates who are better equipped and prepared to teach in NSW challenging schools in which they are most likely to be placed as graduate teachers.

The notion of ‘better prepared’ required a comparison of C4Es with other schools and models of professional experience. Consequently, a consideration for the evaluation team was an investigation and comparison of the preparation of teacher education graduates in a range of contexts including schools designated as C4Es and schools that are not designated as C4Es.

An important aspect of the evaluation was to assess the cost effective professional experience programs. This aspect was to be elaborated in terms of resource demands, opportunity costs to schools and cost benefits of preparing more teachers, which better prepare new teachers for the complex role of teaching.

Section 2 of this Progress Report deals with the transition from an evaluation where the focus was on one aspect of C4Es, namely professional experience, to an evaluation of the wider operation of C4Es that encompasses the related initiatives of HATs and Paraprofessionals.

1.4 The Evaluation Team

The evaluation team for the professional experience reform measures comprised a consortium of the SiMERR National Research Centre, The University of Western Sydney and the Australian Catholic University with SiMERR coordinating the evaluation as the lead partner. Members of this consortium bring considerable research capability and experience to the evaluation, and a history of successful experience working with government and education stakeholders on issues related to teacher quality and teacher education including:

- undertaking the psychometric validation of the NSW Professional Teaching Standards (Pegg, Baxter, Dickson, Graham, Panizzon, & Parnell, 2006);
- undertaking the mixed method validation of the Draft National Professional Standards for Teachers (Pegg, McPhan, Mowbray, & Lynch, 2010);
- leadership of the ÆSOP project which undertook large-scale research into the characteristics of school faculties that consistently produced outstanding...
student learning outcomes (e.g., Pegg, Lynch, & Panizzon, 2007; Sawyer, Brock, & Baxter, 2007);
• provision of executive support in government and ministerial reviews of teacher education, for example:
  o authorship of NSW Ministerial Advisory Council on the Quality of Teaching MACQT reports:
    ▪ *Towards Greater Professionalism: teacher educators, teaching and the curriculum* (Parker, Mowbray & Squires, 1998)
    ▪ *Identifying the Challenges: Initial and continuing teacher education for the 21st century* (Mowbray, 1999)
  o the provision of executive support for the NSW Government’s Review of Teacher Education led by Gregor Ramsey; and
• doctoral level research into the development of professional teaching standards that included comparisons of teachers’ perceptions of teaching standards with their teaching and learning practices (Mowbray, 2005).

In addition, the SiMERR team can draw on a wealth of evidence-based findings from a number of key national research projects that encompass:

• Teacher professional development needs across metropolitan and rural contexts that were highlighted in the SiMERR National Survey (Lyons, Cooksey, Panizzon, Parnell, & Pegg, 2006);
• National enrolment trends and student choice options in secondary mathematics and science that have been documented in reports, such as, those for the *Maths? Why Not?* (McPhan, Moroney, Pegg, Cooksey, & Lynch, 2008) and *Choosing Science* projects (Lyons & Quinn, 2010); and
• Supporting student learning through nation-wide literacy and numeracy programs across a range of geographic and socioeconomic contexts (e.g., Pegg & Graham, 2007).

An overview of individual members of the evaluation team is provided in Appendix 7.1.
2 Introduction

This section provides summary details of planning for the initial ITQ NP evaluation and how that planning was extended to incorporate additional evaluation themes.

2.1 Initial Evaluation Remit: Planning Issues from the First Progress Report

The first major report outlined progress on the conduct of the Evaluation of Professional Experience Reform Measures over the initial stages of the project. Activity within this initial period involved:

- prioritising the evaluation questions;
- developing a cross-sectoral contextual overview to inform the direction and conduct of the evaluation;
- undertaking a desktop audit of NSW planning and reporting documents and school plans;
- developing a detailed plan for the conduct of the evaluation over the lifecycle of the project. This plan was endorsed in November 2011;
- refining survey instruments, interview protocols and protocols for communicating with participants;
- developing a website for the evaluation;
- initiating a review of research literature to inform judgements about quality professional experience programs;
- undertaking a preliminary audit of the priorities of principals and HATs in government C4Es during the annual Teacher Quality Conference attended by Principals and HATs; and
- obtaining ethics clearance.

2.2 Prioritising the Evaluation Questions

An initial issue for the evaluation team was the construction of evaluation questions that expanded on the broad questions set out in the proposal for the evaluation. Consequently, a range of evaluation questions were developed to elaborate the evaluation themes which were subsequently reviewed, modified and prioritised by the Project Reference Group.

The approved set of questions comprised:

**Overarching evaluation questions**

1. Do C4Es prepare higher quality teacher education graduates who are better equipped and prepared to teach in NSW challenging schools, such as those that are remote or which have high Aboriginal enrolments?
2. How cost effective are professional experience programs delivered through C4Es?
Other related questions that are important to consider. These include, but are not limited to, the following:

I. What are the training needs of new teaching graduates for successful teaching in challenging schools?

II. What factors in their training lead to higher retention of high quality teachers in challenging schools?

III. What constitutes an effective relationship between schools, training institution and employers in the development and delivery of high quality professional experience?

Other potential research questions of interest:

a) What factors in the professional experience contribute to the attraction and retention of high quality mathematics and science teachers?

b) What are the particular training needs of teachers in schools with high Aboriginal enrolments?

c) What are the variations across sectors in effective professional experience delivery?

An analysis was undertaken to ensure alignment between the evaluation questions and potential data sources to ensure adequate triangulation of evidence and thus reliability of any findings. These data sources are summarised in Table 1.

2.3 Understanding the Cross-sectoral context

The evaluation was predicated upon the notion that professional experience reform measures were associated with, and arise from, C4E initiatives. These schools, at least within the government sector, provided one context for the evaluation.

Initial sampling therefore drew on the (then) 47 C4Es operating across the three education sectors. These included:

- 35 in government schools;
- 11 in Catholic Schools; and
- the independent Schools Centre for Excellence (ISCE), which is based within the Association of Independent Schools of NSW.

Background information about C4Es across the three sectors was obtained from a number of sources that included:

- Centres for Excellence in NSW Government Schools Guidelines;
- individual C4E School Plans available on school websites;
- information Sheets for C4Es in the Catholic sector available on the NSW Smarter Schools National Partnerships website; and
- grant schemes available through the Independent Schools Centre for Excellence on the AISNSW website.
### Table 1: Alignment of Data Collection with Evaluation Questions

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<th>Evaluation Question</th>
<th>Required Data</th>
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<td>Student Performance</td>
<td>C4E Plans</td>
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Additional contextual relevance of this background information was provided at a meeting at an early stage of the evaluation attended by the Project Reference Group.
and the evaluation team. Facilitated by the Centre for Education Statistics and Evaluation (CESE) Evaluation Unit, the meeting provided an opportunity for sector representatives to brief the evaluation team on the range of activities associated with the C4Es across the different school sectors. At this meeting, sectoral representatives made it clear that approaches to C4Es and hence the Professional Experience Reforms varied across government, Catholic and independent sectors.

Subsequently, the evaluation team met with representatives of each sector separately to develop a more detailed understanding of the initiatives for which they were responsible. Developing an understanding of the context was critical to developing the implementation plan for the evaluation.

Initial meetings with representatives of the Catholic schools and Independent schools sectors pointed to the need for on-going and multiple conversations with each sector to clarify further their arrangements. The more focused these conversations became around the issues of professional experience reform the more it became clear that professional experience initiatives within these sectors were driven both by sector priorities and the foci of individual schools.

In addition, the Secretariat directed the evaluation team to Annual SSNP Reports and other documentation describing C4E’s implementation arrangements.

### 2.3.1 Sector Perspectives

#### 2.3.1.1 Government Schools

Documentation reporting on Smarter Schools National Partnerships in government schools indicated that there were 35 government schools operating as C4Es on a hub and spoke model with each hub C4E working with a cluster of schools to enhance teacher quality through:

- coordinating professional learning aligned to teaching standards;
- expanding partnerships with universities to improve the quality of the professional experience;
- supporting beginning and early career teachers with quality support and supervision programs focusing on the achievement of accreditation at Professional Competence with the NSWIT. In addition to induction programs, ongoing structured supervision programs are provided;
- supporting more experienced teachers to gain accreditation at higher levels with the NSWIT; and
- providing in class and out of class support to enable teachers to focus on teaching and learning.

At the end of June 2011, C4Es were reported as supporting more than 450 spoke schools (Smarter Schools National Partnership, New South Wales Progress Report 2011, p. 29). C4Es are supported in this role through the appointment of Highly Accomplished Teachers (HATs). As at the end of December 2011, there were 108 HATs in government schools within C4Es, and schools participating in the Low SES
School Communities National Partnership and the Low SES Reform Extension Initiative. Whilst selection criteria for HAT positions are consistent across both Partnerships, expectations related to these HAT positions differ, with HATs in C4Es, for example, required to engage with a cluster of schools associated with their C4E, whereas HATs in the Low SES NP settings focus their activities within their own school.

Most C4Es are also engaged in partnerships with universities to undertake a range of teacher quality initiatives including enhancing the professional experience, reciprocal professional learning and knowledge sharing, and building teacher capacity in the areas of supervision and mentoring of teacher education students.

The C4Es in the government school sector have been established in two tranches aligned with the release of funding through the Improving Teacher Quality National Partnership. Although initially funded for two years, the thirteen C4Es established in 2010 at the commencement of the partnership were successful in applying for additional funding to continue C4E activities by a further year.

2.3.1.2 Catholic Schools

The initial meeting with representatives of Catholic schools noted the diversity of C4Es established in the sector and pointed out that, in general, Professional Experience Reform initiatives within the sector and the establishment of C4Es were not necessarily linked.

Consequently, the Project Team contacted the Catholic Schools Office seeking their assistance in identifying schools that might participate in and contribute meaningfully to the findings of the evaluation. A questionnaire requesting assistance in selecting a sample of schools was prepared for distribution to each Diocesan Education Director. These communications were facilitated by the Catholic Education Commission through its role coordinating involvement of Catholic systemic schools in the National Partnerships.

The schools identified by respective Diocesan Education Directors represented those schools where there was a focus on professional experience placements through productive partnerships between schools and Teacher Education Institutions, for example. These schools were collated and added to the list of schools that could be sampled. Twenty-nine schools were identified and these are listed in Appendix 7.3.5.1.

2.3.1.3 Independent Schools

The Independent Schools Centre for Excellence (ISCE) represents a different model for enhancing teacher quality. The remit of the ISCE, which is coordinated through the Association of Independent Schools NSW (AIS NSW), includes the provision of professional development to enhance the strategic capacity of newly appointed and aspiring principals, to facilitate the sharing of quality teaching practice among independent schools and to support teachers applying for the higher levels of accreditation of Professional Accomplishment and Professional Leadership.
Subsequently, a number of conversations were held with AIS NSW representatives to identify schools where professional experience reforms were occurring. A key issue in these discussions was the number and characteristics of schools to be identified. Consequently a sampling frame was provided to guide the identification of schools. To facilitate the identification of schools, criteria were also provided to identify sites where there was a focus on: school-wide teacher development; individual teacher development; professional experience structures and strategies; and university partnerships. The schools identified by AIS NSW were collated and added to the list of schools that could be sampled.

The main outcome from discussions with sector representatives was the provision of a list of schools that would receive evaluation surveys and from which a sample could be identified for follow up through site visits. From a list of 106 schools provided, fifteen were identified for contact and these are detailed in Appendix 7.3.6.

2.4 Expanded Evaluation

Since the commissioning of the evaluation, the scope of the work being undertaken by the consortium was expanded to include an examination of the effectiveness of C4Es in raising teacher quality, the impact of the role of HAT, and the effectiveness of the role of Paraprofessionals. Features of each of these areas of the expanded evaluation are discussed in the next three sub-sections.

Consequently, those professional experience activities planned for implementation early in Term 1 2012 as part of the project timeline for the Evaluation of Professional Experience Reform Measures were deferred pending consideration of ways in which these additional elements could be integrated with the work proposed thus far. An over-riding consideration in merging the two projects was minimisation of the impact of the two streams of work on the work programs of schools and teachers.

The three additional initiatives that are to be evaluated in the expanded brief, namely, C4Es, HATs (or their equivalent in the Catholic and independent sectors) and paraprofessionals, are closely related both in intent and implementation context. Although the two aspects of the evaluation were conceptualised separately the initiatives are leveraging from each other in ways that enable the conduct of a single evaluation.

All three are designed to support improvements in teacher quality and consequently student outcomes. Although HATs and paraprofessionals have been employed in other National Partnership contexts, namely the Low SES NP, they are perceived to be central to teacher quality improvement initiatives in C4Es. The following sections elaborate these three initiatives.

2.4.1 Centres for Excellence

The NSW Smarter Schools Final Implementation Plan (2011) notes that:
New South Wales will continue to create Schools as Centres for Excellence (C4Es) in partnership with universities. By July 2011, 35 C4Es will have been established across all sectors and will generally operate in a hub and spoke model which will extend the benefits to all schools in their clusters (spoke) ...

The Catholic Sector will continue to establish at least 10 C4Es to focus on specific areas of curriculum provision, pedagogy and parental engagement ...

The Independent School Centre for Excellence (ISCE) will continue to support schools within the sector to demonstrate, develop and share high quality teaching and learning.

By the end of 2011 there was a total of 49 C4Es operating across all sectors (SSNP NSW Annual Report, 2011), with an additional C4E established in the Catholic sector in 2012. The structure and purpose of C4Es established clearly allows for contextual variability. The Improving Teacher Quality Smarter Schools National Partnership website notes the following of C4Es in Government schools:

Centres for Excellence have a hub and spoke model of operation with the hub schools partnering with universities in order to extend the benefits to a larger number of local schools. As sites for demonstrating, developing and sharing high quality teaching, they operate under a number of overarching guidelines (DEC, 2010), namely:

- promoting and demonstrating quality teaching through classroom and school-wide practice in improving student learning outcomes;
- providing quality supervision, mentoring and support to early career teachers;
- providing ongoing professional development aligned to teaching standards;
- assisting more experienced teachers to achieve voluntary accreditation at Professional Accomplishment and/or Professional Leadership;
- demonstrating and developing strengthened linkages between initial teacher education programs and transition to teaching and teacher induction;
- working with other schools in the Centre for Excellence cluster to strengthen the quality of teaching to improve student learning outcomes; and
- forming part of the statewide cross-sectoral team focused on teacher quality initiatives.

As at July 2012, fourteen C4Es had been established in the Catholic Sector with a range of emphases. In addition to the hub and spoke model, e.g., Outside the Bell Curve C4E (Catholic Congregational Schools), a thematic focus is being adopted in some instances, e.g., Vocational Training within the Sydney Diocese or Oral Language in the Early Years in the Armidale Diocese, as well as a virtual focus. e.g., The Learning Exchange C4E in the Parramatta Diocese. Collectively these Centres aim to:

- promote and demonstrate flexible learning options for students and quality teaching with access to high quality resources;
• provide quality mentoring of teachers and ongoing professional learning to teachers including support of the sector’s early career teacher programs and sector leadership program;
• assist more experienced teachers to achieve voluntary NSWIT accreditation at Professional Accomplishment and Professional Leadership levels;
• develop and support a range of professional learning communities connecting teachers across the sector in support of quality teaching;
• provide a nationally recognised centre for quality and innovation in vocational education and training (VET), which encourages the exchange of information and skills to support interested teachers and schools to learn from one another;
• provide quality practicum/professional experiences through internships and other teaching experiences for university students pursuing undergraduate vocational teacher training;
• leverage the development of quality VET programs in partnership with Charles Sturt University, noted for its vocational education programs and research in this field;
• create an exemplar in personalised learning through use of multimedia and other technologies in partnership with Charles Sturt University;
• assist teachers and schools in the identification of goals, expectations and outcomes with respect to parent and community partnerships and the development, monitoring and evaluation of Schools National Partnership initiatives and plans;
• provide up to date information and resources to support the implementation and communication of government initiatives and policy directions with respect to parents and communities.
• provide a shared language and framework for teachers and schools when working with parents and communities;
• provide a bank of resources that can be used immediately in schools and classrooms to support parental engagement in children’s learning and school activities across all the Schools National Partnership domains; and
• provide a channel for sharing good practice across all schools and a link to the NSW Institute of Teachers-accredited and other professional learning opportunities linked to developing parental and community engagement.

Within the independent school sector a single C4E has been established. The central aim of the Independent Schools Centre for Excellence (ISCE) is to assist schools to raise the quality of teaching and learning throughout the independent sector, thereby enhancing student performance. It facilitates the sharing of high quality teaching practice among independent schools and fosters partnerships across the sector within independent schools.

The ISCE liaises closely with its network of schools to inform the setting of overall program directions and so that it can offer a range of grants to support schools based on their perceived needs. Some of the areas that schools can engage in include:
• increasing the number of teacher accredited at the higher levels;
• building relationships with other independent schools to support improved teacher quality;
• offering quality teacher education placements;
• engaging in professional exchange and mentoring between teachers in different schools;
• developing partnerships with universities; and
• strengthening cultural awareness.

In addition, within each of the sectors there is an actively collaborative focus through partnerships between C4Es and universities to raise teacher quality. As the Smarter School National Partnerships NSW Progress Report for 2011 details (p.20):

_Centres for Excellence are engaging with university partners through a range of initiatives to improve teacher quality through enhanced professional experience placements, reciprocal professional learning and knowledge sharing. Universities are supporting teachers to build their capacity to supervise and mentor teacher education students through the provision of mentoring modules._

_Teachers from Centres for Excellence are also providing valuable contributions to university pre-service teacher training courses, providing guest lectures and demonstration lessons. Centres for Excellence are working closely with partner universities to develop new ways of selecting and placing internship students, trialling merit selection processes to increase the focus on quality teaching for both students and supervising teachers._

2.4.2 Highly Accomplished Teachers

The introduction of the HAT role, and its non-government equivalents, is a key strategy within the ITQ NP. These specialised positions have a reduced teaching load to provide time to mentor and support colleagues to develop as quality teachers. In general the positions are fixed term, consistent with the funding model for the National Partnerships. While their purpose is to raise the quality of teaching in schools, their establishment is also a key strategy in initiatives concerned with retaining high quality teachers in classrooms. Central to the role of HATs in all sectors are responsibilities for modeling best practice and mentoring other teachers. The Smarter School National Partnerships New South Wales Annual Report 2011 (p. 16) indicated that there were 227 HAT and non-government sector equivalent positions comprising:

• 108 full time equivalent HATs appointed to government schools (73 of which were recruited through the Low SES NP or the two year Low SES Reform Extension Initiative);
• 81 full or part time HAT equivalents (Leaders of Pedagogy; Teacher Educators) appointed in the Catholic sector; and
• 38 teachers fully accredited at Professional Accomplishment level in the independent sector.

The NSW Improving Teacher Quality National Partnership (ITQNP) website notes of HATs in government schools that:

In government schools, ‘quality teacher’ positions are known as Highly Accomplished Teachers (HATs). Unique to NSW, the innovative new classification offers an additional career progression for excellent teachers. The HAT is paid a higher salary than other classroom based teachers in recognition of the high quality of their teaching and their ability to cultivate the teaching skills of their colleagues. HATs are temporary engagements for two years.

HATs remain classroom based, enabling them to continue to refine their own teaching practice while sharing their expertise with their colleagues.

HATs work with all staff in their school but have a particular focus on beginning teachers and on the co-ordination and supervision of professional experience for trainee teachers in conjunction with university partners. They also work with experienced staff applying to achieve accreditation at higher levels with the NSW Institute of Teachers and support quality teaching in cluster schools.

In the Catholic schools sector:

The Catholic sector has established more than 81 quality teacher positions across NSW known as ‘Teacher Educators’. These leading educators work with teachers in schools to promote quality classroom practice through the development and provision of resources, mentoring, professional learning opportunities and the establishment of learning communities.

And in the Independent schools sector:

The AIS has developed its own standards for Experienced Teachers and incorporated the New South Wales Institute of Teachers (NSWIT) standards for Professional Accomplishment into its accreditation level for Classroom Professional Excellence. Teachers accredited at this level received additional remuneration.

These contexts provide for a wide range of roles and expectations for HATs across NSW schools. A key issue in the evaluation of the impact of HATs will be the differences in outcomes for teachers and students arising across these contexts and from these different roles and expectations. An issue that is of interest in some

1 Quality teaching positions in the Catholic sector also include Leaders of Pedagogy (LoPs) in secondary schools.
contexts is the notion that the HAT position is only funded for a short period of time and so sustainability of the position becomes an issue.

Further, the focus of this evaluation is on determining the impact of HATs in C4Es. While a significant number of HATs has been appointed to government Low SES NP Schools, they are not the focus of the evaluation; rather, a point of comparison in terms of context and impact. An additional point of consideration relates to the role of HATs in Low SESNP schools, where they are not required to engage in similar outreach activities that HATs under the ITQ NP initiative operate, i.e. with spoke schools and through university partnerships.

2.4.3 Paraprofessionals

Within C4Es, opportunities have been provided for schools to employ paraprofessionals to assist in the achievement of educational outcomes. There is also opportunity for the role to be taken up in the Low SES and Literacy and Numeracy NPs (e.g. “Assist teachers with implementing Accelerated Literacy”, SSNP, 2012a). ‘Paraprofessional’ is a generic term and the role has different descriptions across the different sectors – as with HATs. In broad terms, the role of the paraprofessional has been summarised as (NSW SSNP website):

Paraprofessionals assist schools to support the personalised teaching and learning needs of students from low SES backgrounds and those students most in need of support. In undertaking their roles paraprofessionals do not supervise students nor do they have responsibility for class management and control or the teaching of students.

There are two broad categories of support undertaken by paraprofessionals:

1. Educational paraprofessionals who work under the guidance and supervision of teachers (as delegated by the principal) to support teaching and learning in the classroom. The range of activities that an educational paraprofessional can be expected to undertake is detailed in the Selection Criteria for the Position (SSNP, 2012).

2. Operational paraprofessionals who work under the guidance and supervision of a school executive (delegated by the principal), to fulfill non-classroom based roles in schools, allowing teachers more time to focus on teaching and learning activities. There are five types of operational paraprofessionals, one a generalist support role and the others specialist roles (SSNP, 2012).

The operational paraprofessional roles include:

- classroom Teacher Support Officer: provides support for teachers to complete general educational support tasks e.g. monitor and record student assessment tasks;

- community Engagement Officer: assists in developing effective home, school and community partnerships to enhance student achievement;
• technology Learning Facilitator: provides technology and connected learning support for teachers in the classroom;
• information Management Support Officer: helps develop and implement data management systems, assisting teachers to plan and modify curriculum and learning activities for individual students; and
• professional Experience Placement Officer: assists with the coordination of professional experience (practicum) placements for teacher education students and assist to strengthen partnerships between the school and universities.

Paraprofessionals may have the opportunity to participate in school staff meetings. They will form part of the collaborative “teacher” team in schools and across school communities.

More than 100 paraprofessional support positions across New South Wales have been created. Some of these positions have been allocated to C4E schools and other positions may have been requested by schools identified to participate in the National Partnerships on Literacy and Numeracy and Low SES School Communities, where one or more paraprofessionals may be employed to assist in meeting a school’s intended outcomes. In the government sector, paraprofessional positions are also available to Enhanced School-based Decision Making Pilot schools.

2.5 Evaluation Questions

As with the initial project brief for the Evaluation of Professional Experience Reform Measures, the project brief for the broader evaluation called for innovative quantitative methodological approaches to determine the wider impact of C4Es and the related initiatives of HATs and paraprofessionals, and whether such initiatives were cost effective and sustainable.

The expanded evaluation, referred to as the Evaluation of the Impact of Selected Reforms of the Improving Teacher Quality National Partnership (EISR-ITQNP), incorporates a number of related evaluation questions to elaborate six themes, namely:

1. an investigation of the effectiveness of C4Es in terms of improved teacher capacity, improved student performance, and collaboration with other schools and partner universities;

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2 As part of the ITQ NP, 47 schools were involved in the piloting of a decision-making model that provided principals with staffing and budgeting flexibility to align resources closely to their school’s needs.
2. an investigation of the effectiveness of the role of HATs across a number of areas, including their: impact in hard-to-staff schools; facilitation of improvements in the capacity and effectiveness of other teachers; support for improved student performance; and contributions to school planning;
3. an investigation of the characteristics of the role of HATs through their own perceptions and feedback from others;
4. an investigation of the impact of the support provided by paraprofessionals to teachers and students, and the possible career aspirations associated with the role;
5. an investigation of the roles and responsibilities of school leaders, HATs and universities in preparing high quality teacher education graduates; and
6. an investigation of a range of contextual and policy issues that might impact on the implementation, transferability and scalability of initiatives.

The final list of approved evaluation questions differs slightly from those contained in the revised brief to the consortium. That list was revised in the light of discussion and feedback with the Project Reference Group. The evaluation questions approved were:

**Centres for Excellence Theme**

1. *To what extent are Centres for Excellence effective in achieving:*
   
a. improved teacher capacity and improved quality of teaching in hub and spoke schools (and other schools availing themselves of support from “virtual” or thematic Centres for Excellence);
   b. improved student performance in both hub and spoke schools;
   c. effective application of network learning principles where schools collaborate and share; and
   d. effective relationships with partner universities?

**Highly Accomplished Teacher Theme (Impact)**

2. *To what extent has the HAT initiative been effective in achieving:*
   
a. effective career progression within the classroom for skilled teachers;
   b. attraction and retention of skilled teachers in hard to staff schools;
   c. improved capacity and effectiveness of other teachers in ITQ NP hub and spoke schools (as well as in relevant Low SES NP schools);
   d. enhanced capacity of teachers to utilise student attainment data to help them more effectively meet individual student needs;
   e. improved student performance; and
   f. sustainable improvements in teaching and learning through changes in school planning and management practices?
Highly Accomplished Teacher Theme (Attributes)

3 How is the role of the HAT defined by characteristics that include:

a. their qualifications, work experience, professional backgrounds and career ambitions;
b. the reasons they applied to become a HAT and whether aspirations have been realised; and
c. their perception of their roles and the impact they are having in both hub and spoke schools, as well as in relevant Low SES NP schools, on teacher capacity and quality as well as student performance?

Paraprofessional Theme

1 To what extent has the paraprofessional initiative been effective in achieving:

a. improved support for individuals or groups of students
b. improved support for teachers
c. improved student performance
d. enhanced job satisfaction of teachers and leaders
e. pathways for paraprofessionals into teaching

Professional Experience Theme:

5. Do C4Es prepare higher quality teacher education graduates who are better equipped and prepared to teach in NSW schools?
6. How cost effective are professional experience programs delivered through C4Es?

Sub-questions

a. What are the variations across sectors in effective professional experience delivery; and
b. What constitutes an effective relationship between schools, training institutions and employers in the development and delivery of high quality professional experience?

Additional Areas of Interest Theme

7 What are the similarities and differences across settings with respect to:

a. the importance of contextual factors in the impact of the three initiatives;
b. the preparation of higher quality teacher education graduates who are better equipped to teach in NSW challenging schools, such as, those that are remote or which have high Aboriginal enrolments;
c. the needs of new teacher education graduates for successful teaching in challenging schools;
d. the particular training needs of teachers in schools with high Aboriginal enrolments;
e. the factors in their training that lead to the higher retention of high quality teachers in challenging schools;
f. the factors in the professional experience that contribute to the attraction and retention of high quality mathematics and science teachers;
g. the factors affecting sustainability of the initiatives;
h. the cost effectiveness of the three initiatives; and
i. models and strategies adopted within C4Es, and involving HATs, and paraprofessionals, that can be generalised across contexts.

Two considerations run through these questions. The first is that of ‘improvement’ and the second is ‘effectiveness’. The first of these implies that there is an increase in something that can be measured. This notion of ‘improvement’ implies a change from what was previously the case, that is, from a baseline.

The second theme is that there are relative or comparative measures of improvement, which enable conclusions about the level of effectiveness. From a statistical perspective measures of effect size would appear to be a relevant construct for measuring relative improvement. However, effect size measures are not always available, as the experimental conditions for their use may not be met. Even when effect size measures are relevant, the complexity of the educational environment means it is difficult to attribute effect to specific initiatives.

Further, caution needs to be observed when using effect sizes developed from student outcomes data such as NAPLAN data. Effect sizes developed from such data should not be used in any absolute sense, as shifts in mean scores over time may be the result of test equating errors rather than any real change in the underlying capacity of students. Also, the impact of initiatives in schools, as observed in the student performance data, may take some time to emerge. However, this does not preclude their use in a relative sense.

In the context of the evaluation, cost effectiveness has a range of dimensions including the:

- resource demands placed on schools, school systems or sectors and universities of providing effective professional learning within and between schools, maintaining productive partnerships, and sustaining initiatives in each of the reform areas;
- opportunity costs to schools arising from the specific demands made on schools and teachers from the various C4E models; and
- cost benefit of enhancing preservice teacher and teacher quality to the wider productivity agenda which involves better student outcomes, improved
retention of teachers, and reduced long term professional development costs.

Quantifying these costs would require complex financial modelling, which is beyond the scope and capacity of this evaluation. However, the data collected about the range of C4E models identified by the evaluation and their effectiveness in developing teacher quality will include sufficient information to enable relative judgements to be made about the resourcing costs, opportunity cost and cost benefits of the range of C4E models. The evaluation will use these relative judgements to inform its findings about cost benefit.

The provision of cost effective initiatives in the reform areas, which enhance teacher quality, will have a range of potential impacts including:

For schools and school systems:

- models of collaborative professional learning;
- an increased focus on, and a more detailed understanding of, what constitutes teacher quality, capacity and effectiveness;
- reduced staff attrition;
- enhanced recruitment options for attracting and retaining teachers in challenging schools; and
- strategies for supporting teachers identified as needing professional mentoring.

For teachers:

- increased in-school support for professional learning;
- increased capacity to manage the learning of students in a range of contexts, including in challenging schools; and
- greater understanding of the needs of students in challenging schools.

For students:

- more capable teachers who understand and are able to provide for their learning;
- teachers better prepared to work in challenging environments specifically, those that are remote or which have high Aboriginal enrolments; and
- increased motivation through knowing that geographic location is not a barrier to achieving improved learning outcomes.

2.6 Current Contextual Issues

In developing the overall evaluation plan, the consortium noted three particular issues to be considered at each stage:

1. contextual complexity of the evaluation, with multiple sites across three sectors at various stages of maturity in the implementation of programs differing in focus, form, emphasis and level of engagement with the ITQNP;
2. complexity and/or appropriateness of using school documentation, site visit, teacher observations, survey data and student outcomes data to develop contextual descriptors of the quality of teachers, schools and the relative success of programs; and

3. overarching policy context\(^3\) and the need to work within that context to determine the effectiveness of C4Es, the impact of HATs (or their equivalent) and paraprofessionals.

An initial consideration around contextual complexity for the expanded evaluation was the clarification of the role of C4Es within the respective school sectors. In particular, an early focus for the evaluation was the clarification of the links within the ITQNP between reforms, such as:

- Centres for Excellence;
- the contexts in which HATs or their equivalent are employed and the roles they perform in these contexts; and
- the contexts in which paraprofessionals are employed, including how their roles and responsibilities contribute to improvements in teacher quality.

Strategies for tracking these initiatives within schools need to be informed by individual school/school cluster priorities and planning details contained within C4E documents available on school websites or through relevant sector representatives.

In addition to overlying complexities about the range of schools are the internal differences within schools. In particular, these include the range of teaching and learning leadership and teacher development initiatives, management and collaborative structures that exist within C4Es. Further variability includes the strength and character of their links and relationships with spoke schools and the extent to which they provide support to them.

There is also a range of variables to be identified concerning the priorities attached to the roles and the way in which HATs operate in their C4Es and other schools. These considerations include the extent to which they might engage in a particular collaborative leadership model to take collective responsibility for teacher improvement and student outcomes. Further complexity involves the range of context, roles and responsibilities of paraprofessionals. Coming to an understanding of these differences and determining their impact on teacher quality and inter alia student outcomes will be a central task of the evaluation.

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\(^3\) This policy context is, in part, generated by documents, such as, the Review of Australian Higher Education (DEEWR, 2008), Local Schools, Local Decisions (NSW DEC, 2011), and the Review of Funding for Schooling (DEEWR, 2011)
In addition to these contextual challenges, there are challenges concerning how to measure effectiveness of schools, teachers and paraprofessionals. These include identification of reliable indicators of:

- teacher quality both in terms of preparing beginning teachers for the profession and developing the skills and capacity of existing teachers; and
- school effectiveness that goes to reliable measures of relative effect and gain rather than measures that compare schools in an absolute sense.

A range of data sources are to be analysed for the best combination that effectively captures school effectiveness and teacher quality, that can be tracked over time and geographic location, and which informed survey construction over the lifetime of the evaluation.

For the evaluation it is also important to distinguish between the framework that defines teacher quality and the commentary and rhetoric that surrounds the conversation about teacher quality and effectiveness. At a national level, the framework related to teacher quality is delineated by two key documents, namely, the *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA, 2008), and professional teaching standards, such as, the NSW Institute of Teachers Professional Teaching Standards (2005) and, more recently, the National Professional Standards for Teachers (NPST) (AITSL, 2010).

Commentary, such as that contained in *Teaching Talent – The Best Teachers for Australian Classrooms* (Business Council of Australia, 2008), or the recent report of the *Measures of Effective Teaching (MET) Project* provide perspectives on multifaceted approaches to measuring teacher quality. These perspectives will be considered more fully in literature overviews to be provided in future Progress Reports for this evaluation. The first of these is in preparation for inclusion in Progress Report #3.

An additional component of contextual complexity is the range of policies that have the potential to sustain reform measures within C4Es. These exist at the individual school level, partnership level (e.g., school-university), system or sector levels and State-wide level. The challenge for the evaluation is to capture the elements of success that apply to each of these levels as well as arriving at a shared view of success.

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3 Data Collection Instruments

3.1 Methodology

The expansion of the evaluation to include initiatives related to the wider role of C4Es brought with it a range of additional complexities and methodological considerations. The mixed mode (quantitative-qualitative) design conceptualised for the evaluation of professional experience reforms provided an anchor point for this evaluation design. However, while some instruments already developed for the evaluation of that initiative could be adapted to measure aspects relevant to this expanded evaluation, there was a need to ensure that the increased set of survey instruments provided a balanced approach to all reform areas with input from all relevant stakeholders. The shift in focus for the expanded evaluation necessarily led to a reduced emphasis on professional experience reforms.

However, the essential characteristics of the overall design are the same as that for the evaluation of Professional Experience Reforms; that is, the main features of this evaluation methodology are its:

1. conceptual rigour, which draws on current research and practice in defining teacher quality;
2. comprehensive mixed methods design that triangulates a range of evidence to report to stakeholders on the nature of teacher quality and cost-effectiveness associated with reform initiatives; and
3. formative approach that provides teachers and schools with ongoing commentary for working with professional teaching standards in a range of contexts to enhance teacher quality.

The design allows for student outcomes of C4Es to be compared with state and system norms as well as the outcomes of a selected sample of similar schools. Selection of the sample of similar schools has been guided by input from two areas:

1. cross-sector representatives who are familiar with the context and activities of schools within their respective sectors; and
2. the My School website, which can act as tool to check comparability.

A minimum sample for the similar schools would comprise six schools (three government, two Catholic and one independent) to reflect reforms related to HATs, paraprofessionals and professional experience (two schools for each reform area).

The design also provides the opportunity for identifying any developmental issues that reinforce the impact of initiatives. These developmental issues may arise, for example, in the government sector where the establishment of Tranche 1 and Tranche 2 schools sets up different operational time frames. Developmental aspects of C4Es may also emerge in the way that these schools have accessed additional funding that has been made available.
A schematic overview of the overall evaluation design is presented in Figure 1. It delineates the elements of the proposed evaluation, the relationships between the elements and their contribution to subsequent evaluation stages, and how evidence and activities are triangulated to reach conclusions and findings. This is a structure that can be applied iteratively in the long-term (i.e. to the evaluation as a whole) culminating in summative reporting, and in the short-term (i.e. to any preliminary trialling or longitudinal data collection) to provide formative information enabling the articulation of emerging trends/findings.

**Figure 1: Overview of Methodology Indicating Quantitative and Qualitative Elements**

An indication of how the methodology might be applied in practice is provided by the following sequence.

Analysis of school documents, such as school plans, interviews with graduate teachers and interviews with supervising teachers/mentors/HATs has provided data from which particular themes and approaches have been identified, for example, the professional learning support needs of teachers. These data can be compared with interview and survey data from schools (principals, HATs, practicum supervisors, mentor teachers) and university stakeholders to provide additional insights around support for identified needs. Taken together, this information can be synthesised into descriptions of best practice or analysed for relationships.
3.2 Data collection

The data required to address the evaluation questions is being collected through surveys, document analysis, and site visits. The first round of surveys was undertaken in October 2012, and the site visits have commenced in November 2012 with continuation into 2013 as they are progressively scheduled around school timetables. Additional sources of anecdotal data that can be of use include professional learning events organised within each sector, e.g. the annual C4E Conference for government schools, and social networking platforms such as Twitter.

3.2.1 Desktop Audit – Document analysis

The expanded evaluation continues the desktop audit of planning documents and reports on progress for C4Es and other sites that were begun as part of the evaluation around professional experience reforms. The primary purpose of this audit is to gather information about features of the environment in which reforms are taking place. A range of documents will be reviewed, including data collected through the Cross-sectoral Impact Survey, school annual reports, and school plans. In addition to these, NAPLAN data will provide an additional dimension to the quality of the environment.

These desktop audits will continue throughout all phases of the evaluation. While initially the desktop audits focused on the identification of commonalities and differences amongst the range of approaches to implementing reforms, its purpose in later stages of the evaluation is to identify adaptations to programs.

3.2.2 Survey Instrument

A range of participants across each of the three sectors in the C4E initiative, including Principals, HATS (or their equivalent), classroom teachers (accredited, New Scheme, beginning), pre-service teachers and Tertiary Education Institution personnel (Professional Experience Office Directors and Professional Experience Supervisors) will be surveyed at regular intervals to be negotiated with the ITQE Evaluation Project Reference Group during Phase 2 of the evaluation. Stakeholders in similar schools that are not C4Es will also be surveyed. Whilst the consortium favours the regular collection of quantitative and qualitative survey data for this evaluation to ensure that emerging themes are captured comprehensively, it is mindful of the burden on participants and will therefore be guided by the advice of

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5 Commissioned by the National Partnership Evaluation Committee (NPEC), the Cross-sectoral Impact Survey collects data at regular intervals to provide contextual information related to the National Partnership evaluations being undertaken.

6 Determined on the basis of ICSEA values, school size and geographic location.
the ITQ Evaluation Project Reference Group to ensure a balanced approach in this area.

The evaluation team initially proposed that the data is collected every six months. There were three overarching purposes for gathering the survey data these intervals: one is to gather sufficient information to capture a longitudinal perspective of participants’ engagement with reform measures, another is to obtain perspectives on the developmental nature of C4Es and the third is to provide a clear picture of the respective school environments from the commentary of participants.

The surveys are being offered online and responses will provide a range of contextual information about implemented reforms and participant perceptions of aspects of the reforms, including their relative effectiveness in developing teacher quality and meeting the professional needs of teachers. Contextual information will be obtained through multiple choice type questions. Perceptions about program effectiveness will be determined through responses to Likert scale and free response items.

The initial surveys were designed to capture stakeholders’ views across all research questions. Subsequent surveys will be designed to gather information about teachers’ professional learning needs, their aspirations, their preparedness to teach in a range of contexts and how personnel within schools respond to those needs. Specific surveys around these broad themes will be prepared and refined in the light of data collected initially.

The initial surveys were accessed according to the following process:

1. Principals in ITQ NP schools (and a small sample of Low SES NP schools) in each sector were contacted with an invitation to participate in the evaluation. In agreeing to participate, principals were requested to provide the name and contact details for a school contact with whom the evaluation team could communicate concerning survey registration. A copy of the email to Principals is included in Appendix 7.4.1.

2. the school contact was sent an email with instructions and a user name/password combination for accessing the evaluation blog. Upon accessing this site, there was a link with a form for registering to complete one of a number of surveys. The school contact was asked to share this link with colleagues in the school. A copy of the Registration Survey is provided in Appendix 7.4.2.

3. registration to complete a survey was open for a fixed period during which time potential participants provided some information online, inclusive of the survey category that applied to them. The survey categories are listed below, although some groups will receive the same survey (e.g. HAT or its equivalent; Principal and Executive):
   - Principal
   - Executive
   - HAT (ITQ NP) – Government Sector
4. once the survey registration period was over, the surveys went ‘live’ and respondents were sent an email with details for accessing the survey category applicable to them. Whilst, the registration period was finite, it was possible to begin another survey registration period so that, essentially, registration was a continuous process.

5. for each successive survey round, participants do not have to re-register. They will be automatically issued with a link to the next survey. Communication between members of the evaluation team, school contacts and cross-sectoral representatives will be an important aspect of ensuring that the available information about participants is regularly updated to allow for any personnel movements between and/or out of schools.

Information provided by participants in the survey registration process allowed for some tailoring of surveys to each sector. Details of sector and school provided by respondents in the Registration Survey were recognised by the survey software and sector-specific terminology was included in surveys undertaken. Because of the range of approaches to implementing teacher quality initiatives across school contexts, questions throughout the surveys also included a ‘Not Applicable’ (NA) option for respondents to select should they not identify with a specific question or reform area. Planning copies of the final approved versions of the surveys are provided in Appendices 7.4.3-7.4.11.

3.2.3 Analysis of Teacher Quality

The consortium is also mindful that the evaluation is taking place during a transitional phase in the adoption of the National Professional Standards for Teachers. Graduate Teacher Standards are being adopted during 2012, the Proficient Teacher Standards are to be used as a basis for nationally consistent registration from 2013, and full implementation of certification at Highly Accomplished and Lead Career Stages is planned for 2013. As the Standards provide the primary framework for determining teacher quality, any comparisons against criteria in teaching standards needs to be undertaken with that transition in mind. For the purposes of consistency across the surveys, respondents have been asked to provide information using the NSWIT Professional Standards.
3.2.4 Analysis of Teacher Preparation – Site visits

Site visits afford the opportunity to explore more deeply contextual issues around initiatives implemented in C4Es and the relationship between schools and universities. This information will elaborate and corroborate information arising from the document analysis and surveys. These site visits, which will include both C4Es and a smaller sample of similar schools, are planned for Phases 2 and 3 of the evaluation as set out in the timeline and they will be used to develop case studies of effective C4E models and partnerships.

The sites to be visited have been negotiated with the respective sector representatives through the ITQ NP Evaluation Project Reference Group and an initial list is set out in Appendix 7.2. Feedback will be sought about the extent to which the initiatives being implemented in schools in the reform areas provide a balance across the six thematic areas of the evaluation. Interview protocols and Focus Group questions prepared for use at site visits are included in Appendices 7.5-7.6 and Appendix 7.7.

3.3 Sampling

Sampling techniques employed have attempted to capture the complexity of the environment by ensuring that participants in the evaluation represent:

- the thirteen Tranche 1 C4Es from primary and secondary schools in the government sector (2010);
- the twenty-two Tranche 2 C4Es from primary and secondary and central schools in the government sector (2011);
- the fifteen C4Es from the non-government sector, comprising a substantial number of online/virtual learning environments;
- the spoke schools associated with each of the C4Es in government schools;
- spoke/cluster schools, schools with a thematic focus and virtual-oriented schools within the non-government sectors;
- schools identified as being similar to C4E schools;
- schools identified as being similar to cluster schools;
- any additional C4E designated during the course of the evaluation;
- a range of geographic locations, i.e. metropolitan, rural/regional;
- challenging and non-challenging schools; and
- a range of affiliated teacher education institutions as partner institutions.

The selection of schools/online learning centres will ensure that the necessary comparisons explicit in the evaluation questions can be addressed within C4Es, between C4Es, and between C4Es and similar schools. Similar schools will be

7 All 123 government schools were participating in an additional twelve month extension program with the provision of additional resources to consolidate successful C4E strategies.
identified on the basis of nomination by sector representatives taking into account considerations, such as, the rationale for establishing a particular cluster. This identification will be followed by an inspection of school data available on the MySchool website (e.g., ICSEA values and characteristics, such as, the proportion of Aboriginal students or students from Non-English speaking backgrounds).

All schools/on-line learning centres can readily be incorporated into the Desktop Audit, on-line Survey and Report Analysis phases of the evaluation. Within the context of reporting timelines and budgetary considerations, it has not been viable for all schools to be included in the sample for the site visit phases of the evaluation. As mentioned in the Data Collection section above, the use of online conferencing options can be used to overcome the constraints of distance and to extend the range of schools participating in this aspect of the evaluation.

Where a selection of schools is necessary for the purpose of site visits, the following divisions have been used:

- Newcastle-Sydney-Wollongong: comprising 13 Primary schools, six secondary schools, a vocational college, a learning centre and a learning exchange;
- North Coast- Northern inland: comprising one primary school and six high schools;
- Central inland-Riverina: comprising one primary school, a central school and four high schools;
- South Coast: comprising four high schools; and
- On-line learning: comprising seven settings.

These divisions are based on the overall geographic distribution of C4Es and planning considerations that would be associated with members of the evaluation team undertaking site visits. The divisions do not necessarily align with system-wide classifications but with the location of members of the evaluation team and their respective proximities to schools. Each site visit will be for two days and two follow-up visits are envisaged over the course of the evaluation.

Selection of schools has also been guided by four other considerations, the first of which relates to proportionality. Schools involved in surveys and cases studies are in line with to the 6:3:1 (government-Catholic-independent) participation ratio: Surveys: 35 (government) – 18 (Catholic) – 6 independent; Case Studies: 12 (government) – 6 (Catholic) – 2 (independent).

The other considerations were: (i) when schools were included as part of the C4Es initiative, (ii) the particular reforms that are being implemented in C4Es, and (iii) the teacher education institution with which a school has formal partnership arrangements. The subsequent sequencing of a particular school’s engagement with the evaluation through requests, such as those associated with data collection
processes, will continue to be negotiated in consultation with the ITQ NP Evaluation Project Reference Group. This will ensure that such requests can be timetabled to take account of a school’s planning schedule and any additional externally initiated evaluation and/or reporting requirements.

The existing sampling frame prepared for the evaluation that related to professional experience reforms has been modified in the light of additional information provided by each sector. This has formed the basis of ongoing discussions to refine a sampling approach that reflects the reforms being implemented in schools. The current lists of schools that will be used throughout the evaluation are provided in Appendices 7.3.2 and 7.3.3 (government sector C4Es and spoke schools), Appendices 7.3.4 and 7.3.5 (Catholic sector schools), Appendix 7.3.6 (independent schools), and Appendix 7.3.7 (Case Study schools – site visits).

3.4 Data management and analysis

As indicated in Section 3.1, the evaluation methodology is mixed mode involving qualitative and quantitative analysis of the data. While it is not uncommon for quantitative analysis to be undertaken to corroborate the findings of qualitative research, this evaluation gives equal emphasis to the two perspectives and will also use quantitative techniques to analyse qualitative data as a means of quantifying aspects of teacher quality (detailed below). All data collected will be stored within the SiMERR National Research Centre according to the requirements outlined in its ethics proposal that accompanied this evaluation and which was submitted through UNE Research Services. This application was approved initially for the Evaluation of the Impact of Professional Experience Reform Measures and the variation subsequently prepared and approved for the expanded Evaluation of the Impact of Selected Reforms of the Improving Teacher Quality National Partnerships.

3.4.1 Qualitative Analyses

Thematic qualitative analyses of the documents available to the evaluation team are being undertaken using nVivo (a computerized qualitative analytic tool) – or similar tool, as an overall data organisation and management option. Two distinct analyses are proposed. The first is associated with the desktop audit of documents and will be used to identify common approaches and themes across the range of reforms. These common approaches and themes will provide parameters for the quantitative analyses that are to follow.

The second is associated with analysis of commentary and/or reports provided by participants, e.g. professional experience reports, which have the potential to delineate aspects of teaching against the NSWIT Professional Teaching Standards. Approximately 500 such professional experience reports will need to be analysed to provide the amount of data necessary for reliability of analysis of quantitative outcomes. In its simplest form, the qualitative data can be analysed quantitatively in terms of the presence or absence of a comment against indicators of teacher quality that have a basis in the standards or that are derived from respondent commentary. Such an analysis can provide an indication of areas that supervising teachers identify
as valuable feedback in the preparation of pre-service teachers. In its more complex form the comments can be analysed in terms of their conceptual sophistication judged against the SOLO model. The model is a developmental framework that supports the analysis of the quality and conceptual complexity of data, such as descriptive commentary. In this context it supports an analysis of the quality of statements made.

It is envisaged that themes emerging from the qualitative analyses will point to the quality of the professional environment, that is, the quality of the support available to teachers and students. Nonetheless, these data sets can be further interpreted following Rasch analysis to provide linear scores for teacher quality and aspects of teaching identified in the standards.

3.4.2 Quantitative Analyses

The data collected through surveys, interviews and document analysis will provide rich contexts for the application of quantitative analytic techniques. The form and contexts of C4Es and approaches to delivering reforms provide a wide range of variables for testing hypotheses relating to the effectiveness of the selected National Partnership initiatives.

The potential analytic techniques, which can be applied to these data, include correlation analysis, hypothesis testing using ANOVA, MANOVA and MANCOVA and factor and cluster analysis. Given sufficient data from C4Es and non-C4E sites, meaningful comparisons can be made between the efficacies of the variety of approaches.

Student outcomes and participation data, and teacher retention and participation in professional learning data, have a heightened emphasis for the expanded evaluation. A number of evaluation questions require demonstration of ‘improved student performance’ and there is also an evaluation question concerning teachers’ capacity to utilise student outcomes data to inform teaching and learning. Improved student outcomes is also a significant element in decisions about the relevance of contextual factors, sustainability and cost effectiveness. Further the evaluation question concerning attraction and retention of skilled teachers in hard to staff schools is dependent upon the availability of appointment and teacher retention data.

A range of performance data are listed in Table 2 together with their relevance to the evaluation questions. An ongoing task for this aspect of the evaluation is to develop an understanding of the legal, ethical and systemic protocols surrounding access to and the use of NAPLAN, HSC and school-based A-E outcomes reporting data. The evaluation team will continue to liaise with the Centre for Education Statistics and Evaluation and the Evaluation Project Reference Group to negotiate appropriate protocols for accessing and using the data. An additional task will be to determine what performance data exists for the C4E and spoke schools and other schools in which HATs have been appointed or where teachers have applied for higher levels of certification (i.e., in the independent sector).
Dependent upon the availability and form of student outcomes data, however, the sample size for these data is likely to be of sufficient size to enable a range of analytic techniques to be used including:

- calculation and collation of summary data;
- hypothesis testing using ANOVA and MANOVA;
- factor and cluster analysis;
- effect size; and
- relative gain measures.

The last two of these, effect size and relative gain measures are dependent upon the availability of NAPLAN matched cohort data. However these data should be used with caution, given the coarseness of NAPLAN measures and the high potential for error both within and between student cohorts\(^8\). The advice of EMSAD will be critical in this aspect of the evaluation.

Teacher appointment and retention, and teachers’ progress towards accreditation data is of a different form and nature to student outcomes data and consequently subject to different forms of quantitative and qualitative analysis. However, although central to responding to evaluation question 2b this data, where available, will comprise another variable for analysing the effectiveness of C4E initiatives.

### 3.5 Consultation Process

#### 3.5.1 Communication with CESE Evaluation Unit

These communications include ongoing contact about procedural matters related to the evaluation and to facilitating feedback and approval processes associated with reporting requirements. Discussions have also provided the necessary overview of all SSNP evaluations that include the demands and associated timelines placed on schools for providing data and information.

#### 3.5.2 Communication with government, Catholic and independent Sectors

During all phases of the evaluation, clarification of contextual issues and the refinement of aspects of the sampling frame have required regular consultation with representatives of the three sectors. The sectors will also continue to remain informed about the progress of the evaluation through their membership of the Evaluation Project Reference Group.

#### 3.5.3 Communication with Participants

As outlined earlier, participants include principals, school executives, HATs (and their equivalent), araprofessionals, classroom teachers, graduate teachers, preservice

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teachers, professional experience office directors/coordinators, and professional experience supervisors. The extent of their engagement has been detailed in the planned correspondence included as part of the ethics application submitted through UNE Research Services. This correspondence included information about the evaluation, the nature of their engagement, consent forms, and confidentiality procedures. Copies of letters of invitation and information sheets are provided in Appendix 7.8. Sequenced communication with participants (as in the case of planning survey distribution) has been undertaken in collaboration with the CESE Evaluation Unit and sectoral representatives.

The evaluation team has also taken advantage of organised events within sectors to gather feedback in workshop settings and to keep evaluation stakeholders informed of the progress of the evaluation. Of particular benefit has been attendance at, and participation in, the Centre for Excellence Conferences in November of 2011 and 2012 for government schools. The 2011 conference provided an excellent opportunity to gain initial perspectives about professional experience initiatives and the 2012 conference was valuable in emphasising the importance of providing commentary through surveys if the C4E 'voice' is to be heard beyond the 'four walls of a conference room.'

3.5.4 Communication with the wider education community

In addition to formal reporting requirements any manuscripts prepared for presentation at conferences and/or publication will be reviewed in the first instance according to the Publication Rights guidelines provided by the CESE Evaluation Unit (14th March, 2011).

An additional communication strategy, and point of contact for all stakeholders, is the development of an evaluation blog (http://blog.une.edu.au/eisr/). The blog is designed to have a number of relevant links related to the Smarter Schools National Partnerships, to schools participating in the partnerships and commentary about articles and reports of interest. It is also the site to which survey respondents will be directed in order to register for completing surveys.

3.6 Instruments – Evaluation Questions Mapping

A summary of the alignment of data collection as it relates to each of the evaluation questions is provided in Table 2. The survey column indicates that information about each of the research questions can be obtained through surveys. The issue of who might contribute that information is detailed in Table 2, which provides an overview of the information that the various groups can provide.
Table 2: Alignment of data sources against the evaluation questions

<table>
<thead>
<tr>
<th>EVALUATION QUESTION</th>
<th>Surveys</th>
<th>Site Visits</th>
<th>PERFORMANCE DATA</th>
<th>DOCUMENT ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>NAPLAN Outcomes(1)</td>
<td>HSC Outcomes</td>
</tr>
<tr>
<td><strong>Centres for Excellence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To what extent are Centres for Excellence effective in achieving:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. improved teacher capacity and improved quality of teaching in hub and spoke schools (and other schools availing themselves of support from “virtual” or thematic C4Es)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>b. improved student performance in both hub and spoke schools</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>c. effective application of network learning principles where schools collaborate and share</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>d. effective relationships with partner universities?</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Highly Accomplished Teachers</strong></td>
<td></td>
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</tr>
<tr>
<td>2. To what extent has the HAT initiative been effective in achieving:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. effective career progression within the classroom for skilled teachers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>b. attraction and retention of skilled teachers in hard to staff schools</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
## EVALUATION QUESTION

<table>
<thead>
<tr>
<th>PERFORMANCE DATA</th>
<th>DOCUMENT ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN Outcome(s)</td>
<td>HSC Outcome(s)</td>
</tr>
<tr>
<td>Surveys</td>
<td>Site Visits</td>
</tr>
<tr>
<td>d. enhanced capacity of teachers to utilise student attainment data to help them more effectively meet individual student needs</td>
<td>x</td>
</tr>
<tr>
<td>e. improved student performance</td>
<td>x</td>
</tr>
<tr>
<td>f. sustainable improvements in teaching and learning through changes in school planning and management practices</td>
<td>x</td>
</tr>
</tbody>
</table>

### 3. This project should also investigate the characteristics of HATs, including:

<table>
<thead>
<tr>
<th>EVALUATION QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. their qualifications, work experience, professional backgrounds and career ambitions</td>
</tr>
<tr>
<td>b. the reasons they applied to become a HAT and whether aspirations have been realised</td>
</tr>
<tr>
<td>c. their perception of their roles and the impact they are having in both hub and spoke schools, as well as in relevant Low SES schools, on teacher capacity and quality as well as student performance.</td>
</tr>
</tbody>
</table>

### Paraprofessionals:

### 4. To what extent has the Paraprofessional initiative been effective in achieving:

<table>
<thead>
<tr>
<th>EVALUATION QUESTION</th>
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</thead>
<tbody>
<tr>
<td>a. improved support for individuals or groups of students?</td>
</tr>
<tr>
<td>b. improved support for teachers?</td>
</tr>
<tr>
<td>EVALUATION QUESTION</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>c. improved student performance?</td>
</tr>
<tr>
<td>d. enhanced job satisfaction of teachers and leaders?</td>
</tr>
<tr>
<td>e. pathways for paraprofessionals into teaching?</td>
</tr>
</tbody>
</table>

**Professional Experience:**

5. Do C4Es prepare higher quality teacher education graduates who are better equipped and prepared to teach in NSW schools?
   - X
   - X
   - X
   - X
   - X
   - X

6. How cost effective are professional experience programs delivered through C4Es?
   - X
   - X
   - X
   - X
   - X
   - X

a. what are the variations across sectors in effective professional experience delivery?
   - X
   - X

b. what constitutes and effective relationship between schools, training institutions and employers in the development and delivery of high quality professional experience?
   - X
   - X
   - X
   - X
   - X
   - X
   - X
   - X
## Additional areas of interest:

### 7. What are the similarities and differences across settings with respect to:

<p>| | | | | | | | | | | | | | | | |</p>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>the importance of contextual factors in the impact of the three initiatives</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>b.</td>
<td>Do C4Es prepare higher quality teacher education graduates who are better equipped and prepared to teach in NSW challenging schools such as those that are remote or which have higher Aboriginal enrolments?</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>What are the needs of new teacher education graduates for successful teaching in challenging schools?</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>d.</td>
<td>What are the particular training needs of teachers in schools with high Aboriginal enrolments?</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>e.</td>
<td>What factors in their training lead to higher retention of high quality teachers in challenging schools?</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>f.</td>
<td>What factors in the professional experience contribute to the attraction and retention of high quality mathematics and science teachers?</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>g.</td>
<td>the factors affecting sustainability of the initiatives</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>h.</td>
<td>the cost effectiveness of the three initiatives.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>i.</td>
<td>models and strategies adopted within C4Es, and involving HATs and Paraprofessionals, that can be generalised across contexts</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Notes:

1. NAPLAN results and student attendance data give an indication of the teaching quality within a school and the level of student engagement, not an outcome of what the pre-service teacher does. As such these data provide contextual insight and not a commentary on teacher attributes.
2. CSIS provides an analysis of contextual information, not raw data
3.7 Cross-sectoral Impact Survey (CSIS)

The CSIS collects data from schools participating in the Smarter Schools National Partnerships. It takes into account differing commencement dates for cohorts of participating schools and the duration of particular Partnerships. The anticipated duration of survey administration is until 2017.

The CSIS descriptive report released in April 2012 was examined for its potential to inform this evaluation. The report provides a comprehensive analysis of the responses of principals, school executives and teachers to three separate surveys:

The ‘p’ survey was distributed to schools prior to commencing participation, the ‘n’ survey was distributed to schools that were commencing participation and the ‘e’ survey was distributed to schools ending their participation.

The results of each of the surveys, which are described separately in the report, are not disaggregated according to the form of the SSNP. Consequently it is not possible to determine from the report, the difference in response between schools participating in the LN, Low SES, or ITQ National Partnerships. Further, a number of schools responding to the survey were participating in more than one partnership.

The results provide some direction for this evaluation. Table 3 below synthesises Tables 3 and 7 of the CSIS Report. Although the surveys sample different groups of teachers, the data in the table is indicative of shifts in the perceptions as schools and teachers began engaging with the SSNP.

Some observations of from this analysis are:

1. teachers appear to have commented less positively to most questions than principals and school executive and the shift in teachers’ perceptions between the two surveys is lower than that of principals or school executives
2. the percentage of teachers’ responses to questions 1 and 3 is higher than that of principals and school executives in the p survey but it is lower in the n survey
3. collaboration with other schools or with universities appear not to be high priority strategies for improving teaching and learning in the schools sampled.

While the CSIS data provides a potentially rich source of information for further analysis, it needs to be disaggregated by the SSNP focus if it is to specifically inform the evaluation of ITQNP initiatives. This work will be given priority in the next phase of the evaluation.
### Table 3: Difference in p and n survey responses to common questions: Synthesis of Tables 3 and 7 (CSIS Report)

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th>School Executive</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>p survey</td>
<td>n survey</td>
<td>p survey</td>
</tr>
<tr>
<td></td>
<td>% positive</td>
<td>increase</td>
<td>% moderate to very large</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(% difference)</td>
<td></td>
</tr>
<tr>
<td>1. Overall quality of teaching has improved</td>
<td>80%</td>
<td>39%</td>
<td>98% (18%)</td>
</tr>
<tr>
<td>2. Effective mentoring of staff is more widely established</td>
<td>56%</td>
<td>31%</td>
<td>94% (48%)</td>
</tr>
<tr>
<td>3. More time focused on teaching practices in staff meetings</td>
<td>66%</td>
<td>39%</td>
<td>94% (28%)</td>
</tr>
<tr>
<td>4. Teachers plan teaching to meet individual student needs</td>
<td>68%</td>
<td>34%</td>
<td>95% (27%)</td>
</tr>
<tr>
<td>5. Collective responsibility for teaching/learning is stronger</td>
<td>73%</td>
<td>41%</td>
<td>94% (21%)</td>
</tr>
<tr>
<td>6. Professional dialogue around teaching is of higher quality</td>
<td>77%</td>
<td>41%</td>
<td>98% (21%)</td>
</tr>
<tr>
<td>7. Improved quality of collaboration with peers around teaching/learning</td>
<td>73%</td>
<td>34%</td>
<td>84% (11%)</td>
</tr>
<tr>
<td>8. Analysis of student data has increased</td>
<td>84%</td>
<td>43%</td>
<td>89% (5%)</td>
</tr>
<tr>
<td>9. Collaborates more with other schools</td>
<td>60%</td>
<td>29%</td>
<td>82% (22%)</td>
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<td>10. More engaged in collaborative activities with universities around improving teaching/learning</td>
<td>31%</td>
<td>21%</td>
<td>53% (22%)</td>
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</table>
4 Current Status

4.1 Progress to Date: Preliminary Survey Findings

This section provides an overview of responses to the initial survey from a sample of principals and school executive staff (n=38). This sample represents the number of respondents who have completed the survey as at the time of preparation of this report and comprises 26 from the government sector, 10 from the Catholic sector and two from the independent sector. A breakdown of total respondents (n=201) who have currently registered to complete surveys is provided in Figure 2.

![Figure 2 Breakdown of Survey Respondents in Terms of Role Within Schools](image)

The third Progress Report will include a detailed analysis of responses from all groups responding to this round of surveys. Responses will be presented in sub-sections that are consistent with the main groups of questions in the survey. In addition, an overview of the analysis of Professional Experience Reports will be included.

4.1.1 Centres for Excellence

The focus of the questions in this section of the survey was on the aspects of collaborative activities of C4Es. Respondents were asked to identify the types of collaborative activities in which their school engaged and then to provide commentary about strategies that support and issues that hinder the collaboration. Figure 3 provides a breakdown of their selections.
A thematic analysis was undertaken of the commentary about strategies that support collaboration. Representative comments included "Subject specific learning events, which are in response to teacher identified needs, supported by funding ... and Virtual faculties in Science ... to allow for specialist support for beginning teachers in areas such as physics and chemistry." Three aspects of collaboration were highlighted:

1. the type of activity;
2. the purpose of the activity; and
3. the support needed for the activity.

Respondents emphasised the importance of face-to-face meetings (e.g., staff meetings, conferences, faculty meetings) that enable "teams", "critical friends", "communities of practice" and "collegial networks" to work together ("shared responsibility") to "increase capacity". There was also recognition of the use of online options (e.g. learning management systems such as Moodle and virtual faculties).

The commentary around the purpose for collaboration highlighted the importance of supporting individual as well as groups of teachers, and the importance of planning in order to develop improvement strategies at a range of levels including faculty, communities of practice and whole school. Support for teachers encompassed:

- responding to teacher identified need at all career stages;
- improving pedagogy;
- providing feedback;
- sharing resources;
- developing teaching resources, units of work, or action research projects;
- meeting with and observing the practice of teachers in other schools; and
- mentoring.
Planning for the implementation of improvement strategies highlighted the need for setting priorities, having clearly identified roles for team members and having a shared understanding of areas of need.

Support was articulated in terms of personnel, technology and funding. Key personnel were identified as the Highly Accomplished Teacher who could lead collaboration, 'experts' external to the school (e.g. Coordinators, critical friends) who could provide professional learning and/or feedback, and school planning committee representatives who facilitate group discussions about identified areas of need. Access to "virtual faculties" for sharing expert knowledge or a "digital curriculum" for sharing resources represent instances of additional support for teachers. The issue of funding is best summarised by the statements that "small amounts of funding make our 3 Community of Schools projects function – without it, the scope would be significantly less."

Of the issues that have the potential to hinder collaboration, three were mentioned frequently: funds for teacher release time; for teachers to meet; and travel distances making collaboration difficult. A number of other challenges were raised which could be grouped under a planning theme; they included an already crowded professional learning agenda in some schools that impacts on setting agenda and timelines, and resistant staff who "find it hard to open up their classrooms to other teachers [as a] barrier to acceptance of other methods."

4.1.2 Highly Accomplished Teachers (or equivalent)

The survey section relating to the role of the HAT (or its equivalent) also included questions about student performance.

Figure 4 Impact of National Partnership Initiatives Related to Student Performance

Figure 4 summarises the generally positive level of agreement from respondents concerning the impact of ITQ National Partnership initiatives in their schools with respect to student performance. The three student performance areas covered relate to: (i) whether or not the teaching focus on student improvement had increased (Blue - 64% Agree/Strongly Agree); (ii) whether or not student learning...
outcomes had improved (Red - 68% Agree/Strongly Agree); and (iii) whether or not student academic engagement had increased (Green - 67% Agree/Strongly Agree).

Respondents then provided commentary about the strategy (from a list of five) that they considered best supported improvements in students' academic performance. The strategy identified by most was the development of whole school strategies, with representative justification provided in the comments below.

*The focus of a school must be on continuous learning. School is about learning. All teaching staff need to understand what the data tells us about out students' learning needs and then work as a team to develop goals and strategies to address these identified needs.*

*Students need to feel a change in the entire school if they are to improve themselves. Teachers, parents, admin need to collaborate.*

*All decisions were based on whole school needs and how these translated into smaller achievable targets for teachers, teaching teams, individuals, the parents, community and the students.*

The part played by HATs (or their equivalent) in supporting teachers to turn these aspirations of teamwork, collaboration and achievable targets into something tangible was encapsulated by the comment as:

*The ability of the HAT to work with both the Faculty and individual teachers has improved teacher confidence and in turn academic results.*

Figure 5 and Figure 6 provide a summary of the perceptions of principals and school executive in response to a survey question asking them to consider aspects of the role of the HAT in their schools. In particular they were asked to rate on a 5-point scale (where 5 = Extensive) the extent to which particular activities are integral to the role and the extent to which the opportunity is available to undertake the activity.

![HAT Activities](chart.png)

*Figure 5 The Extent to which activities are integral to the HAT Role (Principal and School Executive Responses)*
Differences between priority and opportunity have been recognised by respondents for all listed aspects of the role. Sufficient, additional responses to enable a statistical perspective will be needed to explore this initial observation. Possible reasons for such differences can be considered in later rounds of data collection, the processes for which will be modified in the light of emerging findings.

### 4.1.3 Paraprofessionals

A key question in this section of the survey asked respondents to consider the extent to which paraprofessionals contribute to improvements in the quality of teaching, improved support for teachers, improved support for students, and increased job satisfaction for teachers and leaders.

Figure 7 summarises the responses from, and highlights a positive dimension to, the role in terms of support for teachers. Details of the nature of this support were provided in the survey commentary, indicating that paraprofessionals, through their in-class activities, administrative tasks, and resource development – particularly in the ICT area - play an important role in providing teachers with the time to devote to improving student learning outcomes. Representative comments about the paraprofessional role included:

"The Educational Assistant support in the classroom gives the teacher more time to devote to the mainstream students in the class, This improves the quality of the teaching, student learning outcomes and job satisfaction.

Quality Technology Systems is a priority in our school and having a paraprofessional who is able to maintain our systems running continually updated supports all teaching..."
and learning programs [and] is fundamental to improvements in QT and improved student outcomes.

[The] Paraprofessional has made events for teachers easier to implement and has taken the admin off the teacher/s so they can focus on what is happening in the classroom/school.

![Figure 7 Contribution of the Paraprofessional role (Principal and School Executive Responses)](image)

### 4.1.4 Professional Experience

Survey questions concerning professional experience were addressed by perceived priorities for pre-service teachers in teaching and on organisational aspects of professional experience programs at the school and Tertiary Education Institution levels. The two questions about pre-service teachers are summarised here.

The first question relates to areas of professional practice that are important for future successful teaching and Figure 8 indicates how respondents (Principal and school Executive) rated these for pre-service teachers. Of the seven areas, the first five are linked to classroom practice, namely:

1. knowledge of subject content and how to teach it;
2. knowledge of student learning;
3. planning, assessing and reporting for effective learning;
4. communicating with students; and
5. classroom management skills.

The remaining two relate to improving professional knowledge and practice, and engaging with the profession.
Based on these responses, the relative importance assigned to the first five areas is consistent with the notion of consolidating teaching skills as an initial focus for pre-service teachers. Additional data and responses of other groups will be needed to comment on the relative importance of collaboration, as represented by the areas that focus on professional learning.

The second question relating to pre-service teachers sought commentary about important feedback that would be provided. A thematic analysis of comments identified three general areas for feedback:

1. Classroom Practice;
2. Professional Learning; and
3. Attributes

Within the Classroom Practice theme, specific advice was given that elaborated the five areas in the previous questions. Representative comments include:

*The knowledge of content is important, but even more important is deep knowledge of the QT framework; knowledge of effective assessment and its use to guide teaching programmes, effective classroom management techniques and skills in analysing data to inform teaching.*

*To bring about real learning, students need to be engaged with relevant real world experiences that instills in them the desire to learn and this can and does take years.*

*Develop strong inter-personal skills and positive relationships with your students.*

*Preparation and planning are key – need to have strategies and activities well planned to suit the needs and skills of the group and know where you need them to go next – the Teaching and Learning Cycle.*

**Figure 8 Pre-service teacher priority areas for future successful teaching (Principal and School Executive Responses)**
Advice within the Professional Learning theme focused on the need to identify "the best teacher in the school" as a mentor, to be prepared to reflect and discuss practice openly with colleagues, and to "engage in all professional learning offered".

In terms of a recommended set of personal attributes for pre-service teachers, respondents identified the following:

- a love of working with students;
- critical awareness;
- open-mindedness;
- flexibility;
- creativity;
- being reflective;
- being Energetic;
- having a positive outlook; and
- being well-organised

### 4.1.5 Additional Commentary

Three questions were provided in the last section of the survey to capture commentary about aspects of school contexts not addressed in the previous sections. Two of the questions focused on the challenging aspects of the teaching and environment and rewarding aspects of the respondents' role, respectively.

Comments provided below make reference to areas that were identified as challenges and they provide an additional perspective about whole-school planning, something that was raised previously by respondents as a strategy that impacted on improved outcomes for students. Areas referred to consistently include student learning, teacher professional practice, resources, and the wider school community.

*We have a high ESL population in a very large primary school*

*High percentage of students with identified needs in each classroom – particularly mental health and autism; many dysfunctional one parent families that require constant support both for students and parents.*

*Engaging students in core subjects in Stage 5.*

*Ensuring that teaching staff incorporate professional learning into their daily classroom practice.*

*Meeting the 'individual' needs of every child. It is a great theory but the variation in teachers' understanding and capacity to this is widely varied. Programming for this is an area where teachers struggle, both in their ability to do it well and the time factor.*

*… the growing bubble between the new generation of Early Career Teacher/New Scheme Teachers and those who are entrenched.*
The ever-changing curriculum and lack of training to support the changes. Selecting and integrating effective technology strategies that support outcomes and streamline teachers' work.

Being a small school, the biggest challenge is covering everything with a small number of staff. We are all working to capacity.

Meeting the needs of a diverse and impoverished community.

4.1.6 Summary

At this early point in the analysis of data, a number of themes have emerged from the commentary of this Principal/School Executive group. These themes include:

- the central place of collaboration with its associated shared focus on strengthening teacher practice;
- the need for whole-school strategies to sustain the increased emphasis on student learning outcomes;
- the key roles undertaken by HATs in fostering a greater focus on learning outcomes, and paraprofessionals in providing essential release time for teachers – to collaborate; and
- the consolidation of pre-service teachers' classroom practice as a basis for future successful teaching.

There is an element of consistency in these 'emerging themes'. they echo a statement made by a participant at the 2011 Centre for Excellence Conference for government schools (themes above highlighted):

In terms of the practicum experience enjoyed by student teachers, this continues to improve. This is largely due to the quality of the teachers taking students and the quality of their teaching – this is improving due to the C4E HAT and paraprofessional and schools working together. Significantly, the whole of school and across the C4E (cluster) common approach to teaching of, and preparation for, ‘writing’ in particular has focused student teachers on questioning their practice and making collegial efforts to improve.

4.2 Progress to Date: Professional Experience Reports

4.2.1 Background

A critical component of the assessment of pre-service teachers’ attainment of initial teacher education qualifications is the reports on professional experience outcomes prepared by supervising teachers and principals at the end of each professional experience session. All teacher education programs in NSW are required, as part of the Institute of Teachers process for approving Initial Teacher Education Programs, to include a schema for assessing professional experience consistent with a standard template developed by the Institute.
The template reports on progress against the NSW Graduate Professional Teaching Standards, and it is aligned with the Elements of the Professional Standards framework. Each section includes a checkbox section indicating the areas in which that the student has ‘Not demonstrated’, ‘Demonstrated’ or ‘Exceeded’ the expected standard, and a space for more qualitative or descriptive reporting. At the end of the report is a space for an overall comment.

A qualitative analysis of the summary comments in Professional Experience Reports is being undertaken to address aspects of the evaluation questions related to professional experience. Its purpose is to analyse the extent to which supervising teachers are able to articulate practice. The capacity to articulate practice can have implications for teachers’ capacity to mentor and to supervise pre-service teachers.

Preliminary findings presented in this section represent the outcomes of a text analysis of approximately 50 professional experience reports prepared for currently enrolled:

- Bachelor of Education students;
- Graduate Diploma in Education students; and
- Master of Teaching students.

The process of analysis involved coding the text in the summary comments referred to above, initially against the elements of the standards framework, and then against the individual standards identified at the Graduate Teacher level.

There are two outputs from this analysis. The first is a matrix listing the standards addressed within each report. The second is to separate from the range of reports all text coded against each standard.

### 4.2.2 Matrix of standards referenced within summary comments

A report of the text coded against each summary comment, i.e. the comments made about pre-service teachers’ capability against each element of the standards framework, and the overall comment, was generated from within nVivo (a computerized qualitative analytic tool). This report provides a map of the standards referenced by the report writers. These data are summarised in Figure 9.

One observation that can be made from this summarised report is that supervisors more commonly report on some standards than others.

This variability occurs between elements and standards within elements. Supervisors appear to comment more readily and consistently in relation to standards within Element 1: Teachers know their subject content and how to teach that content to their students than other elements.

In addition to standards in Element 1, there are a number of other standards which are well represented including those related to lesson planning (3.2), assessment of learning (3.4), rapport with students (5.1), classroom management (5.4), reflecting on practice (6.1), working collegially with colleagues (6.4), accepting feedback (6.5)
participating in the broader school community (7.4) and professionalism ethics and conduct behaviour (7.5).

Standards that are referred to less commonly include those concerned with knowledge of literacy strategies (2.6), assessment of student outcomes (3.6), reporting (3.9), knowledge of professional development (6.3), use educational research (6.7) and engagement with parents and caregivers (7.3).

It could be argued that these data are unsurprising as standards referenced more commonly relate to the basic expectations of student teachers and those standards less commonly referenced involve areas of teaching practice that student teachers have few opportunities to demonstrate. It could also be argued that elements with fewer standards such as Element 1 should have a greater number of references in comments. However this argument appears not to apply for Element 4, where the results are not significantly different to those for Element 2 (with the exception of Standard 2.6).
Figure 9: Number of References for Each Standard in the Professional Experience Reports
**Figure 10 Standards Referenced to Element 1 in the Professional Experience Reports**

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<td>5.2 Manage classroom activities smoothly</td>
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<td>5.4 Manage classroom activities smoothly</td>
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<td>5.5 Accept feedback</td>
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<td>5.6 Accept feedback</td>
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<td>5.7 Accept feedback</td>
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A deeper examination of the data indicates that a possible contributing factor to the extent to which teachers comment on standards in reports may be their capacity to describe practice. This may be the reason that standards in Element 1 are referenced to a greater extent than others.

The discussion above relates to the data in Figure 9, which is based on analysis of comments across the entirety of each report. Further analysis of the standards referenced in summary comments related to individual elements confirms this reasoning. Figure 10 maps standards referenced to Element 1. Although the element is concerned with content and pedagogic knowledge, the standards referenced in comments extend into other areas of practice.

The issue of teachers’ capacity to describe or articulate practice is considered further in later sections of this analysis.

### 4.2.3 Analysis of text coded against elements of the Standards

Text coded against each standard was downloaded from nVivo. Table 4 provides selected examples of the text coded for two elements: Element 1 and Element 4. The examples represent the types of references to the standards identified from reports. In many instances the references are brief, generalised and non-specific, for example:

> Knowledge of content is satisfactory.

In a number of cases the comments represent a paraphrasing of the standard. For example:

> He has demonstrated relevant knowledge of the central concepts, modes of enquiry and structure of the content.

However, some comments relate specifically to the content being taught. For example:

> A.M taught a Year 9 class a topic called “In Control”. It dealt with coordination within the Human Body. Her knowledge of content was excellent and well researched.
### Table 4 Examples of References to Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples of Teacher references to the Standards</th>
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</thead>
<tbody>
<tr>
<td>1.1 Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s).</td>
<td>Her knowledge of syllabus content and her ability to adapt the way she presented content from all KLA’s to particular students ensured that their learning needs were met. Any new content has been researched and studied, so that he is familiar with it. LT is aware of subject content ...... L has an excellent knowledge of the subject area content and processes. He has demonstrated relevant knowledge of the central concepts, modes of enquiry and structure of the content. HB has demonstrated a deep knowledge of the content and syllabus requirements of teaching Language. When researching unfamiliar content areas she shows initiative and enthusiasm. She demonstrated an extensive knowledge of Legal Studies content. He has an extensive knowledge of science. He has a vast knowledge of scientific fields and scientific process and this will help him in his development of teaching strategies. She demonstrates knowledge of the subject area appropriate for her level of experience, but this is well-supplemented by her excellent general knowledge.</td>
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<tr>
<td>1.2 Demonstrate research-based knowledge of the pedagogies of the content/discipline(s) taught.</td>
<td>.... planning and can clearly articulate content to the children. She has implemented a variety of teaching strategies to engage and motivate students .... and can teach this content to his students .... then teach it to the children using the correct pedagogies. Relevant and sequenced learning experiences She has used a variety of strategies to differentiate the curriculum thus ensuring that she has catered for the needs of all the children. She demonstrates sound pedagogical knowledge She has identified and planned specific teaching strategies and appropriate learning experiences for different stages/abilities within the 3-6 composite class. This was displayed in her programming and implementation of teaching and learning activities. She is developing thorough and content rich units of work, which cater for the learning needs of the diverse range of students Her lessons were well structured using varied resources that engage students in quality learning utilizing a scaffolding approach. Her lessons also engage students through rich, meaningful and connected activities and provide opportunities for them to make links to their own experiences. .... selects and implements strategies that provide for relevant and purposeful learning experiences</td>
</tr>
<tr>
<td>1.3 Design and implement lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.</td>
<td>Her knowledge of syllabus documents and her ability to effectively use the teaching and learning cycle in her planning, teaching, assessment and evaluation has been exemplary. .... that link the content to the syllabus documents have been displayed. KK has clearly shown me that he has a good understanding of relevant NSW syllabus requirements. The lessons planned and taught have been realistic and have targeted specific learning outcomes, particularly in English, Maths, HSIE and Science. N has demonstrated an increased knowledge of syllabus content and the progression of steps through the different stages in each KLA. PL has prepared and taught across all of the Primary Key Learning Areas. .... PL has designed and implemented lessons and whole units of work sequenced using</td>
</tr>
<tr>
<td>Standard</td>
<td>Examples of Teacher references to the Standards</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>knowledge of the NSW syllabus documents.</td>
<td>BH has demonstrated an understanding of and can clearly state knowledge of the link to relevant syllabus content to appropriate learning outcomes.</td>
</tr>
<tr>
<td>EG has demonstrated an understanding of the English syllabus and has developed Literacy programs based on the outcomes and indicators. She has shown an understanding of the PD/Health/PE syllabus, Mathematics syllabus and revised outcomes document. She has been able to communicate the connection of outcomes to indicators</td>
<td>She also ensures these lessons meet the syllabus requirements in terms of content, skills and outcomes. .... has demonstrated an excellent knowledge of syllabuses and has developed units of work which engage students through rich, meaningful and connected activities.</td>
</tr>
<tr>
<td>GR's planning and documentation are thorough and she demonstrates a good knowledge and understanding of central concepts and relevant syllabus outcomes. .... She has a good understanding of syllabus requirements and learning outcomes and is able to plan and implement quality teaching activities in a relaxed and productive environment.</td>
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</table>
| 1.4 Demonstrate current knowledge and proficiency in the use of the following:  
  • Basic operational skills  
  • Information technology skills  
  • Software evaluation skills  
  • Effective use of the internet  
  • Pedagogical skills for classroom management. | This was also demonstrated in KD’s knowledge of information and communication technologies (ICT) especially when he was selecting work from the Internet to display on the Smart Board. She is quite confident incorporating computer activities into her lessons and with using the interactive whiteboard.  
  He effectively uses ICT and other visual aids to assist students in the learning process.  
  She consistently integrated technology into the Stage Two Curriculum in a variety of ways all intended to enhance student learning.  
  BD has effectively developed structured lessons that are engaging sequential and incorporate ICT activities to support learning.  
  She is aware of the need to incorporate ICT in her practice.  
  She has been involved in staff development activities related to Smart Board and Accelerated Literacy and had been able to apply the outcomes to her program.  
  GH uses technology well for her spelling activities.  
  SG demonstrates knowledge of ICT syllabus requirements and incorporates ICT effectively and appropriately in professional practice.  
  JE’s use of information and communication technologies (ICT) was appropriate & effective ....  
  An interactive whiteboard was installed in our classroom during J’s internship.  
  JE researched suitable ICT activities for the student to take advantage of this new technology available to her. |
| 4.1 Communicate clear directions to students about learning goals.      | She articulates instructions and expectations to the class and displays a variety of management strategies, which she is still developing.  
  PK articulated purpose and directions clearly .... PK articulated purpose and directions clearly and continues to develop skills and awareness in selecting appropriate strategies, resources and structure to support learning.  
  JB’s directions to students were clear and explicit.  
  Clear behaviour expectations are established and adhered to in a fair and supportive way.  
  She provides very clear classroom expectations and outlines the structure of the lesson so the students have an understanding of their learning outcomes for the lesson.  
  GD uses effective oral communication skills and clearly articulates purpose and directions. |
### Standard

**Examples of Teacher references to the Standards**

<table>
<thead>
<tr>
<th>4.2</th>
<th>Demonstrate a range of questioning techniques designed to support student learning.</th>
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</thead>
<tbody>
<tr>
<td>BH</td>
<td>used a variety of clear verbal and non verbal communication with the students. She was explicit and focused the students on their learning tasks effectively. She gave appropriate instructions and improved her ability to explain work expectations to students. A.L uses the introductory segment of the lesson to explain goals, content, concepts clearly and accurately to students. M.A related to the students very well and they responded positively. Clear directions given to the students. J.S provides clear instructions and explanations to students.</td>
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<tr>
<td>KL</td>
<td>She was able to guide students through questioning, particularly in literacy sessions, to be willing participants in class discussions. KL’s questioning strategies have been affective in all lessons. He distributes questions of varying levels in order to maximise participation; questioning is used effectively requiring children to solve, analyse, create, judge, predict and remember. JS maintained discussions with students, used effective questioning, including open ended and closed questions and gave clear directions to students. She listens and responds to students’ questions and comments. She is able to use questioning strategies effectively to guide discussion. DG demonstrates a range of questioning techniques designed to support student learning. She has continued to develop open-ended questioning to facilitate discussion throughout the Internship. Questioning that developed and lead discussion was employed more and more frequently as the practicum went on. GD utilised a well sequenced series of questioning techniques to encourage input from all students in his classes. Demonstrated effective communication skills and well thought out questions. Teacher led discussion adequate.</td>
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</table>

<table>
<thead>
<tr>
<th>4.3</th>
<th>Listen to students and engage them in classroom discussion.</th>
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<tbody>
<tr>
<td>Miss I</td>
<td>showed effective communication and guidance in discussions. She was able to guide students through questioning, particularly in literacy sessions, to be willing participants in class discussions. Effective communication has been established especially with directions, questioning and listening to students. Developmental skills and awareness when selecting appropriate strategies for effective communication have been displayed. By listening to the children, HK has gained their trust and respect, which makes communication even more effective. She listens to students and engages them in class discussions. Every lesson included discussion and feedback. She used students’ responses to build on concepts engaging them in deeper understanding. She engages students with a range of techniques. J.B has planned and implemented teaching lessons to motivate and engage learners .... Students have responded to J.B in a positive way, feeling confident to ask questions to enable a deeper understanding of topics taught. M.C always models correct speech and has actively listened and responded to student initiatives. S.M used effective communication and questioning techniques during lessons. She allowed time for students to answer and provided prompts and support to enable all students to verbalise their ideas.</td>
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</tbody>
</table>
## Standard 4.4

**Use student group structures as appropriate to address teaching and learning goals.**

- Miss I showed appropriate and effective grouping of students to maintain interest and foster learning.
- Student grouping has been appropriate and effective in terms of selection and management.
- HT used modelled, guided and independent activities whilst also developing group-based activities.
- FT has implemented grouping strategies within the class structure to facilitate learning, combined with appropriate management strategies.
- Lessons were structured to allow for individual and group activities.
- She has utilised both whole class and small group organisation.
- F allows her students to communicate in a variety of situations including individual, groups and whole class. These groups are based on mutual respect emphasising appropriate language, clear speaking, effective listening and turn taking.
- G uses a variety of teaching modes and has had a great deal of success with small group activities in the Key Learning Areas.
- Her lessons have catered for different learning styles by incorporating group work, class discussions and practical activities.
- She has organised and used student group structures, when appropriate, to address teaching and learning goals.

## Standard 4.5

**Use a range of teaching strategies and resources including ICT and other technologies to foster interest and support learning.**

- Her ability to select appropriate teaching strategies and resources to foster and support student learning continues to develop well.
- N has used varied strategies in his teaching continues to develop skills and awareness in selecting appropriate strategies, resources and structure to support learning.
- Management strategies varied to meet the needs of the students with respect to age, developmental/ability level and cultural differences. ... She has developed effective teaching and learning strategies.
- She utilises a wide range of teaching strategies in her classroom to cater for the variety of cultural, social and learning needs of her students.
- She is developing skill in selecting appropriate strategies, structures and resources to foster student.
- JT uses a range of teaching strategies and resources to engage students in their learning.
- She varies her lessons to ensure student engagement by including interactive resources, interesting worksheets and cooperative learning strategies.
- During this project she has demonstrated the ability to work collaboratively to address an area of need, ask for and act on feedback, as well as demonstrate flexibility in changing teaching strategies to better address outcomes.
- ..... He is still developing his strategies.

## 4.2.4 Comments about the quality of reports

While the above text analysis provides some insights into the capacity of teachers to comment on the standards in individual elements of the Standards framework, an examination of the entirety of teachers’ comments reinforces the view that many teachers are not able to describe practice effectively. The following examples highlight the issue.
4.2.4.1 REPORT 1

Professional Knowledge Element 1: Very sound knowledge.
Professional Knowledge Element 2: Good approach to varied needs of students.
Professional Practice Element 3: Assessment and monitoring of student learning both formative and summative has been very well handled.
Professional Practice Element 4: Well managed.
Professional Practice Element 5: Management of safe and challenging environment well done.
Professional Commitment Element 6: Good understanding.
Professional Commitment Element 7: Clear evidence of understanding of role of teacher in community.

Comments: L.C is a very mature and conscientious teacher who sets a very high standard of work performance and competence. She has developed her teaching skills during this practicum. Well done.

4.2.4.2 REPORT 2

Professional Knowledge Element 1: A.C is quite an outstanding historian, and has learned his craft as a teacher extremely well.
Professional Knowledge Element 2: No comment.
Professional Practice Element 3: A.C plans thoroughly, and is a leader in development of assessment in the department.
Professional Practice Element 4: No comment.
Professional Practice Element 5: Highly competent and innovative.
Professional Commitment Element 6: Absolutely and A.C consults professionally with colleagues consistently.
Professional Commitment Element 7: No comment.

Comments: A.C has become an outstanding practitioner and a most valuable member of the History staff.

4.2.5 Summary

There are a number of observations that can be made from the preliminary analysis above.

1. The analysis highlights the partial referencing that teachers demonstrate when articulating and describing teaching practice.

2. While the assessments are high stakes in terms of students’ successful continuation in or completion of their program of study there are few quality controls evident to support consistency of teacher judgement.
3. The purpose of the reporting is directed towards summative assessment. The potential for the reports to provide formative assessments to guide the continuing development of pre-service and graduating teachers appears not to have been considered. In a teaching environment where the importance of formative assessment in the learning process is being given increasing emphasis there is a question as to why such assessment principles are not being applied more generally.
4.3 Projected Timeline

The evaluation phases and the overall timeline that were detailed in the revised evaluation plan for the Impact of Professional Experience Reform Measures, were modified to incorporate the additional three reforms (Table 5).

Table 5: Phases of the Evaluation - Revised

<table>
<thead>
<tr>
<th>Phase</th>
<th>Key Activities</th>
<th>Progress Report Content</th>
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<tbody>
<tr>
<td>Phase 2: Jan - Jun 2012</td>
<td>- Finalise extended evaluation</td>
<td>- Feedback on data collection procedures</td>
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<td>- Refinement of extended evaluation plan – additional cross-sectoral scoping; sampling</td>
<td>- Preliminary findings – analysis of trial evaluation</td>
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<td>- Refinement of data collection procedures (local trialling)</td>
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<td>- Finalising protocols for gathering participant data (e.g., practicum records)</td>
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<td>- Trial evaluation in selected sites</td>
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<td></td>
<td>- Preliminary data analysis</td>
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<tr>
<td>Phase 3: Jun 2012 - Jan 2014</td>
<td>- Extend evaluation to include all sites identified in the sampling frame</td>
<td>- Continued reporting of themes and findings</td>
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<td>- Surveys and interviews undertaken at negotiated intervals</td>
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<td></td>
<td>- Ongoing liaison with CESE Evaluation Unit and stakeholders – e.g., ITQNP Project Reference Group, EMSAD⁹</td>
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<tr>
<td></td>
<td>- Ongoing data analysis</td>
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<td>- Ongoing reporting</td>
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<tr>
<td>Phase 4: Jan 2014 - May 2014</td>
<td>- Final data synthesis</td>
<td>- Submission of the Final Evaluation Report</td>
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<td></td>
<td>- Report preparation and refinement</td>
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⁹ EMSAD: Educational Measurement and School Accountability Directorate

NSW SSNP: eISR-ITQ NP Draft Progress Report #2 ... 11/02/2013 version
## 5 Next Steps

Future activities for the evaluation project are predicated on the need to ensure that sufficient data, both quantitative and qualitative are collected to guarantee the 'robustness' of findings, i.e., that recommendations have a strong empirical base. To realise these outcomes, the ongoing efforts of the evaluation team comprise the following:

- continuing analysis of data collected for reporting purposes, and to inform the content and structure of future evaluation activities;
- surveying Pre-service teachers and Teacher Education Institutions;
- maintaining contact with schools identified in the evaluation sample frame to negotiate strategies to ensure that future survey panels, comprising school personnel, are well populated;
- planning and conducting site visits;
- using data from preliminary analyses to inform future surveys and site visits; and
- engaging in forums for providing feedback to stakeholders, such as, the annual C4E conference for government schools.

As noted in Section 4.1, a detailed analysis of survey data will be provided in Progress Report #3. These data will be supplemented with findings from site visits that have been timetabled to commence in November and will continue into 2013.

As part of the future planning of site visits, the original sample frame developed (Appendix 7.3.7) is to be revised to include more schools from each sector. This is seen as a necessary strategy to ensure that sufficient data are collected and to address the shortfall in survey responses.

Considerable time on the part of sector representatives, the ITQ NP Project Reference Group and the CESE Evaluation Unit was devoted to the provision of planning advice for, and feedback on, the set of survey instruments for distribution to schools. It is clear that the strategies to be pursued by the evaluation team to ensure that there are sufficient responses to address the evaluation questions will continue to have substantial planning demands.

There is a clear challenge for the evaluation team. Anecdotal evidence and rhetoric suggest that there are substantial benefits at the school level as a result of initiatives implemented in C4Es. However, at this stage, there is not sufficient 'hard data' to support these points of view. Thus for example, commentary such as "If only we had HATs forever" (participant at the 2012 annual C4E Conference for government schools) would need to be documented as a recurring theme if it is to have an impact on future planning at a system level.
Given that informal feedback from schools has attached considerable value to the ITQ NP initiatives, the response to the initial round of surveys was disappointing, with very few government Spoke schools represented, and a limited cross-section of schools from both the Catholic and independent sectors.

The most effective strategy for engaging schools in the evaluation has been through individual contact with principals by phone, followed up with additional conversations with a school contact. These contacts, who have been a source of much of the anecdotal feedback, have been made to date by members of the evaluation team because of their capacity to answer questions about the evaluation itself as well as ITQ NP initiatives in general. The evaluation team is therefore incorporating this strategy into its future planning to ensure survey engagement and a more substantial representation of participating schools from each sector.

The intended approach of the evaluation team is to contact all schools on the survey lists (Appendix 7.3.2 – Appendix 7.3.6) to negotiate one of the following:

- A telephone interview with the Principal;
- Telephone interviews with the Principal and members of staff – arranged by the school; and
- A Site visit to interview the Principal and members of staff.

To support this process, meetings were held in early December with representatives of each sector for their commentary and advice. The evaluation team wishes to acknowledge the strong spirit of cooperation from each sector to ensure that evaluation activities are supported as fully as possible. Some key points from the December discussions, and which will be incorporated into planning, included:

**Government sector**:
1. Contacting C4Es that had not responded to requests to participate in the evaluation;
2. Obtaining different feedback in surveys distributed to Tranche 1 and Tranche 2 schools in 2013. With this in mind, the positive aspects of such differences can be explored, for example, around the sustainability theme where commentary from Tranche 1 schools can be used formatively; and
3. Putting in place strategies for tracking the movement of HATs to capture the impact that the role has had on their respective career paths

**Catholic sector**:
1. Maintaining close links with each Diocese through interviews in early 2013 with National Partnership Coordinators\(^{10}\) to obtain their insights into the scope of improving teacher quality initiatives;

2. Identifying C4Es and other school contexts that have documented programs that 'showcase' a focus on teacher quality; and

3. Communicating on a regular basis – face-to-face where possible, with the National Partnership Distribution group about future aspects of the evaluation and ways of facilitating the engagement of schools.

**Independent sector:**

1. Contacting schools that had not responded to requests to participate in the evaluation to clarify selection criteria;

2. Identifying schools where the HAT equivalent role is having broad impact, i.e., within and across schools; and

3. Consolidating feedback from the sample list of schools prior to identifying additional schools that have accessed ISCE programs aligned with the National Partnership reform areas related to enhancing teacher quality.

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\(^{10}\) Opportunities for interviewing School Education Directors, or their equivalent in DEC will also be pursued in 2013.
6 References


7 Appendices

7.1 The evaluation team

The Project Team represents a consortium drawn from three tertiary institutions: the University of New England, the University of Western Sydney, and the Australian Catholic University – Strathfield Campus. The Team Leader is Professor John Pegg. In this role, he will oversee the work of the evaluation team and be supported by the Project Manager, who will chair meetings of the evaluation team and be the main contact person for the Evaluation Unit of the Centre for Evaluation and Statistics in Education (CESE).

The evaluation team provides researchers with expertise and experience designed to meet the specifications of the Expression of Interest. The team comprises research academics from a consortium of three universities, two senior administrative assistants, and the SiMERR Manager of IT services. These are:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader</td>
<td>Professor John Pegg (UNE/SiMERR)</td>
</tr>
<tr>
<td>Project Manager</td>
<td>Dr Greg McPhan (UNE/SiMERR)</td>
</tr>
<tr>
<td>Data Manager</td>
<td>Dr Bruce Mowbray (UNE/SiMERR)</td>
</tr>
<tr>
<td>Statistical Analyst</td>
<td>Professor Ray Cooksey (UNE)</td>
</tr>
<tr>
<td>Consortium Co-researchers</td>
<td>A/Prof Joy Hardy (UNE)</td>
</tr>
<tr>
<td></td>
<td>Professor Wayne Sawyer (UWS)</td>
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<td></td>
<td>A/Professor Professor Paul White (ACU)</td>
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<td></td>
<td>A/Professor Cal Durrant (ACU)</td>
</tr>
<tr>
<td>SiMERR IT Manager</td>
<td>Mr Gerard Todd (UNE/SiMERR)</td>
</tr>
</tbody>
</table>

The Project Manager and Data Manager will have particular responsibility for the oversight of both quantitative and qualitative analyses throughout the evaluation. They will consult on a regular basis with the Research Consultant on matters relating to the scope of data management.

Each member of the evaluation team is able to draw upon demonstrated high-level research skills. Each has had leadership roles in large-scale research, both independently and in collaboration with the SiMERR National Centre. The consortium members are able to provide the highest quality advisory and research services across the mixed method design of the evaluation. The capabilities of team members are outlined briefly below.

Professor John Pegg is the Foundation Director of the National Centre of Science, Information and Communication Technology, and Mathematics Education for Rural and Regional Australia (SiMERR). This Centre, funded by the Federal Government with $5 million for three years, is the only National Research Centre dealing with the teaching of specific subjects in primary and secondary education in Australia. In addition to the core funding, SiMERR has been successful in obtaining research grants in excess of $15 million.
As Director of SiMERR Australia he leads a group of approximately 12 academics and research staff from UNE, as well as academic personnel from other tertiary institutions in each State and Territory in Australia who are associated with SiMERR State/Territory Hubs. His work is far ranging, and he is particularly known internationally and nationally for his contribution to theory-based cognition research in mathematics education, assessment and professional development models, and a commitment to addressing rural and regional issues in education in Australia and overseas. In 2004, he was awarded the prestigious researcher of the year award at UNE. Over the past few years he has presented over 40 keynote (major) addresses throughout Australia and internationally. He has been the Team Leader of several large-scale research programs, the most recent of which was for the validation study for the Draft National Professional Standards for Teachers undertaken for the Australian Institute for Teaching and School Leadership (AITSL).

Dr Bruce Mowbray has spent more than 40 years working in the education sector, initially as a teacher before undertaking various curriculum support and policy roles within the NSW Department of Education and Training. Bruce is widely respected through his work with schools and senior policy makers in review, evaluation and action research. His wide background in teaching, educational administration, policy, and national evaluation projects equip him with substantial understandings of issues related to the quality of teaching and school leadership in Australian schools. His background in policy advice and large-scale policy development projects include having managed the Review of Higher School Certificate (McGaw Review) and been Executive Officer to the Review of Teacher Education in NSW (Ramsey Review). Bruce also took responsibility for the analysis of data for the two psychometric studies that formed the major part of the recent validation study for the Draft National Professional Teaching Standards for AITSL.

His Doctoral research into professional standards and their psychometric validation contributed to the establishment of the NSW Institute of including oversight of the development and psychometric validation of the NSW Professional Teaching Standards Framework, collaboration on the development of policies for the accreditation of teachers and approval of programs of teacher education. More recently he collaborated on a consultancy with the NZ Ministry of Education to evaluate a pilot Practice Based Attestation process for recognising the knowledge, skills and attributes of experienced teachers. Bruce’s capabilities have been recognised by his being made a Fellow of the Australian College of Educators.

Dr Greg McPhan is a postdoctoral research fellow at the SiMERR National Centre. Dr McPhan has been involved in mathematics and science education, as a teacher, lecturer and researcher for over 26 years. During his years as a high school teacher/Deputy (Curriculum), Dr McPhan taught science and mathematics.

As an education researcher, Dr McPhan has been involved in intensive school-based studies, as well as large national initiatives. For example, in the case of the Federally funded Maths? Why Not? Project, Dr McPhan was responsible for the day-to-day coordination of the project, including survey design, data analysis and reporting.
these capacities he developed a range of skills in coordinating the many teams and elements involved in such a large-scale national project. He was also the Executive Officer for the multi-million dollar program involving the 200-teacher Australian Government Summer Schools in Mathematics and Science program. Dr McPhan also took on project management, data management/analysis, and final report preparation roles in the recent validation of the Draft National Professional Standards for Teachers for AITSL.

**Associate Professor Joy Hardy** is Associate Professor of Contextual Studies in the School of Education at the University of New England (UNE). Joy has taught, researched and published in the area of environmental education and during her years as a high school teacher, Joy taught science and mathematics across each educational jurisdiction in Queensland. Joy has gained considerable experience at UNE within the area of teacher preparation, as Chair of Pre-service Teacher Programs, as Course co-ordinator of Graduate Entry Programs and, more recently, as Deputy Head of School with responsibility for Course, Teaching and Learning.

Joy’s insights into processes associated with teacher education at the State level have been further enhanced through her formal contact with the NSW Institute of Teachers, as a member of its Initial Teacher Education Committee Assessment Panels and through her management of the accreditation of all primary and secondary teacher education programs at UNE. Joy was a member of the SiMERR research team that recently worked with the Australian Institute of Teaching and School Leadership (AITSL) and which had responsibility for overseeing the piloting of the National Professional Standards for Teachers by seventeen key education stakeholder groups across each State and Territory. A key aspect of her role in this project was a thematic analysis of the reports from each of the seventeen groups.

**Professor Ray Cooksey** is Professor of Organisational Behaviour and Decision Making in the School of Business, Economics and Public Policy at the University of New England. He also served a period as Acting Pro Vice-Chancellor (Research) at UNE. He earned his PhD in Psychology from Colorado State University in 1981 and has taught and conducted research in three different disciplines: education, psychology and business/management. This background has provided him with a unique multi-disciplinary perspective on human behaviour as well as on research methods and approaches to data analysis. Professor Cooksey has an established international reputation in the areas of judgment analysis and decision-making and complexity perspectives in organisational behaviour and Human Resource Management. He is also an acknowledged expert in research methodology, including mixed methods, complexity ‘theory’, survey design, and the analysis of quantitative and qualitative data in the behavioural and social sciences. Most recently, he was Editor of the *Journal of Management & Organization*, the official journal of the Australia and New Zealand Academy of Management (ANZAM). Ray is also a former President and Research Fellow of ANZAM. His most frequently cited publication is his 1996 book on *Judgment Analysis* (Academic Press).
Professor Cooksey has been involved in a number of research grants relevant to education that include:

- A project to disaggregate, analyse and interpret the NSW data within the *National Survey of Teachers in Rural and Regional Schools* to identify issues in teaching and learning science, ICT and mathematics for NSW DET
- an ARC project entitled *Qualitative and Quantitative Applications of Judgement Analysis to Human Decision Making in Educational Settings: The Case of Literacy Standards*
- a contract research grant to investigate bias and multidimensionality in Tertiary Entrance Scores in the ACT (ACT Schools Authority)

**Professor Wayne Sawyer** is Head of Research in the School of Education at the University of Western Sydney. His areas of expertise include: secondary English curriculum, literacy, effective teaching, curriculum history and educational policy. He has been Chair of the NSW Board of Studies English Curriculum Committee, and was formerly editor of the ‘A’ ranked journal *English in Australia*. He recently completed a State-wide evaluation of the *Connected Outcomes Groups (COGs)* curriculum framework for the NSW DET and has completed major policy advice papers on English curriculum for the NSW Board of Studies and the Victorian Curriculum and Assessment Authority.

Wayne was a member of the ARC SPIRT Project team (*Identifying and analysing processes in schooling producing outstanding educational outcomes, to assist national renewal in junior secondary school education*), which studied highly effective Faculties and other groups teaching Years 7-10 throughout NSW and which in 2007 produced a series of seven books, Findings from *AESOP*. Wayne was lead author on two of these.

**Associate Professor Paul White** is currently Associate Professor and Head of School of Education at ACU, Sydney. Before taking up his appointment, he taught high school mathematics in Western Sydney and Canada, and finally as Head Teacher in a rural community in north western NSW. His research activities in mathematics education have centred on student concept development in calculus, angles and multiplicative thinking. Currently he is working on how to use NAPLAN to improve understanding in mathematics and ways to engage Year 9 and 10 students in a second chance algebra program to boost their options for higher-level mathematics in senior school.

**Associate Professor Cal Durrant** is Associate Professor of English Literacy at ACU (NSW) and has taught, researched and published in the areas of English curriculum, literacy, technology and media education for over 25 years. His most recent publication is a co-edited text with Professor Karen Starr based on the 2008 Summer School for Teachers of English called: 'English for a New Millennium: Leading Change' (2009, Wakefield Press). He is currently co-editing a text for the International Federation for the Teaching of English to be published in 2012 by Routledge (UK).
Cal has been involved in a range of projects with state and federal funding authorities. He was co-convenor of the successful Deakin/Murdoch/AATE consortium that delivered the $2.4 million Australian Government’s Summer School for Teachers of English initiative in January, 2008. He was a co-investigator on the DEET funded ‘Learning Federation Field Review’ project through Murdoch’s School of Education in 2003, and co-investigated the 'Analysis and Collection of Qualitative Data from ASP Infrastructure Trial' for the West Australian Department of Education and Training in 2002. In 1997, he coordinated the collection and writing up of the NSW data for the Deakin/QUT/ECU/CQU/UNE and Monash consortium as co-researcher on the 'Digital Rhetorics: Literacies and Technologies in Education - Current Practices and Future Directions' project funded by DEETYA in 1997.

7.1.1 Role of Consortium Partners

- UNE/SiMERR: Overall project management; methodology; school contact; data collection and management; quantitative and qualitative data analysis; reporting
- UWS: School contact; data collection and management; qualitative analysis; reporting
- ACU: School contact; data collection and management; qualitative analysis; reporting
### 7.2 Site Visit Schedule

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<td>Bonnyrigg Heights Public School (T2)</td>
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<td>Gulmarrad Public School (T2)</td>
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<td></td>
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<td>Orana Heights PS*</td>
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<td>Ravenswood</td>
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* = Low SESNP Schools
7.3 Sampling Frame for Schools

The schools included in sections 6.2.1 – 6.2.5 were identified from the NSW Smarter Schools National Partnerships Centres for Excellence List (government sector), and from material provided by the NSW Catholic Dioceses through the Catholic Education Commission and from the Association of Independent Schools NSW.

7.3.1 Sampling Frame – Trial

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<th>ESL</th>
<th>Type</th>
<th>Location</th>
<th>Uni link(s)</th>
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<td>956</td>
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<td>UNE</td>
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### 7.3.2 Government Sector Sampling Frame – Surveys (Centres for Excellence and selected Low SES Community schools)

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* Low SES NP Schools
7.3.3 **Government Sector Sampling Frame – Surveys (Spoke schools list)**

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### 7.3.4 Catholic Sector Sampling Frame - Surveys

#### 7.3.4.1 Centres for Excellence

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<th>School</th>
<th>Centre for Excellence</th>
<th>Enrolment</th>
<th>ICSEA</th>
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<th>Type</th>
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*NSW SSNP: eISR-ITQ NP Draft Progress Report #2 ... 11/02/2013 version*
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<th>ESL</th>
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### 7.3.5 Catholic Sector Sampling Frame

#### 7.3.5.1 Professional experience initiatives

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* Linked to a Centre for Excellence
### 7.3.6 Independent Sector (ISCE) Sampling Frame – Surveys

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<td>1062</td>
<td>6%</td>
<td>5%</td>
<td>K-12</td>
<td>Provincial</td>
</tr>
<tr>
<td>Orange Christian School</td>
<td>318</td>
<td>1059</td>
<td>5%</td>
<td>7%</td>
<td>K-12</td>
<td>Provincial</td>
</tr>
<tr>
<td>School</td>
<td>Enrolment</td>
<td>ICSEA</td>
<td>Indigenous</td>
<td>ESL</td>
<td>Type</td>
<td>Location</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
<td>-----</td>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td>Ravenswood, Gordon</td>
<td>1085</td>
<td>1199</td>
<td>0%</td>
<td>9%</td>
<td>K-12</td>
<td>Metropolitan</td>
</tr>
<tr>
<td>St Philip’s Christian College – Waratah</td>
<td>1068</td>
<td>1137</td>
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<td>K-12</td>
<td>Metropolitan</td>
</tr>
<tr>
<td>Summerland Christian College</td>
<td>289</td>
<td>1045</td>
<td>5%</td>
<td>5%</td>
<td>K-12</td>
<td>Provincial</td>
</tr>
<tr>
<td>Taree Christian College</td>
<td>454</td>
<td>875</td>
<td>13%</td>
<td>1%</td>
<td>K-12</td>
<td>Provincial</td>
</tr>
</tbody>
</table>

* Low SES School
### 7.3.7 Sampling Frame – Case Studies

<table>
<thead>
<tr>
<th>School</th>
<th>Enrolment</th>
<th>ICSEA</th>
<th>Indigenous</th>
<th>ESL</th>
<th>Type</th>
<th>Location</th>
<th>Uni link(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlingford West PS</td>
<td>712</td>
<td>1156</td>
<td>0%</td>
<td>90%</td>
<td>Gov: K-6</td>
<td>Metropolitan</td>
<td>UTS; UNSW</td>
</tr>
<tr>
<td>Westmead PS</td>
<td>907</td>
<td>1167</td>
<td>0%</td>
<td>95%</td>
<td>Gov: K-6</td>
<td>Metropolitan</td>
<td>UWS</td>
</tr>
<tr>
<td>Gulmarrad PS</td>
<td>205</td>
<td>972</td>
<td>5%</td>
<td>0%</td>
<td>Gov: K-6</td>
<td>Provincial</td>
<td>SCU</td>
</tr>
<tr>
<td>Coffs Harbour Snr College</td>
<td>381</td>
<td>1033</td>
<td>2%</td>
<td>-</td>
<td>Gov: 11-12</td>
<td>Provincial</td>
<td>SCU</td>
</tr>
<tr>
<td>Macarthur Girls High School</td>
<td>1040</td>
<td>1051</td>
<td>0%</td>
<td>87%</td>
<td>Gov: 7-12</td>
<td>Metropolitan</td>
<td>UWS</td>
</tr>
<tr>
<td>Morisset PS</td>
<td>231</td>
<td>950</td>
<td>6%</td>
<td>3%</td>
<td>Gov: K-6</td>
<td>Metropolitan</td>
<td>Newcastle</td>
</tr>
<tr>
<td>Merewether PS</td>
<td>186</td>
<td>1044</td>
<td>1%</td>
<td>4%</td>
<td>Gov: K-6</td>
<td>Metropolitan</td>
<td>Newcastle</td>
</tr>
<tr>
<td>Mudgee High School</td>
<td>1059</td>
<td>965</td>
<td>7%</td>
<td>3%</td>
<td>Gov: 7-12</td>
<td>Provincial</td>
<td>CSU</td>
</tr>
<tr>
<td>Warialda HS</td>
<td>227</td>
<td>955</td>
<td>4%</td>
<td>0%</td>
<td>Gov: 7-12</td>
<td>Provincial</td>
<td>UNE; SCU</td>
</tr>
<tr>
<td>Keiraville PS</td>
<td>248</td>
<td>1114</td>
<td>1%</td>
<td>26%</td>
<td>Gov: K-6</td>
<td>Metropolitan</td>
<td>Wollongong</td>
</tr>
<tr>
<td>School</td>
<td>Enrolment</td>
<td>ICSEA</td>
<td>Indigenous</td>
<td>ESL</td>
<td>Type</td>
<td>Location</td>
<td>Uni link(s)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
<td>-----</td>
<td>------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Narooma HS</td>
<td>519</td>
<td>962</td>
<td>11%</td>
<td>7%</td>
<td>Gov: 7-12</td>
<td>Provincial</td>
<td>Wollongong</td>
</tr>
<tr>
<td>Blayney HS</td>
<td>385</td>
<td>951</td>
<td>5%</td>
<td>0%</td>
<td>Gov: 7-12</td>
<td>Provincial</td>
<td>CSU</td>
</tr>
<tr>
<td>*James Busby HS</td>
<td>755</td>
<td>927</td>
<td>5%</td>
<td>67%</td>
<td>Gov: 7-12</td>
<td>Metropolitan</td>
<td></td>
</tr>
<tr>
<td>*Orana Heights PS</td>
<td>522</td>
<td>889</td>
<td>29%</td>
<td>5%</td>
<td>Gov; K-6</td>
<td>Provincial</td>
<td></td>
</tr>
<tr>
<td>Our Lady of Mercy College, Parramatta</td>
<td>997</td>
<td>1111</td>
<td>0%</td>
<td>43%</td>
<td>Non-Gov; 7-12</td>
<td>Metropolitan</td>
<td></td>
</tr>
<tr>
<td>St Joseph’s High School, Aberdeen</td>
<td>628</td>
<td>979</td>
<td>5%</td>
<td>1%</td>
<td>Non-Gov; 7-12</td>
<td>Provincial</td>
<td></td>
</tr>
<tr>
<td>St Paul’s College, Manly</td>
<td>625</td>
<td>1095</td>
<td>0%</td>
<td>5%</td>
<td>Non-Gov; 7-12</td>
<td>Metropolitan</td>
<td></td>
</tr>
<tr>
<td>McCauley Catholic College, Clarenza</td>
<td>576</td>
<td>1007</td>
<td>3%</td>
<td>0%</td>
<td>Non-Gov; 7-12</td>
<td>Provincial</td>
<td></td>
</tr>
<tr>
<td>The Learning Exchange</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trinity Catholic College, Goulburn</td>
<td>660</td>
<td>1047</td>
<td>1%</td>
<td>0%</td>
<td>Non-Gov; 7-12</td>
<td>Provincial</td>
<td></td>
</tr>
<tr>
<td>Orange Christian School</td>
<td>318</td>
<td>1059</td>
<td>5%</td>
<td>7%</td>
<td>K-12</td>
<td>Provincial</td>
<td></td>
</tr>
<tr>
<td>Ravenswood, Gordon</td>
<td>1085</td>
<td>1199</td>
<td>0%</td>
<td>9%</td>
<td>K-12</td>
<td>Metropolitan</td>
<td></td>
</tr>
</tbody>
</table>

* Low SES NP School
7.4 Surveys

7.4.1 Email to Principals requesting participation in the ITQ NP Evaluation

Email letters to Principals of each sector inviting them to participate in the survey phase of the evaluation of selected reforms of the Improving Teacher Quality National Partnership

Heading: Improving Teacher Quality National Partnership evaluation – INVITATION TO PARTICIPATE

Dear Principal (School Name),

The National Research Centre of Science, Information and Communication Technology, and Mathematics Education for Rural and Regional Australia (SiMERR) at the University of New England has been contracted on behalf of the NSW Minister of Education to conduct an evaluation of key initiatives implemented in NSW schools across all sectors as part of National Partnership initiatives.

The main focus of the evaluation is the Improving Teacher Quality National Partnership (ITQNP) with some schools in the Low Socio-economic Status School Communities National Partnership (Low SESNP) also included. As per the email you have already received from the NSW Department of Education and Communities, your school is invited to participate in the survey phase of the evaluation.

This evaluation seeks commentary from each educational sector in NSW. The evaluation has been designed, and schools selected to participate, in consultation with representatives from the three education sectors. The scope of this evaluation is outlined in the attached General Information Sheet.

Any queries concerning the evaluation process can be directed to Douglas Melrose-Rae, Leader of the Evaluation Unit in the Centre for Education Statistics and Evaluation (NSW Department of Education and Communities).

Participation in the survey phase of this evaluation involves two steps:

1. **Registration**
   As Principal, please confirm your school’s participation in the evaluation by completing an online registration form. The form is available by clicking on the Registration Form link on the evaluation Blog at

   http://blog.une.edu.au/eisr/surveys-sign-up/

   The following password should be used where requested:
This registration process should take approximately 5 minutes of your time.

2 Nomination of a School Contact
After completing the Registration, please reply to this email with the name and email address of a nominated school contact. We will liaise with this person to coordinate your school’s involvement in the evaluation.

The surveys will be available for completion online throughout the first three weeks of September.

We look forward to your involvement in the evaluation, and learning about the National Partnership initiatives you and your staff have engaged in. Please do not hesitate to contact me with any questions that you might have about aspects of the evaluation.

Regards,
Greg McPhan

Principal Research Manager – Teacher Quality
SiMERR National Research Centre
UNE, Armidale
7.4.2 Registration Survey

To Survey Participants

I have downloaded and read the relevant Information Sheets – Consent Form from the Evaluation Blog and I understand that, by submitting this Registration Form, I consent to participating in the evaluation related to the Improving Teacher Quality National Partnership.

Confidentiality:
Any information and/or feedback provided by you as part of your survey response will remain confidential to the evaluation team. Any reporting of commentary from individual responses will be de-identified.

1. First Name
TEXT BOX

2. Last Name
TEXT BOX

3. Email address
(The email address you provide here will be used to notify you of future surveys.)
TEXT BOX

4. School contact phone number
TEXT BOX

5. Mobile phone number (optional – to be used to notify you of future surveys.)
TEXT BOX

6. Sector
Drop-down options:
- Government
- Catholic
- Independent

7. My current employment status is:
Drop-down options:
- Preservice Teacher
- Graduate Teacher – progressing towards accreditation with NSWIT
- Classroom Teacher – New Scheme Teacher
- Classroom Teacher – Accredited Teacher
- Highly Accomplished Teacher (ITQ NP) – Government Sector
- Highly Accomplished Teacher (Low SES NP) – Government Sector
- Leader of Pedagogy/Teacher Education – Catholic Sector
- Teacher Accredited at PA or PL – Independent Sector
- School Executive
- Principal
- Paraprofessional
- Professional Experience Office Director (Tertiary Education Institution)
- Professional Experience Supervisor (Tertiary Education Institution)

8 School
Use the drop down menus to select the school at which you are currently employed.

Government:

Drop-down options of C4Es/Hub Schools

Catholic:

Drop-down options of C4Es

Independent:

Drop-down options of Schools

9 Region (as per MySchool categories)
Drop-down options (as per MySchool):
- Metropolitan
- Provincial
- Remote

Submit
7.4.3 Principal-Executive Survey

Principal - Executive Survey

Who Completes this Survey:
This survey has been prepared for completion by Principals in schools that have been/are implementing initiatives related to the Improving Teacher Quality National Partnership (ITQNP).

Survey Context:
This survey is being undertaken for the NSW National Partnerships Evaluation Committee (NPEC) as part of its state level evaluation of elements of the Improving Teacher Quality National Partnership (ITQNP). Feedback is being gathered from government, Catholic and independent sectors.

Confidentiality:
Any feedback provided by you as part of your survey response will remain confidential to the evaluation team. Any reporting of commentary from individual responses will be de-identified.

About the Survey:
This survey is designed to gather information about:

1. School-wide initiatives, such as, the operation of Centres for Excellence;
2. The role of key personnel in schools who have been identified for their capacity to provide professional and/or classroom support, e.g., Highly Accomplished Teachers (and their sectoral equivalents) or paraprofessional staff, and
3. The preparation of teachers through quality professional experience placements in partnership with Teacher Education Institutions.

The survey provides the opportunity to share thoughts and experiences about changes to school practices as a result of participation in National Partnership initiatives.

Please choose the Not Applicable option in questions that do not apply to you or your school context.

The information you provide for this evaluation will help to inform future decisions about attracting and rewarding high-quality teachers, the delivery of school-based teacher education, increased in-school support for teachers and leaders and on-going strategic professional learning.

Thank you for your involvement in the evaluation,
Professor John Pegg
For and on behalf of the evaluation team.

Please complete this survey by XX/XX/XXXX
Contact person for further information about this survey and the evaluation: Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au
Section A  Background Information

1  Please indicate the highest level of education you have achieved to date:
   - University – Bachelor’s degree
   - University – Bachelor’s degree (Honours)
   - University - postgraduate
   Drop-down options:
   Masters – please specify area;
   Doctorate – please specify area
   - Other, please specify

2  Please indicate your age group:
   - Under 30
   - 31-40
   - 41-50
   - 51-60
   - Over 60
   - Rather not say

3  What has been your main teaching focus during your career?

2  Teaching specialisation:
   Radio buttons
   - Early Childhood
   - Primary
   - Middle School
   - Junior Secondary
   - Senior Secondary

4  Teaching area
   Radio buttons
   - Early Childhood
   - Primary
   - English
   - Mathematics
   - Biology
   - Chemistry
   - Earth and Environmental Science
   - Physics
   - Aboriginal Studies
• Ancient History
• Business Studies
• Economics
• Geography
• Legal Studies
• Modern History
• Society and Culture
• Studies of Religion
• Agricultural Technology
• Computing Technology Information Systems
• Computing Technology Software Design
• Design and Technology
• Engineering Technology
• Food Technology
• Graphics and Multimedia Technology
• Industrial Technology
• Textiles Technology
• Personal Development Health and Physical Education
• Languages
• Dance
• Drama
• Music
• Visual Arts

• Other – please specify

4  Do you currently undertake any teaching?

Yes/No
Section B  Questions about Centres for Excellence or ITQNP initiative schools

1. Has your school been involved in a learning network through which schools collaborate and share?
   Yes/No

2. What is the specific/identified focus of professional collaboration and sharing within your school? (Click the radio buttons that apply)
   - improved pedagogy
   - curriculum development
   - professional learning
   - other, please specify

3a. Are there any particular strategies that support the functioning of this collaboration?

3b. Are there any particular issues that hinder the functioning of this collaboration?
Section C  Questions about the Highly Accomplished Teacher or its equivalent

Section C (i) Questions about student performance

3  The role of the HAT (or equivalent) has contributed to a greater focus on improving student performance in your school as a direct result of National Partnership initiatives.
Likert Scale

2  The overall student learning outcomes in this school have changed as a result of National Partnership initiatives in the school.
Likert Scale

3  The overall student engagement in this school has changed as a result of National Partnership initiatives in the school.
Likert Scale

4  What kinds of change are most evident? (eg academic, sporting, attendance, behaviour)
LIST HERE
(eg academic, sporting, attendance, behaviour ... non observable)

5  For your school, please rank (i.e., each strategy has a different number) the following strategies for their importance in improving student academic performance.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Radio Buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Developing whole school improvement strategies</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Supporting individual teachers through feedback and/or mentoring</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>c. Working with students experiencing academic challenges (e.g., special needs students) in the classroom</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>d. Working with performance data to improve learning outcomes</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>e. Focusing on a specific Year or Faculty</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
For the strategy you ranked the highest, please provide a brief rationale for your choice.

**TEXT BOX HERE**
Section C (ii) Questions about the HAT (or equivalent) role

1. Indicate the extent to which you consider the role has contributed to:

   i. improvements in the quality of teaching  
      Likert Scale

   ii. improved support for teachers in your school  
      Likert Scale

   iii. improved support for teachers in cluster/other schools  
      Likert Scale

   iv. improved student learning outcomes  
      Likert Scale

   v. enhanced job satisfaction of teachers and leaders  
      Likert Scale

   vi. improved parental engagement  
      Likert Scale

2. To what extent do you see the HAT (or equivalent) role as supporting:

   (i) their own achievement of higher Stages of the Professional Teaching Standards?  
      Likert Scale

   (ii) other teachers’ achievement of higher Stages of the Professional Teaching Standards?  
      Likert Scale
3. This question asks you to consider a range of activities and indicate the extent to which you feel (i) each is an integral part of the HAT (or equivalent) role and (ii) the opportunity is available for the HAT (or equivalent) to engage in each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Integral to the role</th>
<th>Opportunity is available</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Modelling and demonstrating quality teaching to peers and others</td>
<td>Likert Scale</td>
<td>Likert Scale</td>
</tr>
<tr>
<td>b. Working collaboratively with members of the school executive to plan and initiate whole-of-school teacher quality improvement strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Supporting the quality of professional learning offered to teachers across the school/school cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Mentoring/coaching and supporting individual teachers to provide professional feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Managing, supporting or delivering programs targeted at specific cohorts of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Working with other members of the school executive to strengthen teacher development structures and initiatives within their teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Working with university personnel to build strong partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Contributing to a greater focus on improving student performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Supporting the quality of professional experience offered by the school to preservice teachers in the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Working with preservice teachers to enhance their professional experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section D  Questions about Paraprofessionals

There are two types of paraprofessionals: Educational and Operational.

1. The role undertaken by the paraprofessional/s in my school is/are (click those that apply):
   - Educational (supporting teaching and learning in the classroom)
   - Operational – teacher support (monitoring and recording student assessment tasks)
   - Operational – community engagement (developing home, school and community partnerships)
   - Operational – technology learning (technology and connected learning support)
   - Operational – information management (developing and implementing data management systems or modifications to curriculum and learning materials)
   - Operational – professional experience (assisting with the coordination of professional experience and strengthening school-Teacher Education Institution partnerships)
   - Our school does not have a paraprofessional [answering this option takes respondents to Section E]

2. Briefly outline the main activities supported or engaged in by the paraprofessional/s in your school.

   TEXT BOX HERE

3. In your own view, the paraprofessional role has contributed to:
   i. improvements in the quality of teaching?  
   Likert Scale
   ii. improved support for teachers?  
   Likert Scale
   iii. improved student learning outcomes?  
   Likert Scale
   iv. enhanced job satisfaction of teachers and leaders?  
   Likert Scale

   Please elaborate  
   TEXT BOX HERE

4. Do you see the paraprofessional role as providing a pathway into teaching?  
   Please elaborate.
Section E  
Questions about Pre-service Professional Experience

1. Please rate each of the following areas of preservice teacher preparation in terms of their importance for successful future teaching:

<table>
<thead>
<tr>
<th>Area</th>
<th>Radio Buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highest</td>
</tr>
<tr>
<td>Knowledge about subject content and how to teach that content to students</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Knowledge about their students and how they learn</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Planning, assessing and reporting for effective learning</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Communicating effectively with students</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Creating and maintaining safe and challenging learning environments through the use of classroom management skills</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Improving professional knowledge and practice</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Active engagement with the profession and with the wider community</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

2. Our school monitors and/or evaluates the way we provide professional experience.

Likert Scale
3. Please indicate the extent to which you agree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Radio Buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td>The guidelines provided by Teacher Education Institution for managing the professional experience are clear</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The criteria provided by Teacher Education Institutions for assessing whether a student has satisfied requirements for the professional experience are clear</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The performance benchmarks set by Teacher Education Institutions for passing students at the professional experience are too low</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Teacher Education Institutions liaise regularly with the school during the professional experience</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Teacher Education Institutions have clear processes for dealing with cases where it is determined that a student is not meeting requirements</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
4. What is your perspective on the importance of each of the following when selecting teachers to supervise the professional experience:

<table>
<thead>
<tr>
<th>Selection</th>
<th>Radio Buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of teaching experience</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Perceptions about the quality and capacity of the supervising teacher</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Fit with pre-service teacher’s request in terms of school stage and subject</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The willingness of teachers to supervise the professional experience</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The teacher having undertaken specific supervision/mentorship training</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
5. Please indicate the extent to which you agree with the following statements:

a. Participating in the professional experience keeps teachers up to date with current developments in education
   Likert Scale

b. Participating in professional experience develops teachers’ mentoring and supervisory skills
   Likert Scale

c. Contributing to the development of new members of the profession is a professional responsibility of all teachers
   Likert Scale

d. Professional experience is a burden on the school and its teachers
   Likert Scale

e. Preservice teachers are a positive influence on a school and its community
   Likert Scale

f. Teachers would not participate in professional experience if it was not for the payment received
   Likert Scale

g. It is important to ensure that pre-service teachers have a successful professional experience
   Likert Scale

h. There is a need for pre-service teachers to have other forms of engagement with schools e.g. viewing demonstration lessons in schools
   Likert Scale

i. The professional experience is an element of the work currently underway to improve the quality of teaching in the school
   Likert Scale

j. Schools have the capacity to play a greater role in the development of new teachers
   Likert Scale
k. Effective school-Tertiary Education Institution partnerships are beneficial to schools

Likert Scale

l. The Graduate Stage of the NSWIT Professional Teaching Standards for Teachers provides a good framework for reforming the professional experience

Likert Scale

6. What is the most important piece of feedback you would provide to pre-service teachers concerning preparation for future successful teaching?

TEXT BOX
Section F  Partnerships with Teacher Education Institutions

The questions in this section relate to partnership arrangements that are additional to professional experience partnerships, e.g., those that might be set up to support ongoing professional learning of staff.

1a With which Teacher Education Institution(s) do you have a professional partnership?

Drop down menu

1b How long has/have the partnership/s been operating at your school?

Less than 2 years
2-5 years
5-10 years
more than 10 years

2 Select the statements that best describe the structure of the partnership your school has with the Teacher Education Institution with which you have most contact.

Click all relevant buttons.

- The partnership is an informal arrangement
- The partnership is a formal arrangement with agreed commitments from each of the partners
- Teacher Education Institution teacher education staff regularly visit the school
- The Teacher Education Institution makes available its professional learning expertise to teachers
- School staff regularly meet with teacher educators to plan for more effective teaching
- The partnership has resulted in specific training for Supervising Teachers/Mentors
- The focus of the partnership is on improving teaching and learning across the school
- The partnership includes a research element investigating better ways of supporting and preparing New Scheme Teachers
- The partnership has not impacted on prior or current practices
- The focus of the partners hip is not clear
- Other, please elaborate.
Section G  Other

1. What do you consider to be the most challenging aspect of the teaching environment in your school? Please elaborate.

TEXT BOX HERE

2. What do you consider to be the most rewarding aspect of your role? Please elaborate.

TEXT BOX HERE

3. Is there something else about any of the following that has not been covered in the questions above?

- Centres for Excellence and/or ITQNP initiative schools
- The role of the Highly Accomplished Teacher (or equivalent)
- Paraprofessionals
- Professional experience

Please elaborate.

TEXT BOX HERE

Thank you for taking the time to complete this survey. We look further to additional commentary and/or contact with you over the course of the evaluation. School visits are planned as part of the evaluation and if you would like further information about these, or any other aspect of the evaluation, the relevant contact details are:

Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au
7.4.4 Highly Accomplished Teacher

Survey: Highly Accomplished Teacher, or equivalent

Who Completes this Survey:

This survey has been prepared for completion by:

- Highly Accomplished Teachers (HATs) in the government sector (both ITQNP and selected Low SESNP schools)
- Leaders of Pedagogy (LoPs) and Teacher Educator (TEs) in the Catholic sector
- Teachers in the independent sector who have gained accreditation at the Professional Accomplishment or Professional Leadership levels of the NSWIT Professional Teaching Standards

Survey Context:

This survey is being undertaken for the NSW National Partnerships Evaluation Committee (NPEC) as part of its state level evaluation of elements of the Improving Teacher Quality National Partnership (ITQNP). Feedback is being gathered from government, Catholic and independent sectors.

Confidentiality:

Any feedback provided by you as part of your survey response will remain confidential to the evaluation team. Any reporting of commentary from individual responses will be de-identified.

About the Survey:

This survey is designed to gather information about:

1. School-wide initiatives, such as, the operation of Centres for Excellence;
2. The role of key personnel in schools who have been identified for their capacity to provide professional and/or classroom support, e.g., Highly Accomplished Teachers (and their sectoral equivalents) or paraprofessional staff, and
3. The preparation of teachers through quality professional experience placements in partnership with Teacher Education Institutions.

The survey provides the opportunity to share thoughts and experiences about changes to school practices as a result of participation in National Partnership initiatives. The information you provide for this evaluation will help to inform future decisions about attracting and rewarding high-quality teachers, the delivery of school-based teacher education, increased in-school support for teachers and leaders and on-going strategic professional learning.

Please choose the Not Applicable option in questions that do not apply to you or your school context.

Thank you for your involvement in the evaluation,

Professor John Pegg
For and on behalf of the evaluation team.
Please complete this survey by XX/XX/XXXX

Contact person for further information about this survey and the evaluation: Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au
Section A  Background Information

1  Please indicate the highest level of education you have achieved to date:
   - University – Bachelor’s degree
   - University – Bachelor’s degree (Honours)
   - University - postgraduate
   Drop-down options:
   Masters – please specify area;
   Doctorate – please specify area
   - Other, please specify
   TEXT BOX HERE

2  Please indicate your age group:
   - Under 30
   - 31-40
   - 41-50
   - 51-60
   - Over 60
   - Rather not say

3  How many years have you been teaching?
   Drop Down Box

4  How many years have you been teaching in this school?
   Drop Down Box

5  What has been your main teaching specialisation over the last five years?
   (i) Early Childhood       Primary       Secondary
   Radio Buttons
   (ii) If secondary, please indicate your curriculum area:
   Radio buttons
   - Early Childhood
   - Primary
   - English
   - Mathematics
   - Biology
• Chemistry
• Earth and Environmental Science
• Physics
• Aboriginal Studies
• Ancient History
• Business Studies
• Economics
• Geography
• Legal Studies
• Modern History
• Society and Culture
• Studies of Religion
• Agricultural Technology
• Computing Technology Information Systems
• Computing Technology Software Design
• Design and Technology
• Engineering Technology
• Food Technology
• Graphics and Multimedia Technology
• Industrial Technology
• Textiles Technology
• Personal Development Health and Physical Education
• Languages
• Dance
• Drama
• Music
• Visual Arts

• Other – please specify

TEXT BOX

6 What is your current accreditation status with the New South Wales Institute of Teachers?

Radio Buttons (click those that apply):

Progressing towards
Achieved

Professional Competence
Professional Accomplishment
Professional Leadership
Section B  Questions about Centres for Excellence and/or ITQNP initiative schools

1. Has your school become involved in a learning network as a direct result of National Partnership initiatives in the school?

Yes/No

2. What is the specific/identified focus of the network and sharing with other schools? (Click the radio buttons that apply)
   - improved pedagogy
   - curriculum development
   - professional learning
   - other, please specify

   TEXT BOX HERE

3. Are there any particular strategies that support the functioning of this collaboration?

   TEXT BOX HERE

4. Are there any particular issues that hinder the functioning of this collaboration?

   TEXT BOX HERE
Section C Questions about your role in the school

Section C (i) Questions about working with the Professional Teaching Standards

1 Please rank the following from 1 (least important) to 7 (most important) when mentoring Graduate Teachers about their professional practice.

<table>
<thead>
<tr>
<th></th>
<th>Develop knowledge about subject content and how to teach that content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<table>
<thead>
<tr>
<th></th>
<th>Develop knowledge about students and how they learn</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<th></th>
<th>Plan, assess and report for effective learning</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<th></th>
<th>Communicate effectively with students</th>
<th>1</th>
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<tr>
<th></th>
<th>Create and maintain safe and challenging learning environments through the use of classroom management skills</th>
<th>1</th>
<th>2</th>
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<tr>
<th></th>
<th>Improve professional knowledge and practice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<th></th>
<th>Actively engage with the profession and with the wider community</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</table>

Please elaborate briefly on any of the selections you made.

TEXT BOX HERE

2 Please rank the following from 1 (least important) to 7 (most important) when working with teachers across the school/school cluster to enhance their professional practice.

<table>
<thead>
<tr>
<th></th>
<th>Develop knowledge about subject content and how to teach that content</th>
<th>1</th>
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<tr>
<td>f.</td>
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<td>g.</td>
<td>Actively engage with the profession and with the wider community</td>
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</tbody>
</table>

Please elaborate briefly on any of the selections you made.

**TEXT BOX HERE**
Section C (ii) Questions about student performance

1. The overall student learning outcomes in this school have changed as a result of National Partnership initiatives in the school.

   **Likert Scale**

2. The overall student engagement at this school has changed as a result of National Partnership initiatives in the school.

   **Likert Scale**

3. What kinds of change are most evident? (eg academic, sporting, attendance, behaviour)

   **LIST HERE**
   (eg academic, sporting, attendance, behaviour ... non observable)

4. For your school, please rank (i.e., each strategy has a different number) the following strategies for their importance in improving student academic performance.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Radio Buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Developing whole School improvement strategies</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Supporting individual teachers through feedback and/or mentoring</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>c. Working with students experiencing academic challenges (e.g., special needs students) in the classroom</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>d. Working with performance data to improve learning outcomes</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>e. Focusing on a specific Year or Faculty within the school</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

5. For the strategy you ranked the highest, please provide a brief rationale for your choice.

   **TEXT BOX HERE**
Section C (iii) Questions about your role

1. Indicate the extent to which you consider your role has contributed to:
   
   i. improvements in the quality of teaching
      Likert Scale
   
   ii. improved support for teachers in this school
      Likert Scale
   
   iii. improved support for teachers in this school
      Likert Scale
   
   iv. improved student learning outcomes
      Likert Scale
   
   v. improved parental engagement
      Likert Scale

2. To what extent do you see your current role as supporting:
   
   (i) your own achievement of higher Stages of the Professional Teaching Standards?
      Likert Scale
   
   (ii) other teachers’ achievement of higher Stages of the Professional Teaching Standards?
      Likert Scale

3. In terms of your career, what are your current aspirations?

TEXT BOX HERE

4. Please indicate the extent to which you engage in the following as a basis for enhancing professional practice:
   
   a. Developing knowledge about subject content and how to teach that content.
      Likert Scale
   
   b. Developing knowledge about students and how they learn.
      Likert Scale
   
   c. Planning, assessing and reporting for effective learning.
      Likert Scale
d. Communicating effectively with students.

**Likert Scale**

e. Creating and maintaining safe and challenging learning environments through the use of classroom management skills.

**Likert Scale**

f. Improving professional knowledge and practice.

**Likert Scale**

g. Actively engaging with the profession and with the wider community.

**Likert Scale**

5. This question asks you to consider a range of activities and indicate the extent to which you feel (i) each is an integral part of your role and (ii) the opportunity is available to engage in each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Integral to your role</th>
<th>Opportunity is available</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Modelling and demonstrating quality teaching to peers and others</td>
<td>Highly Disagree – Highly Agree Scale to apply</td>
<td>Highly Disagree – Highly Agree Scale to apply</td>
</tr>
<tr>
<td>b. Working collaboratively with members of the school executive to plan and initiate whole-of-school teacher quality improvement strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Supporting the quality of professional learning offered to teachers across the school/school cluster</td>
<td></td>
<td></td>
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<tr>
<td>d. Mentoring/coaching and supporting individual teachers to provide professional feedback</td>
<td></td>
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</tr>
<tr>
<td>e. Managing, supporting or delivering programs targeted at specific cohorts of students</td>
<td></td>
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</tr>
<tr>
<td>f. Working with other members of the school executive to strengthen teacher development structures and initiatives within their teams</td>
<td></td>
<td></td>
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<tr>
<td>g. Working with university personnel to build strong partnerships</td>
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</tr>
<tr>
<td>h. Contributing to a greater focus on improving student performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Supporting the quality of professional experience offered by the school to preservice teachers in the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Working with preservice teachers to enhance their professional experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section D  Questions about Paraprofessionals

There are two types of paraprofessionals: Educational and Operational.

1. The role undertaken by the paraprofessional/s in my school is/are (click those that apply):

   o Our school does not have a paraprofessional [answering this option takes respondents to Section E]

   o Educational (supporting teaching and learning in the classroom)
   o Operational – teacher support (monitoring and recording student assessment tasks)
   o Operational – community engagement (developing home, school and community partnerships)
   o Operational – technology learning (technology and connected learning support)
   o Operational – information management (developing and implementing data management systems or modifications to curriculum and learning materials)
   o Operational – professional experience (assisting with the coordination of professional experience and strengthening school-Teacher Education Institution partnerships)

2. Briefly outline the main activities supported by or undertaken by the paraprofessional in your school.

   TEXT BOX HERE

3. In your own view, the Paraprofessional role has contributed to:

   i. improvements in the quality of teaching.
   Likert Scale

   ii. improved support for teachers.
   Likert Scale

   iii. improved student learning outcomes.
   Likert Scale

   iv. enhanced job satisfaction of teachers and leaders.
   Likert Scale

Please elaborate

TEXT BOX HERE
4. Has feedback from others highlighted the paraprofessional’s contribution to:

i. improved support for individuals or groups of students?

Likert Scale

ii. improved support for teachers?

Likert Scale

iii. improved student performance?

Likert Scale

iv. enhanced job satisfaction of teachers and leaders?

Likert Scale

Please elaborate

TEXT BOX

5. What have been the main source/s of this feedback?

TEXT BOX

6. Do you see the Paraprofessional role as providing a pathway into teaching? Please elaborate.

TEXT BOX
Section E  Questions about Pre-service Professional Experience

1. Please rate each of the following areas of preservice teacher preparation in terms of their importance for successful future teaching:

<table>
<thead>
<tr>
<th>Area</th>
<th>Radio Buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge about their subject content and how to teach that content to their students</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Knowledge about their students and how they learn</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Planning, assessing and reporting for effective learning</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Communicating effectively with students</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Creating and maintaining safe and challenging learning environments through the use of classroom management skills</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Improving professional knowledge and practice</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Active engagement with the profession and with the wider community</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

2. Our school monitors and/or evaluates the way we provide professional experience.

Likert Scale

3. Please indicate the extent to which you agree with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Radio Buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td>The guidelines provided by Teacher Education Institutions for managing the professional experience are clear.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>The criteria provided by Teacher Education Institutions for assessing whether a student has satisfied requirements for the</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>
professional experience are clear.

The performance benchmarks set by Teacher Education Institutions for passing students at the professional experience are too low.

Teacher Education Institutions liaise regularly with the school during the professional experience.

Teacher Education Institutions have clear processes for dealing with cases where it is determined that a student is not meeting requirements.

<table>
<thead>
<tr>
<th>4. What is your perspective on the importance of each of the following when selecting teachers to supervise the professional experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Years of teaching experience</td>
</tr>
<tr>
<td>Perceptions about the quality and capacity of the supervising teacher</td>
</tr>
<tr>
<td>Fit with pre-service teacher’s request in terms of school stage and subject</td>
</tr>
<tr>
<td>The willingness of teachers to supervise the professional experience</td>
</tr>
<tr>
<td>The teacher having undertaken specific supervision/mentorship training</td>
</tr>
</tbody>
</table>

5. Please indicate the extent to which you agree with the following statements:

a. Participating in the professional experience keeps teachers up to date with current developments in education.

   Likert Scale

b. Participating in professional experience develops teachers’ mentoring and supervisory skills.
c. Contributing to the development of new members of the profession is a professional responsibility of all teachers.

d. Professional experience is a burden on the school and its teachers.

e. Preservice teachers are a positive influence on a school and its community.

f. Teachers would not participate in professional experience if it was not for the payment received.

g. It is important to ensure that pre-service teachers have a successful professional experience.

h. There is a need for pre-service teachers to have other forms of engagement with schools e.g. viewing demonstration lessons in schools.

i. The professional experience is an element of the work currently underway to improve the quality of teaching in the school.

j. Schools have the capacity to play a greater role in the development of pre-service teachers.

k. Effective school-Teacher Education Institution partnerships are beneficial to schools.

l. The Graduate Stage of the NSWIT Professional Teaching Standards for Teachers provides a good framework for reforming the professional experience

6. Please indicate any success criteria that could be shared with other schools to monitor the effectiveness of the professional experience provided.
7. Comment briefly on the most important piece of feedback you have given to pre-service teachers concerning preparation for future successful teaching.
Section F Partnerships with Teacher Education Institutions

The questions in this section relate to partnership arrangements that are additional to professional experience partnerships, e.g., those that might be set up to support ongoing professional learning of staff.

1 With which Teacher Education Institution(s) do you have a professional partnership?

Drop down menu

2 How long has/have the partnership/s been operating at your school?

Less than 2 years
2-5 years
5-10 years
more than 10 years

3 Select the statements that best describe the structure of the partnership you (and your school) have with the Teacher Education Institution with which you have most contact.

Click all relevant buttons.

- The partnership is an informal arrangement.
- The partnership is a formal arrangement with agreed commitments from each of the partners.
- Teacher Education Institution teacher education staff regularly visit the school.
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- School staff regularly meet with teacher educators to plan for more effective teaching.
- The partnership has resulted in specific training for Supervising Teachers/Mentors.
- The focus of the partnership is on improving teaching and learning across the school.
- The partnership includes a research element investigating better ways of supporting and preparing New Scheme Teachers.
- The partnership has not impacted on prior or current practices.
- The focus of the partnership is not clear.
- Other. Please elaborate.

TEXT BOX
4 Briefly describe an activity that showcases the partnership your school has with a Teacher Education Institution, and that could be shared with other schools.

TEXT BOX

Section G Other

1. What do you consider to be the most challenging aspect of the teaching environment in your school? Please elaborate.

TEXT BOX HERE

2 What do you consider to be the most rewarding aspect of your current role? Please elaborate.

TEXT BOX HERE

3 As a Highly Accomplished Teacher (or equivalent), are there any school- and community-related influences that either hinder or support your role in this school?

TEXT BOX HERE

4 Is there something else about any of the following that has not been covered in the questions above?

- Centres for Excellence and/or ITQNP initiative schools
- The role of the Highly Accomplished Teacher (or equivalent)
- Paraprofessionals
- Professional experience

Please elaborate.

TEXT BOX HERE

Thank you for taking the time to complete this survey. We look further to additional commentary and/or contact with you over the course of the evaluation. School visits are planned as part of the evaluation and if you would like further information about these, or any other aspect of the evaluation, the relevant contact details are:

Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au
Classroom Teacher Survey (Accredited/New Scheme)

Who Completes this Survey:
This survey has been prepared for completion by New Scheme Teachers and teachers accredited at the Professional Competence level (and above) of the NSWIT Professional Teaching Standards and who are in schools that are implementing initiatives as part of the Improving Teacher Quality National Partnership.

Survey Context:
This survey is being undertaken for the NSW National Partnerships Evaluation Committee (NPEC) as part of its state level evaluation of elements of the Improving Teacher Quality National Partnership (ITQNP). Feedback is being gathered from government, Catholic and independent sectors.

Confidentiality:
Any feedback provided by you as part of your survey response will remain confidential to the evaluation team. Any reporting of commentary from individual responses will be de-identified.

About the Survey:
This survey is designed to gather information about:

1. School-wide initiatives, such as, the operation of Centres for Excellence;
2. The role of key personnel in schools who have been identified for their capacity to provide professional and/or classroom support, e.g., Highly Accomplished Teachers (and their sectoral equivalents) or paraprofessional staff, and
3. The preparation of teachers through quality professional experience placements in partnership with Teacher Education Institutions.

The survey provides the opportunity to share thoughts and experiences about changes to school practices as a result of participation in National Partnership initiatives. The information you provide for this evaluation will help to inform future decisions about preparing, attracting and rewarding high-quality teachers, the delivery of school-based teacher education, increased in-school support for teachers and leaders and on-going strategic professional learning.

Please choose the Not Applicable option in questions that do not apply to you or your school context.

Thank you for your involvement in the evaluation,
Professor John Pegg
For and on behalf of the evaluation team.

Please complete this survey by XX/XX/XXXX
Contact person: Dr Greg McPhan (SiMERR National Research Centre),
greg.mcphan@une.edu.au
Section A  Background Information

1 Please indicate the highest level of education you have achieved to date:

- University – Bachelor's degree
- University – Bachelor’s degree (Honours)
- University - postgraduate

Drop-down options:
- Masters – please specify area;
- Doctorate – please specify area

- Other, please specify

TEXT BOX HERE

2 Please indicate your age group:

- Under 30
- 31-40
- 41-50
- 51-60
- Over 60
- Rather not say

3 How many years have you been teaching?

Drop Down Box

4 How many years have you been teaching in this school?

Drop Down Box

5 What has been your main teaching specialisation over the last five years?

(i) Primary Secondary

Radio Buttons

(ii) If secondary, your curriculum area:

Drop Down Box of options (click those that apply)
Section B  Questions about Centres for Excellence, ITQNP and/or Low SESNP initiative schools

1  Has your school become involved in a learning network as a direct result of National Partnership initiatives in the school.

Yes/No

2.  What is the specific/identified focus of professional collaboration and sharing within your school? (Click the radio buttons that apply)

   o  improved pedagogy
   o  curriculum development
   o  professional learning

   o  other, please specify

TEXT BOX HERE

3  Are there any particular strategies that support the functioning of this collaboration?

TEXT BOX HERE

4  Are there any particular issues that hinder the functioning of this collaboration?

TEXT BOX HERE
Section C Questions about the Highly Accomplished Teacher (or equivalent) role in the school

Section C (i) Questions about student performance

1. The overall student learning outcomes in this school have changed as a result of National Partnership initiatives in the school.

Likert Scale

2. The overall student engagement at this school has changed as a result of National Partnership initiatives in the school.

Likert Scale

2. What kinds of change are most evident? (e.g. academic, sporting, attendance, behaviour)

LIST HERE
(eg academic, sporting, attendance, behaviour ... non observable)

3. For your school, please rank (i.e., each strategy has a different number) the following strategies for their importance in improving student academic performance.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Radio Buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Developing whole School improvement strategies</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Supporting individual teachers through feedback and/or mentoring</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>c. Working with students experiencing academic challenges (e.g., special needs students) in the classroom</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>d. Working with performance data to improve learning outcomes</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>e. Focusing on a specific Year or Faculty within the school</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

4. For the strategy you ranked the highest, please provide a brief rationale for your choice.

TEXT BOX HERE
Section C (ii) Questions about the HAT (or equivalent) role

1. Indicate the extent to which you consider the HAT (or equivalent) role has contributed to:

   i. improvements in the quality of teaching  
   Likert Scale

   ii. improved support for teachers in this school  
   Likert Scale

   iii. improved support for teachers in cluster/other schools  
   Likert Scale

   iv. improved student learning outcomes  
   Likert Scale

   v. improved parental engagement  
   Likert Scale

2. To what extent do you see the HAT (or equivalent) role as supporting your own and other other teachers’ achievement of higher Stages of the Professional Teaching Standards?

   Likert Scale

3. In terms of your career, what are your current aspirations?

   TEXT BOX HERE

4. Please indicate the extent to which you engage in the following as a basis for enhancing professional practice:

   a. Developing knowledge about subject content and how to teach that content.  
   Likert Scale

   b. Developing knowledge about students and how they learn.  
   Likert Scale

   c. Planning, assessing and reporting for effective learning.  
   Likert Scale

   d. Communicating effectively with students.  
   Likert Scale
e. Creating and maintaining safe and challenging learning environments through the use of classroom management skills.

**Likert Scale**

f. Improving professional knowledge and practice.

**Likert Scale**

g. Actively engaging with the profession and with the wider community.

**Likert Scale**

5 This question asks you to consider a range of activities and indicate the extent to which you feel (i) each is an integral part of the HAT (or equivalent) role and (ii) the opportunity is available for the HAT (or equivalent) to engage in each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Integral to the role</th>
<th>Opportunity is available</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Modelling and demonstrating quality teaching to peers and others</td>
<td>Highly Disagree – Highly Agree Scale to apply</td>
<td></td>
</tr>
<tr>
<td>b. Working collaboratively with members of the school executive to plan and initiate whole-of-school teacher quality improvement strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Supporting the quality of professional learning offered to teachers across the school/school cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Mentoring/coaching and supporting individual teachers to provide professional feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Managing, supporting or delivering programs targeted at specific cohorts of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Working with other members of the school executive to strengthen teacher development structures and initiatives within their teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Working with university personnel to build strong partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Contributing to a greater focus on improving student performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Supporting the quality of professional experience offered by the school to preservice teachers in the school</td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td>Working with preservice teachers to enhance their professional experience</td>
<td></td>
</tr>
</tbody>
</table>
Section D  Questions about Paraprofessionals

There are two types of paraprofessionals: Educational and Operational.

1. The role undertaken by the paraprofessional/s in my school is/are (click those that apply):

   o Our school does not have a paraprofessional [answering this option takes respondents to Section E]

   o Educational (supporting teaching and learning in the classroom)
   o Operational – teacher support (monitoring and recording student assessment tasks)
   o Operational – community engagement (developing home, school and community partnerships)
   o Operational – technology learning (technology and connected learning support)
   o Operational – information management (developing and implementing data management systems or modifications to curriculum and learning materials)
   o Operational – professional experience (assisting with the coordination of professional experience and strengthening school-Teacher Education Institution partnerships)

2. Briefly outline the main activities supported by or undertaken by the paraprofessional in your school.

   TEXT BOX HERE

3. In your own view, the Paraprofessional role has contributed to:

   v. improvements in the quality of teaching.
   Likert Scale

   vi. improved support for teachers.
   Likert Scale

   vii. improved student learning outcomes.
   Likert Scale

   viii. enhanced job satisfaction of teachers and leaders.
   Likert Scale

Please elaborate

TEXT BOX HERE
4 Do you see the Paraprofessional role as providing a pathway into teaching? Please elaborate.
Section E  Questions about Professional Experience

1 Please rate each of the following areas of preservice teacher preparation in terms of their importance for successful future teaching:

<table>
<thead>
<tr>
<th>Area</th>
<th>Radio Buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge about subject content and how to teach that content to students</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Knowledge about their students and how they learn</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Planning, assessing and reporting for effective learning</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Communicating effectively with students</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Creating and maintaining safe and challenging learning environments through the use of classroom management skills</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Improving professional knowledge and practice</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Active engagement with the profession and with the wider community</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

2 Our school monitors and/or evaluates the way we provide professional experience.

Likert Scale
Please indicate the extent to which you agree with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Radio Buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td>The guidelines provided by Teacher Education Institutions for managing the professional experience are clear.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The criteria provided by Teacher Education Institutions for assessing whether a student has satisfied requirements for the professional experience are clear.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The performance benchmarks set by Teacher Education Institutions for passing students at the professional experience are too low.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Teacher Education Institutions liaise regularly with the school during the professional experience.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Teacher Education Institutions have clear processes for dealing with cases where it is determined that a student is not meeting requirements.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

What is your perspective on the importance of each of the following when selecting teachers to supervise the professional experience:

<table>
<thead>
<tr>
<th>Selection</th>
<th>Radio Buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of teaching experience</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Perceptions about the quality and capacity of the supervising teacher</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Fit with pre-service teacher’s request in terms of school stage and subject</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The willingness of teachers to supervise the professional experience</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
The teacher having undertaken specific supervision/mentorship training

| 1 | 2 | 3 | 4 | 5 |

5 Please indicate the extent to which you agree with the following statements:

a. Participating in the professional experience keeps teachers up to date with current developments in education.  
   Likert Scale

b. Participating in professional experience develops teachers’ mentoring and supervisory skills.  
   Likert Scale

c. Contributing to the development of new members of the profession is a professional responsibility of all teachers.  
   Likert Scale

d. Professional experience is a burden on the school and its teachers.  
   Likert Scale

e. Preservice teachers are a positive influence on a school and its community.  
   Likert Scale

f. Teachers would not participate in professional experience if it was not for the payment received.  
   Likert Scale

g. It is important to ensure that pre-service teachers have a successful professional experience.  
   Likert Scale

h. There is a need for pre-service teachers to have other forms of engagement with schools e.g. viewing demonstration lessons in schools.  
   Likert Scale

i. The professional experience is an element of the work currently underway to improve the quality of teaching in the school.  
   Likert Scale

j. Schools have the capacity to play a greater role in the development of pre-service teachers.  
   Likert Scale
k. Effective school-Teacher Education Institution partnerships are beneficial to schools.

   Likert Scale

l. The Graduate Stage of the NSWIT Professional Teaching Standards for Teachers provides a good framework for reforming the professional experience

   Likert Scale

6 Please indicate any success criteria that could be shared with other schools to monitor the effectiveness of the professional experience provided.

   TEXT BOX

7 Comment briefly on the most important piece of feedback you have given or should be provided to pre-service teachers concerning preparation for future successful teaching.

   TEXT BOX HERE
Section F  Partnerships with Teacher Education Institutions

The questions in this section relate to partnership arrangements that are additional to professional experience partnerships, e.g., those that might be set up to support ongoing professional learning of staff.

1. With which Teacher Education Institution(s) does your school have a professional partnership?

   Drop down menu

2. How long has/have the partnership/s been operating at your school?

   Less than 2 years
   2-5 years
   5-10 years
   more than 10 years

3. Select the statements that best describe the structure of the partnership you (and your school) have with the Teacher Education Institution with which you have most contact.

   Click all relevant buttons.

   - The partnership is an informal arrangement.
   - The partnership is a formal arrangement with agreed commitments from each of the partners.
   - Teacher Education Institution teacher education staff regularly visit the school.
   - The Teacher Education Institution makes available its professional learning expertise to teachers.
   - School staff regularly meet with teacher educators to plan for more effective teaching.
   - The partnership has resulted in specific training for Supervising Teachers/Mentors.
   - The focus of the partnership is on improving teaching and learning across the school.
   - The partnership includes a research element investigating better ways of supporting and preparing New Scheme Teachers.
   - The partnership has not impacted on prior or current practices.
   - The focus of the partnership is not clear.

   - Other. Please elaborate.
4 Briefly describe an activity that showcases the partnership your school has with a Teacher Education Institution.
Section G Other

1. What do you consider to be the most challenging aspect of the teaching environment in your school? Please elaborate.

TEXT BOX HERE

2. What do you consider to be the most rewarding school-based professional learning opportunity/ies in which you have participated over the last two years? Please elaborate.

TEXT BOX HERE

3. What attracted you to teaching?

TEXT BOX HERE

4. What do you hope to achieve professionally (in teaching) over the next 3-5 years?

TEXT BOX HERE

5. Is there something else about any of the following that has not been covered in the questions above?

- Centres for Excellence and/or ITQNP initiative schools
- The role of the Highly Accomplished Teacher (or equivalent)
- Paraprofessionals
- Professional experience

Please elaborate.

TEXT BOX HERE

Thank you for taking the time to complete this survey. We look further to additional commentary and/or contact with you over the course of the evaluation. School visits are planned as part of the evaluation and if you would like further information about these, or any other aspect of the evaluation, the relevant contact details are:

Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au
7.4.6 Graduate Teacher

Graduate Teacher Survey

Who Completes this Survey:
This survey has been prepared for completion by teachers across the three education sectors who are accredited at the Graduate Teacher level of the NSWIT Professional Teaching Standards.

Survey Context:
This survey is being undertaken for the NSW National Partnerships Evaluation Committee (NPEC) as part of its state level evaluation of elements of the Improving Teacher Quality National Partnership (ITQNP). Feedback is being gathered from government, Catholic and independent sectors.

Confidentiality:
Any feedback provided by you as part of your survey response will remain confidential to the evaluation team. Any reporting of commentary from individual responses will be de-identified.

About the Survey:
This survey, which is the first in a number of surveys to be administered over the duration of the evaluation, is designed to gather information about:

1. School-wide initiatives, such as, the operation of Centres for Excellence;
2. The role of key personnel in schools who have been identified for their capacity to provide professional and/or classroom support, e.g., Highly Accomplished Teachers (and their sectoral equivalents) or paraprofessional staff, and
3. The preparation of teachers through quality professional experience placements in partnership with Teacher Education Institutions.

The survey provides the opportunity to share thoughts and experiences about changes to school practices as a result of participation in National Partnership initiatives. The information you provide for this evaluation will help to inform future decisions about attracting and rewarding high-quality teachers, the delivery of school-based teacher education, increased in-school support for teachers and leaders and on-going strategic professional learning.

Please choose the Not Applicable option in questions that do not apply to you or your school context.

Thank you for your involvement in the evaluation,
Professor John Pegg
For and on behalf of the evaluation team.

Please complete this survey by XX/XX/XXXX

Contact person: Dr Greg McPhan (SiMERR National Research Centre),
greg.mcphan@une.edu.au
Section A  Background Information

1. I am:
   a. an Early Childhood Teacher
   b. a Primary Teacher
   c. a Secondary Teacher

2. I completed my teacher education studies at the:
   a. Australian Catholic University
   b. Australian College of Physical Education
   c. Avondale College
   d. Charles Sturt University
   e. Macquarie University
   f. Southern Cross University
   g. University of Sydney
   h. University of Canberra
   i. University of New England
   j. University of New South Wales
   k. University of Newcastle
   l. University of Notre Dame (Australia)
   m. University of Technology Sydney
   n. University of Western Sydney
   o. Wollongong University
   p. Other please indicate in the space below

3. I completed a:
   a. four year integrated teaching degree
   b. a double degree
   c. a three year content degree followed by a one year graduate entry teacher education course
   d. a three content year degree followed by a two year graduate entry teacher education course
   e. Other, please specify.

4. Please indicate which of the following best represents your current teaching situation
   a. I am in the first year of teaching working as a casual or part-time teacher.
b. I am in the first year of teaching working in a full-time teaching position

c. I have completed one or more years of teaching and am working towards achieving full registration (professional competence)

d. I have completed one or more years of full-time teaching and have achieved full registration (professional competence)

e. Other, please specify

TEXT BOX

5. Please click the buttons that represent your teaching specialisations (Select all buttons that are appropriate to your program):

- Primary
- Early Childhood
- English
- Mathematics
- Biology
- Chemistry
- Earth and Environmental Science
- Physics
- Aboriginal Studies
- Ancient History
- Business Studies
- Economics
- Geography
- Legal Studies
- Modern History
- Society and Culture
- Studies of Religion
- Agricultural Technology
- Computing Technology Information Systems
- Computing Technology Software Design
- Design and Technology
- Engineering Technology
- Food Technology
- Graphics and Multimedia Technology
- Industrial Technology
- Textiles Technology
- Personal Development Health and Physical Education
• Languages
• Dance
• Drama
• Music
• Visual Art

• Other, please specify

6. Please indicate the name and town of the school at which you are currently teaching

TEXT BOX

7. For your current school-based employment situation, please indicate which of the following applies to you. More than one may apply:

• I am contracted in my current position for one year or less
• I am in a probationary position working towards professional competence
• I am enjoying teaching
• I feel valued in my current role
• I am confident about my teaching at the moment
• I don’t think that I want to stay in this school beyond this year
• If the opportunity arose I would stay in this school for the next 2-3 years
• If the opportunity arose I would stay in this school for the next 4-5 years
• I find teaching my current classes difficult
• I am well supported by the senior executive of the school
• I do not think I am well supported by the senior executive of the school.
• I don’t think that teaching is a long term career prospect for me
Section B  Questions about your Professional Experience

1. Click on the buttons that best represent the forms of professional experience you undertook during your pre-service teacher education. (Click all relevant buttons):

- one or two days per week over a term or semester
- blocks of between 2 and 4 weeks
- familiarisation visits to the school followed by blocks of between 2 and 4 weeks
- an Internship over 1 or 2 terms
- other, please elaborate

For Questions 2 – 5, please provide responses that reflect your most successful professional experience, i.e., the professional experience that provided you with the most constructive feedback about preparation for teaching.

2. Please indicate the name and town of the school in which you undertook your most successful professional experience

3. When you were involved in this professional experience who was responsible for initiating the contact with schools and arranging the professional experience (Please select one of the following)

- I had to arrange it myself
- I made the initial contact which was followed up by the university’s professional experience coordinator
- The university professional experience coordinator
- Other, please elaborate

4. Click on the buttons that represent aspect of planning for your final professional experience session (Select all buttons that are appropriate).

- I went to the school prior to my professional experience session
- I went to the school on the first day of my professional experience session
• I was introduced to the Principal when I first went to the school
• I was introduced to members of the school executive when I went to the school
• I met the school professional experience coordinator prior to going to the school for my professional experience session
• I met the school professional experience coordinator when I went to the school for my professional experience session
• I met my supervising teacher(s) prior to going to the school for my professional experience session
• I met my supervising teacher(s) when I went to the school for my professional experience session
• I was provided with an orientation manual when I went to the school
• I was provided with copies of teaching programs and access to resource materials
• My supervising teacher(s) talked to me about the classes I would teach and about the subject content being taught
• My school professional experience coordinator/ talked to me about the specific teaching and learning philosophy being implemented in the school
• My supervising teacher(s) talked to me about the specific teaching and learning philosophy being implemented in the class/grade/faculty.
• My school professional experience coordinator talked to me about the specific teaching and learning strategies that were successful in the school
• My supervising teacher(s) talked to me about the specific teaching and learning strategies that were successful in the class/grade/faculty.

• Other, please specify

TEXT BOX

5 Please indicate who was the most important influence on the success of your professional experience in schools:

• your assigned teacher mentor/supervisor (within the school)
• the school’s professional experience coordinator
• the HAT in the school
• the school principal
• your university supervisor
• other, please specify
Section C  Questions about your University Preparation for Professional Experience

1  My university studies have prepared me with:

   a. knowledge and understanding of physical, social and intellectual
development and characteristics of students and how these may affect
learning.

   Likert Scale

   b. knowledge and understanding of research into how students learn and
the implications for teaching.

   Likert Scale

   c. knowledge of teaching strategies that are responsive to the learning
strengths and needs of students from diverse linguistic, cultural, religious
and socioeconomic backgrounds.

   Likert Scale

   d. broad knowledge and understanding of the impact of culture, cultural
identity and linguistic background on the education of students from
Aboriginal and Torres Strait Islander backgrounds.

   Likert Scale

   e. knowledge and understanding of strategies for differentiating teaching
to meet the specific learning needs of students across the full range of
abilities.

   Likert Scale

   f. broad knowledge and understanding of legislative requirements and
teaching strategies that support participation and learning of students
with disability.

   Likert Scale

   g. Comment briefly on the most important piece of feedback you have been
given concerning your knowledge of students and how they learn

   TEXT BOX HERE
2 My university studies have prepared me to:

a. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

Likert Scale

b. Organise content into an effective learning and teaching sequence.

Likert Scale

c. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

Likert Scale

d. Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Likert Scale

e. Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

Likert Scale

f. Implement teaching strategies for using ICT to expand curriculum-learning opportunities for students.

Likert Scale

g. Comment briefly on the most important piece of feedback you have been given concerning your knowledge of content and how to teach it

TEXT BOX HERE
Section D  Questions about your professional experience in schools

For Questions 1 – 5, please provide responses that reflect your most successful professional experience.

1  The most successful professional experience session provided me with opportunities to:

   a. Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

   Likert Scale after each

   b. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
   c. Include a range of teaching strategies in lessons.
   d. Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
   e. Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
   f. Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
   g. Describe a broad range of strategies for involving parents/carers in the educative process.
   h. Comment briefly on the most important piece of feedback you have been given concerning your planning for and implementing effective teaching and learning

TEXT BOX

2  The most successful professional experience session provided me with opportunities to:

   a. identify strategies to support inclusive student participation and engagement in classroom activities.

   Likert Scale after each

   b. demonstrate the capacity to organise classroom activities and provide clear directions.
   c. develop a suite of practical approaches to manage challenging behaviour.
   d. develop an understanding of strategies that support students’ well-being and safety working within school and/or system, curriculum and legislative requirements.
e. demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching

f. Comment briefly on the most important piece of feedback you have been given concerning how you create and maintain supportive and safe learning environments

TEXT BOX

3 The most successful professional experience session provided me with opportunities to:

a. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

Likert Scale after each

b. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

c. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

d. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

e. Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement

f. Comment briefly on the most important piece of feedback you have been given concerning how you monitor, provide feedback and report on student learning

TEXT BOX

4 The most successful professional experience session provided me with opportunities to develop my:

a. understanding of the role of the Professional Teaching Standards in identifying professional learning needs.
Likert Scale after each

b. understanding of relevant and appropriate sources of professional learning for teachers.

c. capacity to seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

d. understanding of the importance of continued professional learning and the implications for improved student learning.

e. Comment briefly on the most important piece of feedback you have been given concerning how to engage in continued professional learning.

TEXT BOX HERE

5 The most successful professional experience session provided me with an understanding of:

a. the key principles described in codes of ethics and conduct for the teaching profession.

Likert Scale after each

b. the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

c. strategies for working effectively, sensitively and confidentially with parents/carers.

d. the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.

e. Comment briefly on the most important piece of feedback you have been given concerning how to engage with colleagues, parents and the community.

TEXT BOX HERE

6 Please indicate which of the following applied to this pre-service professional experience session that made it successful. (Select all that apply):

- There was a strong focus on the quality of teaching and learning
- My supervisor was helpful and was able to model what good teaching looked like
- I learned a broad range of strategies for managing student behaviour
• I was given a range of opportunities to learn more about being a teacher, such as how to engage the contribution of parents and the community
• My supervisor gave constructive feedback which I was then able to implement in following lessons
• I was able to learn about Aboriginal students, their culture and learning needs
• I was given the confidence to succeed as a teacher

• Other - please outline any other aspects of your most successful professional experience sessions that were different from others

TEXT BOX HERE

7 Based on the professional experiences you have undertaken in schools to date, in what ways could they be improved to better contribute to your development as a teacher? (Include areas where you feel you need further development and support)

TEXT BOX HERE

8 Pre-service professional experience sessions prepared me for working in:

a. ‘challenging’ schools, i.e. schools with relatively low student outcomes on some measures

Likert Scale after each

b. schools with high Aboriginal enrolments
c. rural and remote communities
d. schools with high student welfare needs and behaviour management demands
Section E  Other

As a Graduate Teacher who is working towards full certification or who has recently gained full certification (with the New South Wales Institute of Teachers):

1  What do you consider to be the most ‘challenging’ aspect of the teaching environment in your school? Please elaborate.

TEXT BOX HERE

2  What attracted you to teaching?

TEXT BOX HERE

3  What do you hope to achieve professionally (in teaching) over the next five years?

TEXT BOX HERE

4  Are there any school- and community-related influences that either hinder or support your teaching in your current school? Please elaborate.

TEXT BOX HERE

5  What do you consider to be the most successful practice/s in which you have participated so far in your teaching career that have impacted positively on student learning outcomes and which would be of interest to teachers in other schools? Please elaborate.

TEXT BOX HERE

6  Is there something else of importance about your pre-service or current teaching experience that has not been covered in the questions above? Please elaborate.

TEXT BOX HERE

Thank you for taking the time to complete this survey. We look further to additional commentary and/or contact with you over the course of the evaluation. School visits are planned as part of the evaluation and if you would like further information about these, or any other aspect of the evaluation, the relevant contact details are:

Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au


7.4.7  Preservice Teacher – no prior Professional Experience

Pre-service Teacher Survey (no Prior Professional Experience)

Who Completes this Survey:
This survey has been prepared for completion by pre-service teachers enrolled at a Teacher Education Institution in New South Wales and who have not yet undertaken professional experience in schools.

Survey Context:
This survey is being undertaken for the NSW National Partnerships Evaluation Committee (NPEC) as part of its state level evaluation of elements of the Improving Teacher Quality National Partnership (ITQNP). Feedback is being gathered from government, Catholic and independent sectors.

Confidentiality:
Any feedback provided by you as part of your survey response will remain confidential to the evaluation team. Any reporting of commentary from individual responses will be de-identified.

About the Survey:
This survey, which is the first in a number of surveys to be administered over the duration of the evaluation, is designed to gather information about:

1. School-wide initiatives, such as, the operation of Centres for Excellence;
2. The role of key personnel in schools who have been identified for their capacity to provide professional and/or classroom support, e.g., Highly Accomplished Teachers (and their sectoral equivalents) or paraprofessional staff, and
3. The preparation of teachers through quality professional experience placements in partnership with Teacher Education Institutions.

The survey provides the opportunity to share thoughts and experiences about changes to school practices as a result of participation in National Partnership initiatives. The information you provide for this evaluation will help to inform future decisions about attracting and rewarding high-quality teachers, the delivery of school-based teacher education, increased in-school support for teachers and leaders and on-going strategic professional learning.

Please choose the Not Applicable option in questions that do not apply to you or your school context.

Thank you for your involvement in the evaluation,

Professor John Pegg
For and on behalf of the evaluation team.

Please complete this survey by XX/XX/XXXX

Contact person: Dr Greg McPhan (SiMERR National Research Centre), greg.mcpahan@une.edu.au
Section A  Background Information

1. I am preparing to be:
   a. an Early Childhood Teacher
   b. a Primary Teacher
   c. a Secondary Teacher

2. My home state is:
   a. NSW
   b. Queensland
   c. Victoria
   d. Western Australia
   e. South Australia
   f. Tasmania
   g. Australian Capital Territory
   h. Northern Territory

3. I am currently enrolled at the
   a. Australian Catholic University
   b. Australian College of Physical Education
   c. Avondale College
   d. Charles Sturt University
   e. Macquarie University
   f. Southern Cross University
   g. University of Sydney
   h. University of Canberra
   i. University of New England
   j. University of New South Wales
   k. University of Newcastle
   l. University of Notre Dame (Australia)
   m. University of Technology Sydney
   n. University of Western Sydney
   o. Wollongong University
   p. Other please indicate in the space below

TEXT BOX

4. I am enrolled in a:
   a. four year integrated teaching degree
   b. a double degree
c. one year graduate entry teacher education program
d. two year graduate entry teacher education program

5. Please indicate which of the following best represents your current teacher preparation situation
   a. I am in the first year of my teacher education studies.
   b. I am in the final year of my teacher education studies
   c. I have successfully completed one or more years of my teacher education program, but I am not in my final year.

6. Please click the buttons that represent your teaching specialisations (Select all buttons that are appropriate to your program):
   - Early Childhood
   - Primary
   - English
   - Mathematics
   - Biology
   - Chemistry
   - Earth and Environmental Science
   - Physics
   - Aboriginal Studies
   - Ancient History
   - Business Studies
   - Economics
   - Geography
   - Legal Studies
   - Modern History
   - Society and Culture
   - Studies of Religion
   - Agricultural Technology
   - Computing Technology Information Systems
   - Computing Technology Software Design
   - Design and Technology
   - Engineering Technology
   - Food Technology
   - Graphics and Multimedia Technology
   - Industrial Technology
   - Textiles Technology
   - Personal Development Health and Physical Education
- Languages
- Dance
- Drama
- Music
- Visual Arts
- Other – please specify

TEXT BOX

7 If know, please indicate the name of the school where you will be undertaking your first professional experience

TEXT BOX
Section B Questions about planning for your initial Professional Experience

1. Click on the buttons that best represent the form of professional experience in which you will engage as your first in-school experience.
   - one or two days in-school experience per week over a term or semester
   - a block of between 2 and 4 weeks
   - familiarisation visits to the school followed by a block of between 2 and 4 weeks
   - other, please elaborate

2. Who will be responsible for contacting the school and arranging the professional experience?
   (Please select one of the following)
   - I intend arranging it myself
   - I intend making the initial contact which will be followed up by the university’s professional experience coordinator
   - The university practicum coordinator
   - Other, please elaborate

3. Click on the buttons that represent areas that you have included or are including in the planning of your professional experience (Select all buttons that are appropriate).
   - Visiting the school prior to my professional experience
   - Arranging an introduction to the Principal
   - Arranging introductions to members of the school executive
   - Meeting with the school professional experience coordinator prior to going to the school
   - Meeting with the school professional experience coordinator when I commence at the school
   - Meeting with my supervising teacher(s) prior to going to the school
   - Meeting with my supervising teacher(s) when I commence at the school
   - Obtaining an orientation manual prior to going to the school
• Obtaining copies of teaching programs and access to resource materials
• Discussing with my supervising teacher(s) the classes I would teach and the subject content being taught
• Discussing with my school professional experience coordinator the specific teaching and learning philosophy being implemented in the school
• Discussing with my supervising teacher(s) the specific teaching and learning philosophy being implemented in the class/grade/faculty
• Discussing with my school professional experience coordinator the specific teaching and learning strategies that were successful in the school
• Discussing with my supervising teacher(s) the specific teaching and learning strategies that were successful in the class/grade/faculty

• other, please elaborate

**TEXT BOX**

4 Please indicate who has been the most important influence on your preparation for your first professional experience in schools:

• your assigned teacher mentor/supervisor (within the school)
• the school’s professional experience coordinator
• the HAT in the school
• the school principal
• your Tertiary Education Institution’s professional experience supervisor
• your Tertiary Education Institution’s lecturers
• other, please specify

**TEXT BOX**
Section C  Questions about your University Preparation for Professional Experience

1. My university studies have prepared me with:

   a. knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

   Likert Scale

   b. knowledge and understanding of research into how students learn and the implications for teaching.

   Likert Scale

   c. knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

   Likert Scale

   d. broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

   Likert Scale

   e. knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

   Likert Scale

   f. broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

   Likert Scale

   g. Comment briefly on the most important piece of feedback you have been given concerning your knowledge of students and how they learn

   TEXT BOX HERE
2 My university studies have prepared me to:

a. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

Likert Scale

b. Organise content into an effective learning and teaching sequence.

Likert Scale

c. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

Likert Scale

d. Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Likert Scale

e. Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

Likert Scale

f. Implement teaching strategies for using ICT to expand curriculum-learning opportunities for students.

Likert Scale

g. Comment briefly on the most important piece of feedback you have been given concerning your knowledge of content and how to teach it.

TEXT BOX HERE
Section D  Questions about your aspirations for your first professional experience in schools

1  Areas that I wish to focus on in my first professional experience will be to:

   a. Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
   b. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
   c. Include a range of teaching strategies in lessons.
   d. Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
   e. Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
   f. Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
   g. Describe a broad range of strategies for involving parents/carers in the educative process.
   h. Comment briefly on the most important piece of advice you have been given concerning how to plan for and implement effective teaching and learning.

2  During my first professional experience I will be looking for opportunities to:

   a. identify strategies to support inclusive student participation and engagement in classroom activities.
   b. demonstrate the capacity to organise classroom activities and provide clear directions.
   c. develop a suite of practical approaches to manage challenging behaviour.
   d. develop an understanding of strategies that support students’ well-being and safety working within school and/or system, curriculum and legislative requirements.
   e. demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
   f. Comment briefly on the most important piece of advice you have been given concerning how to create and maintain supportive and safe learning environments.
3 During my first professional experience I will be looking for opportunities to

a. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

b. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

c. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

d. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

e. Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

f. Comment briefly on the most important piece of advice you have been given concerning how to monitor, provide feedback and report on student learning.

4 During my first professional experience I will be looking for opportunities to further my:

a. Understanding of the role of the Standards for Teachers in identifying professional learning needs.

b. Understanding of relevant and appropriate sources of professional learning for teachers.

c. Capacity to seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

d. Ability to demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

g. Comment briefly on the most important piece of advice you have been given concerning how to engage in continued professional learning.
5 During my first professional experience I will be looking for opportunities to further my:

a. understanding of the key principles described in codes of ethics and conduct for the teaching profession.
b. understanding of the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
c. understanding of strategies for working effectively, sensitively and confidentially with parents/carers.
d. understanding of the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.
e. Comment briefly on the most important piece of advice you have been given concerning how to engage with colleagues, parents and the community

6 Please indicate which of the following you hope to observe or experience in your first professional experience session. (select all that apply):

- Observe a strong focus on the quality of teaching and learning
- Observe the importance placed on professional experience
- Work with a supervisor who is helpful and who is able to model what good teaching looks like
- Learn a broad range of strategies for managing student behaviour
- Participate in a range of opportunities to learn more about being a teacher, such as, how to engage the contribution of parents and the community
- Receive constructive feedback which I can implement in following lessons
- Learn about Aboriginal students, their culture, and learning needs
- Gain confidence to succeed as a teacher
- Other, please specify
Section E  Other

1  What is motivating you to pursue a career in teaching?
   TEXT BOX

2  What do you hope to achieve professionally (in teaching) over the next five years?
   TEXT BOX

3  Please outline any special features of planning for your first professional experience that you think are important and that have not been captured in the survey questions above.
   TEXT BOX
Section F  Future involvement

This survey is part of a longitudinal evaluation of the success or otherwise of the professional experience reforms being initiated. Further aspects of the study involve the impact of the reforms related to Centres for Excellence, the role of Highly Accomplished Teachers, and the role of Paraprofessionals.

We are interested in knowing about your ongoing preparation as a pre-service teacher and about your transition into teaching.

Please click on the following link to register your interest in participating in later stages of this evaluation.

Click here to register your interest in further involvement in the evaluation

Thank you for taking the time to complete this survey. We look further to additional commentary and/or contact with you over the course of the evaluation. School visits are planned as part of the evaluation and if you would like further information about these, or any other aspect of the evaluation, the relevant contact details are:

Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au
7.4.8 Preservice Teacher – prior Professional Experience

Pre-service Teacher Survey (Prior Professional Experience)

Who Completes this Survey:
This survey has been prepared for completion by pre-service teachers enrolled at a Teacher Education Institution in New South Wales and who have already undertaken some pre-service professional experience in schools.

Survey Context:
This survey is being undertaken for the NSW National Partnerships Evaluation Committee (NPEC) as part of its state level evaluation of elements of the Improving Teacher Quality National Partnership (ITQNP). Feedback is being gathered from government, Catholic and independent sectors.

Confidentiality:
Any feedback provided by you as part of your survey response will remain confidential to the evaluation team. Any reporting of commentary from individual responses will be de-identified.

About the Survey:
This survey, which is the first in a number of surveys to be administered over the duration of the evaluation, is designed to gather information about:

1. School-wide initiatives, such as, the operation of Centres for Excellence;
2. The role of key personnel in schools who have been identified for their capacity to provide professional and/or classroom support, e.g., Highly Accomplished Teachers (and their sectoral equivalents) or paraprofessional staff, and
3. The preparation of teachers through quality professional experience placements in partnership with Teacher Education Institutions.

The survey provides the opportunity to share thoughts and experiences about changes to school practices as a result of participation in National Partnership initiatives. The information you provide for this evaluation will help to inform future decisions about attracting and rewarding high-quality teachers, the delivery of school-based teacher education, increased in-school support for teachers and leaders and on-going strategic professional learning.

Please choose the Not Applicable option in questions that do not apply to you or your school context.

Thank you for your involvement in the evaluation,
Professor John Pegg
For and on behalf of the evaluation team.

Please complete this survey by XX/XX/XXXX

Contact person: Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au

NSW SSNP: eISR-ITQ NP Draft Progress Report #2 ... 11/02/2013 version
Section A  Background Information

1. I am preparing to be:
   a. an Early Childhood Teacher
   b. a Primary Teacher
   c. a Secondary Teacher

2. My home state is:
   a. NSW
   b. Queensland
   c. Victoria
   d. Western Australia
   e. South Australia
   f. Tasmania
   g. Australian Capital Territory
   h. Northern Territory

3. I am currently enrolled at the
   a. Australian Catholic University
   b. Australian College of Physical Education
   c. Avondale College
   d. Charles Sturt University
   e. Macquarie University
   f. Southern Cross University
   g. University of Sydney
   h. University of Canberra
   i. University of New England
   j. University of New South Wales
   k. University of Newcastle
   l. University of Notre Dame (Australia)
   m. University of Technology Sydney
   n. University of Western Sydney
   o. Wollongong University
   p. Other please indicate in the space below

4. I am enrolled in a:
   a. four year integrated teaching degree
   b. a double degree
c. one year graduate entry teacher education program
d. two year graduate entry teacher education program

5. Please indicate which of the following best represents your current teacher preparation situation
   a. I am in the first year of my teacher education studies
   b. I am in the final year of my teacher education studies
   c. I have successfully completed one or more years of my teacher education program, but I am not in my final year

6. Please click the buttons that represent your teaching specialisations (Select all buttons that are appropriate to your program):
   - Early Childhood
   - Primary
   - English
   - Mathematics
   - Biology
   - Chemistry
   - Earth and Environmental Science
   - Physics
   - Aboriginal Studies
   - Ancient History
   - Business Studies
   - Economics
   - Geography
   - Legal Studies
   - Modern History
   - Society and Culture
   - Studies of Religion
   - Agricultural Technology
   - Computing Technology Information Systems
   - Computing Technology Software Design
   - Design and Technology
   - Engineering Technology
   - Food Technology
   - Graphics and Multimedia Technology
   - Industrial Technology
   - Textiles Technology
   - Personal Development Health and Physical Education
   - Languages
- Dance
- Drama
- Music
- Visual Arts
- Other – please specify

TEXT BOX

7 Please indicate the school (including suburb and postcode) at which you are undertaking your current professional experience or have undertaken your most recent professional experience

TEXT BOX
Section B  Questions about planning for your Professional Experience

1  Click on the buttons that best represent the forms of professional experience in which you have engaged prior to your current or most recent professional experience (Select all buttons that are appropriate).

- one or two days in-school experience per week over a term or semester
- a block of between 2 and 4 weeks
- familiarisation visits to the school followed by a block of between 2 and 4 weeks
- an internship over 1 or 2 terms

- other, please elaborate

TEXT BOX

2  Click on the button that best represents your current or most recent form of professional experience:

- one or two days per week over a term or semester
- a block of between 2 and 4 weeks
- familiarisation visits to the school followed by a block of between 2 and 4 weeks
- an Internship over 1 or 2 terms

- other, please elaborate

TEXT BOX

3  Who was responsible for contacting the school and arranging for your current or most recent form of professional experience:
(Please select one of the following)

- I had to arrange it myself
- I made the initial contact which was followed up by the university’s professional experience coordinator
- The university professional experience coordinator

- Other, please elaborate

TEXT BOX
Click on the buttons that represent aspects of planning for your current or most recent form of professional experience (Select all buttons that are appropriate).

- I went to the school prior to my professional experience
- I went to the school at the commencement of the professional experience program
- I was introduced to the Principal when I went to the school
- I was introduced to members of the school executive when I went to the school
- I met the school professional experience coordinator prior to going to the school for my professional experience
- I met the school professional experience coordinator when I went to the school for my professional experience
- I met my supervising teacher(s) prior to going to the school for my professional experience
- I met my supervising teacher(s) when I went to the school for my professional experience
- I was provided with an orientation manual when I went to the school
- I was provided with copies of teaching programs and access to resource materials
- My supervising teacher(s) talked to me about the classes I would teach and about the subject content being taught
- My school professional experience coordinator talked to me about the specific teaching and learning philosophy being implemented in the school
- My supervising teacher(s) talked to me about the specific teaching and learning philosophy being implemented in the class/grade/faculty.
- My school professional experience coordinator talked to me about the specific teaching and learning strategies that were successful in the school
- My supervising teacher(s) talked to me about the specific teaching and learning strategies that were successful in the class/grade/faculty

- other, please elaborate

Please indicate who has been the most important influence on the success of your current or most recent professional experience in schools:
• your assigned teacher mentor/supervisor (within the school)
• the school’s professional experience coordinator
• the HAT in the school
• the school principal
• your University supervisor
• other, please specify

TEXT BOX
Section C Questions about your University Preparation for Professional Experience

1. My university studies have prepared me with:

a. knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
   
   Likert Scale

b. knowledge and understanding of research into how students learn and the implications for teaching.
   
   Likert Scale

c. knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
   
   Likert Scale

d. broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
   
   Likert Scale

e. knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
   
   Likert Scale

f. broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
   
   Likert Scale

g. Comment briefly on the most important piece of feedback you have been given concerning your knowledge of students and how they learn.
   
   TEXT BOX HERE

2. My university studies have prepared me to:
a. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 

Likert Scale

b. Organise content into an effective learning and teaching sequence. 

Likert Scale

c. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 

Likert Scale

d. Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 

Likert Scale

e. Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 

Likert Scale

f. Implement teaching strategies for using ICT to expand curriculum-learning opportunities for students. 

Likert Scale

g. Comment briefly on the most important piece of feedback you have been given concerning your knowledge of content and how to teach it. 

TEXT BOX HERE
Section D  Questions about your current or most recent professional experience in schools

1  This professional experience has provided me with opportunities to:

   a. Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
   b. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
   c. Include a range of teaching strategies in lessons.
   d. Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
   e. Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
   f. Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
   g. Describe a broad range of strategies for involving parents/carers in the educative process.
   h. Comment briefly on the most important piece of feedback you have been given concerning your planning for and implementing effective teaching and learning

2  This professional experience has provided me with opportunities to:

   a. Identify strategies to support inclusive student participation and engagement in classroom activities.
   b. Demonstrate the capacity to organise classroom activities and provide clear directions.
   c. Develop a suite of practical approaches to manage challenging behaviour.
   d. Develop an understanding of strategies that support students’ well-being and safety working within school and/or system, curriculum and legislative requirements.
   e. Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
f. Comment briefly on the most important piece of feedback you have been given concerning how you create and maintain supportive and safe learning environments

3 This professional experience has provided me with opportunities to:

a. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
b. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
c. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
d. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
e. Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
f. Comment briefly on the most important piece of feedback you have been given concerning how you assess, provide feedback and report on student learning

4 This professional experience has provided me with opportunities to:

a. Develop my understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.
b. Develop my understanding of relevant and appropriate sources of professional learning for teachers.
c. Develop my to seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
d. Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
e. Comment briefly on the most important piece of feedback you have been given concerning how to engage in continued professional learning
5. This professional experience has provided me with an:

a. Understanding of the key principles described in codes of ethics and conduct for the teaching profession.
b. Understanding of the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
c. Understanding of strategies for working effectively, sensitively and confidentially with parents/carers.
d. Understanding of the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.
e. Comment briefly on the most important piece of feedback you have been given concerning how to engage with colleagues, parents and the community

6. If you have had more than one professional experience placement, please indicate which of the following apply to make this (or your most recent) professional experience placement different from prior sessions. (Select all that apply):

- There was a stronger focus on the quality of teaching and learning
- There was less focus on the quality of teaching and learning
- This school saw the professional experience as being important
- My supervisor was more helpful and was better able to model what good teaching looked like
- I learned a broader range of strategies for managing student behaviour
- I was given a range of opportunities to learn more about being a teacher, such as how to engage the contribution of parents and the community
- My supervisor was able to provide constructive feedback which I was able to implement in following lessons
- I was able to learn about Aboriginal students, their culture and learning needs
- This session has given me the confidence to succeed as a teacher
- For me this session was no different from other professional experience sessions
• Other differences in school practices and/or environment. Please elaborate.

7 Based on the professional experiences you have undertaken in schools to date, in what ways could they be improved to better contribute to your development as a teacher? (Include areas where you feel you need further development and support)
Section E  Other

1 What is motivating you to pursue a career in teaching?

TEXT BOX

2 What do you hope to achieve professionally (in teaching) over the next five years?

TEXT BOX

3 Please outline any special features of planning for your next professional experience that you think are important and that have not been captured in the survey questions above.

TEXT BOX
Section E  Future involvement

This survey is part of a longitudinal evaluation of the success or otherwise of the professional experience reforms being initiated. Further aspects of the evaluation involve the impact of reforms related to Centres for Excellence, the role of Highly Accomplished Teachers, and the role of Paraprofessionals.

Please click on the following link to register your interest in participating in later stages of this evaluation.

[Click here to register your interest in further involvement in the evaluation]

Thank you for taking the time to complete this survey. We look further to additional commentary and/or contact with you over the course of the evaluation. School visits are planned as part of the evaluation and if you would like further information about these, or any other aspect of the evaluation, the relevant contact details are:

Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au
7.4.9 Paraprofessional

Paraprofessional Survey

Who Completes this Survey:
This survey has been prepared for completion by Paraprofessionals employed in schools that have been/are implementing initiatives related to the Improving Teacher Quality National Partnership.

Survey Context:
This survey is being undertaken for the NSW National Partnerships Evaluation Committee (NPEC) as part of its state level evaluation of elements of the Improving Teacher Quality National Partnership (ITQNP). Feedback is being gathered from government, Catholic and independent sectors.

Confidentiality:
Any feedback provided by you as part of your survey response will remain confidential to the evaluation team. Any reporting of commentary from individual responses will be de-identified.

About the Survey:
This survey, which is the first in a number of surveys to be administered over the duration of the evaluation, is designed to gather information about:

1. School-wide initiatives, such as, the operation of Centres for Excellence;
2. The role of key personnel in schools who have been identified for their capacity to provide professional and/or classroom support, e.g., Highly Accomplished Teachers (and their sectoral equivalents) or paraprofessional staff, and
3. The preparation of teachers through quality professional experience placements in partnership with Teacher Education Institutions.

The survey provides the opportunity to share thoughts and experiences about changes to school practices as a result of participation in National Partnership initiatives. The information you provide for this evaluation will help to inform future decisions about attracting and rewarding high-quality teachers, the delivery of school-based teacher education, increased in-school support for teachers and leaders and on-going strategic professional learning.

Please choose the Not Applicable option in questions that do not apply to you or your school context.

Thank you for your involvement in the evaluation,

Professor John Pegg
For and on behalf of the evaluation team.

Please complete this survey by XX/XX/XXXX

Contact person: Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au
Section A  Background Information

1 Please indicate the highest level of education you have achieved to date:

- Year 12
- TAFE
- College (please specify)
- University – Bachelor’s degree
- University - postgraduate

2 Please indicate your age group:

- Under 30
- 31-40
- 41-50
- 51-60
- Over 60
- Rather not say

3 Do you work across a more than one school?

Yes/No

4 My current role is (click those that apply if you work across schools):

- Educational (supporting teaching and learning in the classroom)
- Operational – teacher support (monitoring and recording student assessment tasks)
- Operational – community engagement (developing home, school and community partnerships)
- Operational – technology learning (technology and connected learning support)
- Operational – information management (developing and implementing data management systems or modifications to curriculum and learning materials)
- Operational – professional experience (assisting with the coordination of professional experience and strengthening school-Teacher Education Institution partnerships)

5 When did you commence working as a paraprofessional?

Text Box

6 Have you worked in schools prior to your current role?

Yes/No
7 Do you work in more than one school?

Yes/No

8 Describe the school/s you work in.

Drop down menu: Primary; Secondary; Metro; Regional; Remote

9 Briefly outline the main activities undertaken by you as a paraprofessional in your school/s.

TEXT BOX HERE
Section B  Questions about Centres for Excellence

1. Has your school become involved in a professional learning network through which schools collaborate and share

   yes/no

2. What is the specific/identified focus of the network and sharing with other schools? (eg improved pedagogy, resources, curriculum development, other professional learning)

   TEXT BOX HERE

3. Are there any particular issues that either support or hinder the functioning of this collaboration?

   TEXT BOX HERE
Section C  Questions about the role of the Highly Accomplished Teacher (or equivalent) in the school

1  The overall student learning outcomes in this school have changed as a result of National Partnership initiatives in the school.

Likert Scale

2  The overall student engagement at this school has changed as a result of National Partnership initiatives in the school.

Likert Scale

3  What kinds of change are most evident? (eg academic, sporting, attendance, behaviour)

LIST HERE
(eg academic, sporting, attendance, behaviour ... non observable)

4  For your school, please rank (i.e., each strategy has a different number) the following strategies for their importance in improving student academic performance.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Radio Buttons</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Developing whole school improvement strategies</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>b. Supporting individual teachers through feedback and/or mentoring</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>c. Working with students experiencing academic challenges (e.g., special needs students) in the classroom</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>d. Working with performance data to improve learning outcomes</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>e. Focusing on a specific Year or Faculty within the school</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

4b  For the strategy you ranked the highest, please provide a brief rationale for your choice.

TEXT BOX HERE
Section D  Questions about your role

1  In your own view, since you have joined the school your role has contributed to:

   i.  improved support for individuals or groups of students
       Likert Scale

   ii. improved support for teachers in this school
       Likert Scale

   iii. improved support for teachers in this cluster and/or other schools
       Likert Scale

   iv.  improved student performance
       Likert Scale

   v.   improved parental engagement
       Likert Scale

2  Are you interested in becoming a teacher?

   Yes/No

   [If NO, go to Section E]

3  In what way/s do you see your current position as providing a pathway into teaching?

   TEXT BOX HERE

4  Have you received any advice concerning pathways into teaching? Please elaborate.

   TEXT BOX HERE

5  If you were interested in becoming a teacher, what would your next steps be?

   TEXT BOX HERE
Section E  Other

1. What do you consider to be the most ‘challenging’ aspect of your role in your school? Please elaborate.

TEXT BOX HERE

2. As a paraprofessional, are there any school- and community-related influences that either hinder or support your role in this school?

TEXT BOX HERE

3. What do you consider to be the most rewarding practice/s in which you have participated in your role as a paraprofessional? Please elaborate.

TEXT BOX HERE

4. Is there something else about your role that has not been covered in the questions above? Please elaborate.

TEXT BOX HERE

Thank you for taking the time to complete this survey. We look further to additional commentary and/or contact with you over the course of the evaluation. School visits are planned as part of the evaluation and if you would like further information about these, or any other aspect of the evaluation, the relevant contact details are:

Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au
Professional Experience Office Director Survey

Who Completes this Survey:
This survey has been prepared for completion by Professional Experience (or Practicum) Directors at Teacher Education Institutions in New South Wales.

Survey Context:
This survey is being undertaken for the NSW National Partnerships Evaluation Committee (NPEC) as part of its state level evaluation of elements of the Improving Teacher Quality National Partnership (ITQNP). Feedback is being gathered from government, Catholic and independent sectors.

Confidentiality:
Any feedback provided by you as part of your survey response will remain confidential to the evaluation team. Any reporting of commentary from individual responses will be de-identified.

About the Survey:
This survey, which is the first in a number of surveys to be administered over the duration of the evaluation, is designed to gather information about:

1. School-wide initiatives, such as, the operation of Centres for Excellence;
2. The role of key personnel in schools who have been identified for their capacity to provide professional and/or classroom support, e.g., Highly Accomplished Teachers (and their sectoral equivalents) or paraprofessional staff, and
3. The preparation of teachers through quality professional experience placements in partnership with Teacher Education Institutions.

The survey provides the opportunity to share thoughts and experiences about changes to school practices as a result of participation in National Partnership initiatives. The information you provide for this evaluation will help to inform future decisions about attracting and rewarding high-quality teachers, the delivery of school-based teacher education, increased in-school support for teachers and leaders and on-going strategic professional learning.

Please choose the Not Applicable option in questions that do not apply to you or your school context.

Thank you for your involvement in the evaluation,

Professor John Pegg
For and on behalf of the evaluation team.

Please complete this survey by XX/XX/XXXX

Contact person: Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au
Section A  Background Information

1 Name of your Teacher Education Institution:

DROP DOWN BOX

2 In your position as Director (or equivalent) of the Professional Experience office at your institution, are you a:

- full-time academic
- part-time academic
- full-time administrative officer
- part-time administrative officer
- other (please specify)

3 For 2011, please indicate the number of professional experience placements that your institution was responsible for:

   secondary placements
   primary placements
   early childhood placements

4 For 2011, please indicate the number of schools that participated in the professional experience placements for which your institution was responsible for:

   secondary schools
   primary schools
   K-12 schools
   K-10 schools
   early childhood settings
   other (please specify)

TEXT BOX HERE

5 Please indicate the extent to which the organisational arrangements for professional experience placement at your institution are undertaken by:

(i) the Professional Experience Office

Likert Scale
(ii) Pre-service teachers/students

**Likert Scale**

6 Briefly describe these organisational arrangements:

**TEXT BOX**

7 The ideal organisational arrangements for supervision of professional experience would be undertaken by:

- curriculum methods lecturers of the students
- non-curriculum-methods lecturers of the students
- lecturers who do not necessarily teach the students
- casual staff, e.g., former Principals, who also teach at the institution
- casual staff, e.g., former Principals, who only supervise professional experience

**Likert Scales**

- other (please elaborate)

**TEXT BOX**

8 Currently, your professional experience supervision is mostly conducted by:

**Tick all that apply**

- curriculum methods lecturers of the students
- non-curriculum-methods lecturers of the students
- lecturers who do not necessarily teach the students
- casual staff, e.g., former Principals, who also teach at the institution
- casual staff, e.g., former Principals, who only supervise professional experience

- other (please elaborate)

**TEXT BOX**

9 If your answer to Question 8 is different from your answer to Question 7, please elaborate.

**TEXT BOX**
Section B  Questions about Centres for Excellence

1. What do you consider to be three attributes of an effective professional experience partnership with schools?

TEXT BOX

2. Describe the most successful process for feedback between your office and the school/s that you have most contact with.

TEXT BOX

3. Select the statements that best describe the structure of the partnership between your institution and the school/s that you have most contact with.

Click all relevant buttons.

Type of School

Drop Down Menu based on Section A Q4

<table>
<thead>
<tr>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The partnership is an informal arrangement.</td>
</tr>
<tr>
<td>University sessional (casual teaching; casual supervision) staff regularly visit the school in a professional experience capacity.</td>
</tr>
<tr>
<td>The partnership has resulted in specific training for Supervising Teachers/Mentors.</td>
</tr>
<tr>
<td>The partnership includes a research element investigating better ways of supporting and preparing pre-service teachers.</td>
</tr>
<tr>
<td>The partnership includes a research element investigating better ways of supporting and preparing New Scheme Teachers.</td>
</tr>
<tr>
<td>The partnership’s focus is on supporting the professional experience program being undertaken by the university’s students.</td>
</tr>
<tr>
<td>The partnership has resulted in a more focused professional experience program over the past three years.</td>
</tr>
<tr>
<td>The partnership has impacted on the way we manage and support the professional experience over the past three years.</td>
</tr>
</tbody>
</table>
Are there any particular issues that either support or hinder the functioning of this professional experience collaboration?

What does your institution gain from this professional experience partnership?

In your experience, what have been the most successful models and strategies adopted within C4Es that could be incorporated into other school-university professional experience partnerships?
Section C  Questions about Highly Accomplished Teachers or equivalent, e.g., Leaders of Pedagogy.

1  Please rank the following from 1 (least important) to 7 (most important) when mentoring Graduate Teachers about their professional practice.

| a. Develop knowledge about subject content and how to teach that content | 1 2 3 4 5 6  
|---|---|
| b. Develop knowledge about students and how they learn | 1 2 3 4 5 6  
| c. Plan, assess and report for effective learning | 1 2 3 4 5 6  
| d. Communicate effectively with students | 1 2 3 4 5 6  
| e. Create and maintain safe and challenging learning environments through the use of classroom management skills | 1 2 3 4 5 6  
| f. Improve professional knowledge and practice | 1 2 3 4 5 6  
| g. Actively engage with the profession and with the wider community | 1 2 3 4 5 6  

Please elaborate briefly on any of the selections you made.

TEXT BOX HERE

2  What contact have you had with HATs (or equivalent) in the C4Es schools with which you work?

Likert Scale

3  Professional experience supervision has changed in C4Es and any associated schools as a result of direct supervision by HATs.

Likert Scale

4  Professional experience supervision has changed in schools where HATs (or equivalent) have provided training for Supervising Teachers.

Likert Scale
5 Describe any positive changes that have taken place in professional experience supervision and how these are evident.

TEXT BOX

6 Describe any challenges that exist in professional experience supervision and how these are evident.

TEXT BOX
Section D  Questions about professional experience

1 What does your institution consider to be three attributes of a high quality teacher education graduate?

TEXT BOX

2 Undertaking professional experience in C4Es consolidates these attributes.

Likert Scale

3 What do you consider to be the professional learning needs of pre-service teachers for successful teaching in challenging schools (e.g., high Aboriginal enrolments, remote)?

TEXT BOX

4 Undertaking professional experience in C4Es provides opportunities for these professional learning needs to be met.

Likert Scale

5 What components of pre-service teacher education programs – including professional experience – do you believe improve retention of high quality teachers in challenging schools?

TEXT BOX

6 What do you consider to be the particular training needs of teachers who intend to/ are likely to teach in schools with high Aboriginal enrolments?

TEXT BOX

7 Undertaking professional experience in C4Es prepares high quality teacher education graduates who are better equipped and prepared to teach in NSW challenging schools such as those that are remote or which have high Aboriginal enrolments.

Likert Scale

8 What components of pre-service teacher education programs – including professional experience do you believe improve attraction and retention of high quality mathematics and science teachers?

TEXT BOX

9 There has been a shift in workload and associated costs of professional experience programs for your institution since the introduction of C4Es.

Likert Scale

Please elaborate

TEXT BOX
Section E  General Comments

1. What do you think motivates pre-service teachers to pursue a career in teaching?

TEXT BOX

2. Briefly outline the process(es) in place at your Teacher Education Institution for dealing with cases where it is determined that a pre-service teacher is not meeting requirements.

TEXT BOX

3. Please outline any special features of the professional experience that you think are important and have not been captured in the survey questions above.

TEXT BOX

Thank you for taking the time to complete this survey. We look further to additional commentary and/or contact with you over the course of the evaluation. School visits are planned as part of the evaluation and if you would like further information about these, or any other aspect of the evaluation, the relevant contact details are:

Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au
7.4.11 Professional Experience Supervisor

Professional Experience Supervisor (Teacher Education Institutions)
Survey

Who Completes this Survey:
This survey has been prepared for completion by Supervisors of Professional Experience at Teacher Education Institutions in New South Wales.

Survey Context:
This survey is being undertaken for the NSW National Partnerships Evaluation Committee (NPEC) as part of its state level evaluation of elements of the Improving Teacher Quality National Partnership (ITQNP). Feedback is being gathered from government, Catholic and independent sectors.

Confidentiality:
Any feedback provided by you as part of your survey response will remain confidential to the evaluation team. Any reporting of commentary from individual responses will be de-identified.

About the Survey:
This survey, which is the first in a number of surveys to be administered over the duration of the evaluation, is designed to gather information about:

1. School-wide initiatives, such as, the operation of Centres for Excellence;
2. The role of key personnel in schools who have been identified for their capacity to provide professional and/or classroom support, e.g., Highly Accomplished Teachers (and their sectoral equivalents) or paraprofessional staff, and
3. The preparation of teachers through quality professional experience placements in partnership with Teacher Education Institutions.

The survey provides the opportunity to share thoughts and experiences about changes to school practices as a result of participation in National Partnership initiatives. The information you provide for this evaluation will help to inform future decisions about attracting and rewarding high-quality teachers, the delivery of school-based teacher education, increased in-school support for teachers and leaders and on-going strategic professional learning.

Please choose the Not Applicable option in questions that do not apply to you or your school context.

Thank you for your involvement in the evaluation,

Professor John Pegg
For and on behalf of the evaluation team.

Please complete this survey by XX/XX/XXXX

Contact person: Dr Greg McPhan (SiMERR National Research Centre), greg.mcphlan@une.edu.au
Section A  Background Information

1  Name of your Teacher Education Institution:

DROP DOWN BOX

2  In your role as supervisor of professional experience at your institution, are you a:

• full-time academic
• part-time academic who teaches in the course
• part-time academic whose role is professional experience supervision only
• full-time administrative officer
• part-time administrative officer
• other (please specify)

3  For 2011, please indicate the number of professional experience placements for which you were responsible for:

   secondary placements
   primary placements
   early childhood placements

4  For 2011, please indicate the number of schools that you had contact with for professional experience placements for which your institution was responsible for:

   secondary schools
   primary schools
   K-12 schools
   K-10 schools
   early childhood settings
   other (please specify)

TEXT BOX HERE

5  Please indicate the teaching specialisations that have been included in your supervision of professional experience (Select all that apply)

Drop down menu based on Q 6 of the Preservice teacher survey
6 The organisational arrangements for professional experience placement at your institution are undertaken by

(iii) the Professional Experience Office

(iv) Pre-service teachers/students

7 Briefly describe these organisational arrangements:

TEXT BOX

8 The ideal organisational arrangements for supervision of professional experience would be undertaken by:

- curriculum methods lecturers of the students
- non-curriculum-methods lecturers of the students
- lecturers who do not necessarily teach the students
- casual staff, e.g., retired Principals, who also teach at the institution
- casual staff, e.g., retired Principals, who only supervise professional experience

TEXT BOX

9 Currently, professional experience supervision is mostly conducted by:

Tick all that apply

- curriculum methods lecturers of the students
- non-curriculum-methods lecturers of the students
- lecturers who do not necessarily teach the students
- casual staff, e.g., retired Principals, who also teach at the institution
- casual staff, e.g., retired Principals, who only supervise professional experience

- other (please elaborate)

TEXT BOX

10 If your answer to Question 9 is different from your answer to Question 8, please elaborate.

TEXT BOX
Section B  Questions about Centres For Excellence

1  What do you consider to be three attributes of an effective professional experience partnership with schools/settings?

TEXT BOX

2  Do you consider that your current relationship/s with C4Es is/are consistent with these attributes?

TEXT BOX

3  Describe any processes for feedback between you and the C4E that you have most contact with concerning professional experience.

TEXT BOX

4 (a)  The C4E with which you have had most contact with is:

Drop down options

4 (b)  Select the statements that best describe the structure of the partnership between your institution and the C4E with which you have most contact.

Click all relevant buttons.

| The partnership is an informal arrangement |  |
| The partnership is a formal arrangement with agreed commitments from each of the partners |  |
| Teacher Education Institution staff regularly visit the school |  |
| Teacher Education Institution sessional (causal teaching; casual supervision) staff regularly visit the school in a professional experience capacity |  |
| The Teacher Education Institution makes available its professional learning expertise to teachers |  |
| School staff regularly meet with teacher educators to plan for more effective teaching |  |
| The partnership has resulted in specific training for Supervising Teachers/Mentors |  |
| The focus of the partnership is on improving teaching and learning across the school |  |
The partnership includes a research element investigating better ways of supporting and preparing pre-service teachers.

The partnership includes a research element investigating better ways of supporting and preparing New Scheme Teachers.

The partnership’s focus is on supporting the professional experience program being undertaken by the Teacher Education Institution’s students.

The partnership has resulted in a more focused professional experience program.

The partnership has impacted on the way we manage and support the professional experience.

The focus of the partnership is not clear.

Other, please elaborate

5  Are there any particular issues that either support or hinder the functioning of this collaboration?

6  What does your institution gain from this partnership?

7  In your experience, what have been the most successful models and strategies adopted within C4Es, involving HATs and/or Paraprofessionals, that could be incorporated into other school-Tertiary Education Institution partnerships?
Section C Questions about Highly Accomplished Teachers or equivalent, e.g., Leaders of Pedagogy.

 Whilst there are differences across educational sectors, the role of the Highly Accomplished Teacher (HAT) – or its equivalent – is meant to reflect high quality teaching and also engagement with colleagues to work collaboratively within and/or beyond the school in order to support professional practice and improved student learning outcomes.

1. Which of the following do you consider to have the greatest priority when mentoring Graduate Teachers about their professional practice?
   
   Click all relevant buttons
   
   a. Develop knowledge about subject content and how to teach that content
   b. Develop knowledge about students and how they learn
   c. Plan, assess and report for effective learning
   d. Communicate effectively with students
   e. Create and maintain safe and challenging learning environments through the use of classroom management skills
   f. Improve professional knowledge and practice
   g. Actively engage with the profession and with the wider community

   Please elaborate.

   TEXT BOX HERE

2. What contact have you had with HATs in the C4Es schools with which you work?

   Likert Scale

3. Professional experience supervision has changed in C4Es and their associated ‘spoke’ schools as a result of direct supervision by HATs.

   Likert Scale

4. Professional experience supervision has changed in C4Es and their associated ‘spoke’ schools as a result of the training of other teachers in professional experience supervision by the HATs.

   Likert Scale

5. Describe any positive changes that have taken place in professional experience supervision and how these are evident.

   TEXT BOX
6. Describe any challenges that exist in professional experience supervision and how these are evident.
Section D  Questions about professional experience

1. What does your institution consider to be three attributes of a high quality teacher education graduate?

TEXT BOX

2. Undertaking professional experience in C4Es consolidates these attributes.
   Likert Scale

3. What do you consider to be the professional learning needs of new teacher education graduates for successful teaching in challenging schools, such as those that are remote or which have high Aboriginal enrolments?

TEXT BOX

4. Undertaking professional experience in C4Es provides opportunities for these professional learning needs to be met.
   Likert Scale

5. What components of pre-service teacher education programs – including professional experience – do you consider lead to increased retention of high quality teachers in challenging schools?

TEXT BOX

6. What do you consider to be the particular training needs of teachers in schools with high Aboriginal enrolments?

TEXT BOX

7. Undertaking professional experience in C4Es prepares high quality teacher education graduates who are better equipped and prepared to teach in NSW challenging schools such as those that are remote or which have high Aboriginal enrolments.
   Likert Scale

8. What components of pre-service teacher education programs – including professional experience - do you think contribute to the attraction and retention of high quality mathematics and science teachers?

TEXT BOX

9. There has been a shift in workload and associated costs of professional experience programs for your institution since the introduction of C4Es.
   Likert Scale

   Please elaborate

TEXT BOX
10 Please rate each of the following areas of preservice teacher preparation in terms of how you perceive their importance for successful teaching:

a. The development of knowledge about students and how they learn
   Not Important  Very Important
   0 1 2 3 4 5
   Comment briefly on the most important piece of feedback you have given concerning knowledge of students and how they learn
   TEXT BOX HERE

b. The development of knowledge about the content and how to teach it
   Not Important  Very Important
   0 1 2 3 4 5
   Comment briefly on the most important piece of feedback you have given concerning knowledge of content and how to teach it
   TEXT BOX HERE

c. The development of the skills needed to plan and implement effective teaching and learning
   Not Important  Very Important
   0 1 2 3 4 5
   Comment briefly on the most important piece of feedback you have given concerning planning for and implementing effective teaching and learning
   TEXT BOX HERE

d. The ability to create and maintain supportive and safe learning environments
   Not Important  Very Important
   0 1 2 3 4 5
   Comment briefly on the most important piece of feedback you have given concerning how to create and maintain supportive and safe learning environments
   TEXT BOX HERE

e. The capacity to assess, provide feedback and report on student learning
   Not Important  Very Important
   0 1 2 3 4 5
Comment briefly on the most important piece of feedback you have given concerning how to assess, provide feedback and report on student learning

TEXT BOX HERE

f. The capacity to engage in professional learning
   Not Important  Very Important
   0 1 2 3 4 5

Comment briefly on the most important piece of feedback you have given concerning how to engage in continued professional learning

TEXT BOX HERE

g. The capacity to engage professionally with colleagues, parents/carers and the community
   Not Important  Very Important
   0 1 2 3 4 5

Comment briefly on the most important piece of feedback you have given concerning how to engage with colleagues, parents and the community

TEXT BOX HERE

11 Which of the seven areas a-g above do you consider to be the most important for mentoring teachers to focus on with preservice teachers during professional experience placements and/or graduate teachers in the initial stages of teaching?

Drop Down Menu

Please elaborate

TEXT BOX HERE

12 Based on the professional experience placements that have taken place through your Teacher Education Institution, do you feel that there has been a change in preservice teachers preparation during the past three (3) years? Please elaborate.

TEXT BOX
Section E  General Comments

1  What do you think motivates preservice teachers to pursue a career in teaching?

TEXT BOX

2  Please outline any special features of the professional experience that you think are important and have not been captured in the survey questions above.

TEXT BOX

Thank you for taking the time to complete this survey. We look further to additional commentary and/or contact with you over the course of the evaluation. School visits are planned as part of the evaluation and if you would like further information about these, or any other aspect of the evaluation, the relevant contact details are:

Dr Greg McPhan (SiMERR National Research Centre), greg.mcphan@une.edu.au
7.5 Draft Interview Protocols

7.5.1 Interview Protocol

The final form of the Interview Protocol will be informed by responses to surveys completed and by the document analysis that includes relevant school plans.

The evaluation has a focus on Centres for Excellence, and similar settings across the three educational sectors, where reforms are being implemented in the context of the Improving Teacher Quality National Partnership. In addition to the impact of Centres for Excellence, the evaluation will consider initiatives related to the role of Highly Accomplished Teachers, Professional Experience, and the role of Paraprofessionals.

Questions for Interview and Focus Groups will be developed in line with the five research themes for the evaluation, namely:

1. An investigation of the effectiveness of Centres for Excellence in terms of improved teacher capacity, improved student performance, and collaboration with other schools and partner universities.
2. An investigation of the effectiveness of the role of HATs across a number of areas, including the attraction and retention of staff, improved teacher capacity and effectiveness, improved student performance, and school planning.
3. An investigation of the characteristics of the role of HATs through their own perceptions and feedback from others.
4. An investigation of the support provided by the role of Paraprofessionals to teachers and students, and the possible career aspirations associated with the role.
5. An investigation of a range of contextual issues that might impact on the implementation of initiatives.
7.5.2 Draft Interview Protocol – Possible Prompts

Preliminary question (setting the scene): Interviewees would be asked to outline their professional background, the school context and whether or not they had completed a survey to date.

7.5.2.1 Centres for Excellence

1. How does collaboration with other schools (either through and formal cluster arrangement or informal networking) contribute to improvements in teacher quality (skills, capacity or effectiveness)?
2. What do you see as the priority in your school for improving teacher quality?
3. What support is available in your school (cluster) to improve teacher quality?
4. What are some of the benefits associated with working collaboratively with other schools?
5. What are some of the challenges associated with working collaboratively with other schools?
6. What are the teaching and learning strengths in your school?
7. How much time per week would you devote to professional conversations about improving student performance?
8. What do you consider to be the most important indicators of improved student performance?
9. What are some of the more successful strategies that your school adopts (at the faculty level; at the whole school level) to improve student performance?
10. What feedback mechanisms are in place in your school that support improvements in: teacher quality; student performance?

7.5.2.2 Highly Accomplished Teachers (Improvements)

1. How familiar are you with the NSW Professional Teaching Standards?
2. How familiar are you with the National Professional Teaching Standards?
3. How do you see teaching standards as a framework for improving teacher quality?
4. How has the HAT role provided you with an appropriate career progression?
5. What do you see as the main challenges for attracting teachers to the profession?
6. What special professional needs does a Graduate teacher have when faced with a challenging or hard-to-staff school?
7. What do you see as the priorities for supporting a Graduate teacher in their initial teaching period?
8. What do you see as the school’s direction/priority?
9. What is the extent of your involvement in supporting the professional learning of teachers in: this school; in cluster schools (if relevant)?
10. How do teachers in your school use student performance data as a planning tool?
11. How does the school use (or not use) student feedback?
12. What are the areas of greatest student learning need in your school?
13. What are some of the more successful whole-school management/planning practices that support: teacher professional learning; student improvement?
14. How have you contributed to whole-school management practices that support: teacher professional learning; student improvement?

7.5.2.3 Highly Accomplished Teachers (Attributes)
1. What is your professional background?
2. Why did you apply to become a HAT?
3. How do you see your current role in terms of your overall aspirations?
4. What have been some of the benefits of your role?
5. What particular contributions have you made?
6. What have been some of the challenges in your role?
7. How has your role equipped you to mentor/support colleagues who wish to/need to improve their practice?

7.5.2.4 Paraprofessionals
1. What is the category of paraprofessional in your school?
2. How has the role contributed to improved support?
3. Where is the support provided by the paraprofessional most evident?
4. Who has benefited from the paraprofessional being in the school?
5. What pathways are open to paraprofessional for career progression?

7.5.2.5 Professional Experience
1. How does professional experience operate in your school?
2. How does the school support the professional needs of: pre-service teachers; graduate teachers?
3. What do you see as particular challenges in your school for: pre-service teachers; graduate teachers?
4. What do you see as the commitment required by individuals and the school in providing: a rewarding professional experience; support for graduate teachers?
5. What is the nature of the partnership between you school and a university?
6. What feedback mechanisms are in place between your school and a university to enhance the quality of professional experience?
7. What would you say your school is particularly good at doing: for staff; for students; for the wider community?
8. What attracts teachers to your school and why do they stay (not stay) in teaching?

7.5.2.6 Other Areas of Interest
1. What are the particular strengths of your school community?
2. What are the particular challenges for your school community?
3. How are initiatives in your school sustained (by whom, how)?
4. How does the school (its environment, culture, resources, networking, collegiality ...) provide you with the motivation to achieve your professional aspirations?
5. What is the area of greatest need in your school in terms of resources required?
6. What successful strategies/advice could you share with other schools?
7.6 Interview Protocols Prepared From Possible Prompts

7.6.1 Principals/School Executive

Evaluation of Selected Reforms – Improving Teacher Quality National Partnership
Site Visit Interview Questions – Principal; School Executive

Name of School:

Name of Interviewee:

Initial clarification and confirmation:

- What the evaluation is about
- Members of the evaluation team
- Ultimate reporting process

1. Could you briefly describe the focus of the C4E/National Partnership initiative operating in your school?

2. Who (individuals and/or teams) in the school do you see as most responsible for implementing the initiatives?

3. Questions about the Centre for Excellence/National Partnership initiative:

   How would you describe the effectiveness of the Centre for Excellence and/or National Partnership initiative in your school in the following areas?:

   - Improving teacher capacity
   - Improving teacher quality
   - Improving student performance
   - Effective collaboration with other schools
   - Effective relationships with universities

4. Questions about the impact of the Highly Accomplished Teacher initiative (Impact):

   How do you see the HAT role, or its equivalent, as being effective in the following areas?:

   - Providing career progression for HATs as skilled teachers
   - As a strategy for attracting and retaining HATs as skilled teachers in hard to staff schools
   - Improving the capacity and effectiveness of teachers in hubs/spoke or cluster schools
   - Enhancing the capacity of teachers to utilise students attainment data
   - Improving student performance
   - Achieving sustainable improvements in Teaching & Learning through school planning/management
5. Questions about the Paraprofessional initiative (if there is one in the school):

How do you see the paraprofessional initiative as being effective in the following areas?:

- Improved support for students
- Improved support for teachers
- Pathways into teaching

6. Questions about the Professional Experience:

Could you outline the professional experience program at your school in terms of?:

- Preparation of quality graduates
- Associated 'costs'
- Structure of placement, e.g., Internships, two-week pracs
- Relationship between stakeholders, e.g., your school, Teacher Education Institutions and employers

7. Other questions of interest - optional:

- Are there any particular contextual factors that have impacted on the success or otherwise of the initiatives in your school?
- What do you see as the important training needs of new teachers for successful teaching (in your school; in high Aboriginal enrolment or high ESL schools ...)?
- What do you consider to be the major issues that impact on the retention of (quality; maths; science) teachers in schools (challenging or otherwise)?
- What do you consider to be some of the key sustainability issues for the initiatives in place in your school?
- Is there a particular feature of the way initiatives have been implemented in your school that others might find useful – models, approaches or strategies that can be shared?

8. Is there anything else that you would like to add about the Centre for Excellence/National Partnership initiatives in your school?

9. Were you comfortable with the structure of the interview and the questions asked?
7.6.2 Highly Accomplished Teacher – or equivalent

Evaluation of Selected Reforms – Improving Teacher Quality National Partnership
Site Visit Interview Questions – Highly Accomplished Teacher or equivalent

Name of School:
Name of Interviewee:
Initial clarification and confirmation:
• What the evaluation is about
• Members of the evaluation team
• Ultimate reporting process

1. Could you briefly describe the focus of the C4E/National Partnership initiative operating in your school?

2. Who (individuals and/or teams) in the school do you see as most responsible for implementing the initiatives?

3. Questions about the Centre for Excellence/National Partnership initiative:
How would you describe the effectiveness of the Centre for Excellence and/or National Partnership initiative in your school in the following areas?:
• Improving teacher capacity
• Improving teacher quality
• Improving student performance
• Effective collaboration with other schools
• Effective relationships with universities

4. Questions about the impact of the Highly Accomplished Teacher initiative (Impact):
How do you see the HAT role, or its equivalent, as being effective in the following areas?:
• Providing career progression for HATs as skilled teachers
• As a strategy for attracting and retaining HATs as skilled teachers in hard to staff schools
• Improving the capacity and effectiveness of teachers in hubs/spoke or cluster schools
• Enhancing the capacity of teachers to utilise students attainment data
• Improving student performance
• Achieving sustainable improvements in Teaching & Learning through school planning/management

5. Questions about your professional background:
2. How has your professional background (degree, courses undertaken, previous teaching and learning experience ...) shaped the way you undertake your role as a HAT or equivalent?

3. What motivated you to take up your current role and are your professional aspirations being realised?

4. How would you describe your impact on teacher capacity and/or student performance in this school/other (spoke) schools?

6. Questions about the Paraprofessional initiative (if there is one in the school):

   How do you see the paraprofessional initiative as being effective in the following areas?:
   - Improved support for students
   - Improved support for teachers
   - Pathways into teaching

7. Questions about the Professional Experience:

   Could you outline the professional experience program at your school in terms of?:
   - Preparation of quality graduates
   - Associated 'costs'
   - Structure of placement, e.g., Internships, two-week pracs
   - Relationship between stakeholders, e.g., your school, Teacher Education Institutions and employers

8. Other questions of interest - optional:
   - Are there any particular contextual factors that have impacted on the success or otherwise of the initiatives in your school?
   - What do you see as the important training needs of new teachers for successful teaching (in your school; in high Aboriginal enrolment or high ESL schools ...)?
   - What do you consider to be the major issues that impact on the retention of (quality; maths; science) teachers in schools (challenging or otherwise)?
   - What do you consider to be some of the key sustainability issues for the initiatives in place in your school?
   - Is there a particular feature of the way initiatives have been implemented in your school that others might find useful – models, approaches or strategies that can be shared?

9. Is there anything else that you would like to add about the Centre for Excellence/National Partnership initiatives in your school?

10. Were you comfortable with the structure of the interview and the questions asked?
7.6.3 Classroom Teachers

Evaluation of Selected Reforms – Improving Teacher Quality National Partnership Site Visit Interview Questions – Teachers

Name of School:

Name of Interviewee:

Initial clarification and confirmation:

- What the evaluation is about
- Members of the evaluation team
- Ultimate reporting process

1. Could you briefly describe the focus of the C4E/National Partnership initiative operating in your school?

2. Who (individuals and/or teams) in the school do you see as most responsible for implementing the initiatives?

3. Questions about the Centre for Excellence/National Partnership initiative:

   How would you describe the effectiveness of the Centre for Excellence and/or National Partnership initiative in your school in the following areas?

   - Improving teacher capacity
   - Improving student performance
   - Effective collaboration with other schools
   - Effective relationships with universities

4. Questions about the impact of the Highly Accomplished Teacher initiative (Impact):

   How do you see the HAT role, or its equivalent, as being effective in the following areas?

   - Improving the capacity and effectiveness of teachers in hubs/spoke or cluster schools
   - Enhancing the capacity of teachers to utilise students attainment data
   - Improving student performance

5. Questions about the Paraprofessional initiative (if there is one in the school):

   (i) Has the paraprofessional provided support to you and/or your students? (Elaborate)

   (ii) How effective have you found this support to be?

6. Questions about the Professional Experience:

   Could you outline how your school supports professional experience programs in terms of?
7. **Other questions of interest - optional:**

- Are there any particular contextual factors that have impacted on the success or otherwise of the initiatives in your school?
- What do you see as the important training needs of new teachers for successful teaching (in your school; in high Aboriginal enrolment or high ESL schools ...)?
- What do you consider to be the major issues that impact on the retention of (quality; maths; science) teachers in schools (challenging or otherwise)?
- Is there a particular feature of the way initiatives have been implemented in your school that others might find useful – models, approaches or strategies that can be shared?

8. **Is there anything else that you would like to add about the Centre for Excellence/National Partnership initiatives in your school?**

9. **Were you comfortable with the structure of the interview and the questions asked?**
7.6.4 Paraprofessionals

Evaluation of Selected Reforms – Improving Teacher Quality National Partnership
Site Visit Interview Questions – Paraprofessionals

Name of School:
Name of Interviewee:

Initial clarification and confirmation:
- What the evaluation is about
- Members of the evaluation team
- Ultimate reporting process

1. Could you briefly describe the focus of the C4E/National Partnership initiative operating in your school?

2. Who (individuals and/or teams) in the school do you see as most responsible for implementing the initiatives?

3. Questions about the Centre for Excellence/National Partnership initiative:
   How would you describe the effectiveness of the Centre for Excellence and/or National Partnership initiative in your school in the following areas?:
   - Improving teacher capacity
   - Improving student performance
   - Effective collaboration with other schools

4. Questions about the impact of the Highly Accomplished Teacher initiative (Impact):
   (i) How do you see the HAT role, or its equivalent, as being effective in the following areas?:
       - Improving the capacity and effectiveness of teachers in hubs/spoke or cluster schools
       - Enhancing the capacity of teachers to utilise students attainment data
       - Improving student performance
   
   (ii) How do you see the HAT role as supporting the work you do?:

5. Questions about the impact of the Paraprofessional initiative:
   How do you see the Paraprofessional role as contributing to the following areas?:
   - Improving the capacity and effectiveness of teachers in hubs/spoke or cluster schools
   - Enhancing the capacity of teachers to utilise students attainment data
   - Improving student performance
6. **Questions about the Paraprofessional initiative:**

   **How would you describe the support you have provided to?:**
   
   - teachers
   - students
   
   - Do you see it as part of a whole school plan?
   - Do you work in isolation/with others?
   - Do you see the effect of your efforts?

7. **Has your role in the school motivated you to pursue a career in teaching? (Why?; why not?)**

8. **Other questions of interest - optional:**
   
   - Are there any particular contextual factors that have impacted on the success or otherwise of the initiatives in your school?
   - What do you see as the important training needs of new teachers for successful teaching (in your school; in high Aboriginal enrolment or high ESL schools ...)?
   - Is there a particular feature of the way initiatives have been implemented in your school that others might find useful – models, approaches or strategies that can be shared?

9. **Is there anything else that you would like to add about the Centre for Excellence/National Partnership initiatives in your school?**

10. **Were you comfortable with the structure of the interview and the questions asked?**
7.7 Draft Focus Group Questions: Parents and Students only – Possible Prompts

Preliminary question (setting the scene): Participants would be asked to outline their background and their perceptions of the school context.

7.7.1.1 Professional Experience

1. What do you see as the benefits to the school in providing professional experience for preservice teachers?
2. What are the challenges in providing professional experience for pre-service teachers?
3. Can you suggest any improvements that could be made to the way professional experience is provided to pre-service teachers?
4. Which area would you give the greatest priority to in order to improve: whole-school performance; individual student performance; groups of students’ performance?

7.7.1.2 Centres for Excellence

1. What do you see as the particular strengths of your school/school community?
2. Have there been any major changes in the way the school supports staff/students over the last two years?
3. Are you aware of how the school develops links with other schools and universities?
4. What are the benefits of the links that the school develops with other school universities?

7.7.1.3 Highly Accomplished Teachers (Improvements)

1. What do you see as the most important attributes of quality teaching?
2. What do you see as the main challenges facing the executive in your school; teachers in your school?
3. Are you aware of any strategies in place on your school to support teachers?
4. In terms of teaching and learning, is there someone in the school who has made a positive impact in this area?
5. Are you aware of any changes to the way the school manages teacher/student support over the past two years?

7.7.1.4 Paraprofessionals

1. Can you describe some of the ways teachers are supported by non-teaching personnel in the school?
2. Are you aware of the contributions made by paraprofessionals in your school?
3. How would you describe the resources that teachers have available in your school?
7.7.1.5 Other Areas of Interest

1. What are the particular strengths of your school community?
2. What are the particular challenges for your school community?
7.8 Letters on Invitation and Information Sheets for Participants

7.8.1 Principals

INVITATION – INFORMATION SHEET (Principals)

Evaluation Project: Evaluation of the Impact of Selected Reforms of the Improving Teacher Quality National Partnership

To the Principal,

I am writing to seek your school’s involvement in an evaluation project related to a state level evaluation of elements of the Improving Teacher Quality National Partnership (ITQNP) detailed below.

Background

The current project arises out of the bilateral agreement between the NSW and the Commonwealth Government for evaluations to be undertaken of the reforms implemented through Smarter Schools National Partnerships (SSNP). The evaluations are intended to guide future education policy and funding decisions and they will support management and monitoring efforts at the school, system and sector levels. This particular evaluation relates to the Improving Teacher Quality National Partnership (ITQNP) that encompasses reforms related to Centres for Excellence, professional experience, the Highly Accomplished Teacher (HAT) role, and the role of paraprofessionals in schools.

Your School’s Involvement in Data Collection

We are seeking your involvement to provide ongoing commentary through on-line surveys and/or interviews about reforms being undertaken through the National Partnerships. The surveys will take approximately 35-45 minutes to complete and consist of Likert scale and free response questions. Where interviews are negotiated, a list of questions will be provided to participants before the interview lasting approximately 30 minutes. Responses will be electronically captured and a transcript subsequently provided if requested.

A range of participants in the Centres for Excellence initiative, including Principals, Highly Accomplished Teachers (HATs) or their equivalent, professional experience supervisors, mentor teachers, graduate teachers, and pre-service teachers will be surveyed at regular intervals. The evaluation team is mindful of the burden on participants of regular surveying and we will therefore be guided by the advice of the ITQNP Evaluation Project Reference Group to ensure a balanced approach in this area. The information provided by participants throughout the evaluation will support the assessment of the overall effects of SSNP policy in NSW. The evaluation is not designed to assess the progress of individual schools or sectors in relation to the specific reform.
Participation in the evaluation is voluntary and a participant is free to withdraw their consent and to discontinue participation in an evaluation activity at any time without prejudice.

All information will remain confidential and only members of the evaluation team will have access to the evaluation data. Voice recordings, electronically stored transcriptions and hard copy data will be secured in a locked cabinet by the project coordinator for a period of five years, after which they will be destroyed.

If you agree to your school’s involvement in the evaluation process, could you contact Dr Greg McPhan via email and he will follow up this contact to continue the process, which will include arrangements for registering for surveys, and the distribution of similar information letters to the relevant members of your staff. His details are provided below.

The Evaluation Team

Prof John Pegg  
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Ph: 02 6773 5070  
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Dr Bruce Mowbray  
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A/Prof Paul White  
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Australian Catholic University  
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Email: Paul.White@acu.edu.au

Evaluation Process

It is anticipated that this evaluation will be completed by June 2014. The final Evaluation Report will inform the Council of Australian Governments (COAG) on the
impact and success of the reforms and how best to sustain them. The report is to be prepared for the National Partnerships Evaluation Committee and the findings may also be presented at conferences or written up in journals without any identifying information.

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE12-076, Valid to 02/05/2013)

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services
University of New England
Armida, NSW 2351.
Telephone: (02) 6773 3449 Facsimile (02) 6773 3543
Email: ethics@une.edu.au
Thank you for considering this request and I look forward to further contact with you.

Regards

Professor John Pegg
SiMERR National Research Centre
University of New England
Armida NSW 2351
Consent Form for Principals

Project: Evaluation Project: *Evaluation of the Impact of Selected Reforms of the Improving Teacher Quality National Partnership*

I, ................................................................. have read the information contained in the Letter of Invitation – Information Sheet for Principals and any questions I have asked have been answered to my satisfaction.

Yes/No

I agree for [Name of School] to participate in this activity, realising that I may withdraw at any time.

Yes/No

I agree that any research data gathered for the study may be published using a pseudonym

Yes/No

I agree to any formal interview and to having my voice recorded and transcribed.

Yes/No

I understand that commentary that I provide may be quoted in reporting, and that personal and school information will be de-identified through the use of pseudonyms.

Yes/No

........................................... ...........................................
Participant Date

........................................... ...........................................
Researcher Date
INVITATION – INFORMATION SHEET (School Executive)

Evaluation Project: Evaluation of the Impact of Selected Reforms of the Improving Teacher Quality National Partnership

To the School Executive,

I am writing to you following contact with your Principal concerning the school’s participation in an evaluation project detailed below.

Background

The current project arises out of the bilateral agreement between the NSW and the Commonwealth Government for evaluations to be undertaken of the reforms implemented through Smarter Schools National Partnerships (SSNP). The evaluations are intended to guide future education policy and funding decisions and they will support management and monitoring efforts at the school, system and sector levels. This particular evaluation relates to the Improving Teacher Quality National Partnership (ITQNP) that encompasses reforms related to Centres for Excellence, professional experience, the Highly Accomplished Teacher (HAT) role, and the role of paraprofessionals in schools.

Your Involvement in Data Collection

We are seeking your involvement to provide ongoing commentary through on-line surveys and/or interviews about reforms being undertaken through the National Partnerships. The surveys will take approximately 35-45 minutes to complete and consist of Likert scale and free response questions. Where interviews are negotiated, a list of questions will be provided to participants before the interview lasting approximately 30 minutes. Responses will be electronically captured and a transcript subsequently provided if requested.

A range of participants in the Centres for Excellence initiative, including Principals, Highly Accomplished Teachers (HATs) or their equivalent, professional experience supervisors, mentor teachers, graduate teachers, and pre-service teachers will be surveyed at regular intervals. The evaluation team is mindful of the burden on participants of regular surveying and we will therefore be guided by the advice of the ITQNP Evaluation Project Reference Group to ensure a balanced approach in this area. The information provided by participants throughout the evaluation will support the assessment of the overall effects of SSNP policy in NSW. The evaluation is not designed to assess the progress of individual schools or sectors in relation to the specific reform.
Participation in the evaluation is voluntary and a participant is free to withdraw their consent and to discontinue participation in an evaluation activity at any time without prejudice.

All information will remain confidential and only members of the evaluation team will have access to the evaluation data. Voice recordings, electronically stored transcriptions and hard copy data will be secured in a locked cabinet by the project coordinator for a period of five years, after which they will be destroyed.

To confirm your involvement in the evaluation, could you contact Dr Greg McPhan via email and he will follow up this contact to continue the process, which will include details about accessing relevant materials. His details are provided below.

The Evaluation Team

Prof John Pegg  
Director, SiMERR National Research Centre  
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Evaluation Process

It is anticipated that this evaluation will be completed by June 2014. The final Evaluation Report will inform the Council of Australian Governments (COAG) on the impact and success of the reforms and how best to sustain them. The report is to be prepared for the National Partnerships Evaluation Committee and the findings may
also be presented at conferences or written up in journals without any identifying information.

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE12-076, Valid to 02/05/2013)

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services  
University of New England  
Armidale, NSW 2351.  
Telephone: (02) 6773 3449 Facsimile (02) 6773 3543  
Email: ethics@une.edu.au  
Thank you for considering this request and I look forward to further contact with you.

Regards

Professor John Pegg  
SiMERR National Research Centre  
University of New England  
Armidale NSW 2351
Consent Form for School Executive


I, ........................................................................................................ have read the information contained in the Letter of Invitation – Information Sheet for School Executive and any questions I have asked have been answered to my satisfaction.

Yes/No

I agree to participate in this activity, realising that I may withdraw at any time.

Yes/No

I agree that any research data gathered for the study may be published using a pseudonym

Yes/No

I agree to any formal interview and to having my voice recorded and transcribed.

Yes/No

I understand that commentary that I provide may be quoted in reporting, and that personal and school information will be de-identified through the use of pseudonyms.

Yes/No

...........................................  ...........................................

Participant                    Date

...........................................  ...........................................

Researcher                    Date
7.8.3 Highly Accomplished Teacher

INVITATION – INFORMATION SHEET (Highly Accomplished Teachers or equivalent)

Evaluation Project: Evaluation of the Impact of Selected Reforms of the Improving Teacher Quality National Partnership

To the Highly Accomplished Teacher – or equivalent,

I am writing to you following contact with your Principal concerning the school’s participation in an evaluation project detailed below.

Background

The current project arises out of the bilateral agreement between the NSW and the Commonwealth Government for evaluations to be undertaken of the reforms implemented through Smarter Schools National Partnerships (SSNP). The evaluations are intended to guide future education policy and funding decisions and they will support management and monitoring efforts at the school, system and sector levels. This particular evaluation relates to the Improving Teacher Quality National Partnership (ITQNP) that encompasses reforms related to Centres for Excellence, professional experience, the Highly Accomplished Teacher (HAT) role, and the role of paraprofessionals in schools.

Your Involvement in Data Collection

We are seeking your involvement to provide ongoing commentary through on-line surveys and/or interviews about reforms being undertaken through the National Partnerships. The surveys will take approximately 35-45 minutes to complete and consist of Likert scale and free response questions. Where interviews are negotiated, a list of questions will be provided to participants before the interview lasting approximately 30 minutes. Responses will be electronically captured and a transcript subsequently provided if requested.

A range of participants in the Centres for Excellence initiative, including Principals, Highly Accomplished Teachers (HATs) or their equivalent, professional experience supervisors, mentor teachers, graduate teachers, and pre-service teachers will be surveyed at regular intervals. The evaluation team is mindful of the burden on participants of regular surveying and we will therefore be guided by the advice of the ITQNP Evaluation Project Reference Group to ensure a balanced approach in this area. The information provided by participants throughout the evaluation will support the assessment of the overall effects of SSNP policy in NSW. The evaluation
is not designed to assess the progress of individual schools or sectors in relation to the specific reform.

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To confirm your involvement in the evaluation, could you contact Dr Greg McPhan via email and he will follow up this contact to continue the process, which will include details about accessing relevant materials. His details are provided below.

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Email: Paul.White@acu.edu.au

Evaluation Process
It is anticipated that this evaluation will be completed by June 2014. The final Evaluation Report will inform the Council of Australian Governments (COAG) on the impact and success of the reforms and how best to sustain them. The report is to be prepared for the National Partnerships Evaluation Committee and the findings may also be presented at conferences or written up in journals without any identifying information.

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE12-076, Valid to 02/05/2013)

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services
University of New England
Armidale, NSW 2351.
Telephone: (02) 6773 3449 Facsimile (02) 6773 3543
Email: ethics@une.edu.au
Thank you for considering this request and I look forward to further contact with you.

Regards

Professor John Pegg
SiMERR National Research Centre
University of New England
Armidale NSW 2351
Consent Form for Highly Accomplished Teacher or equivalent


I, .................................................................................................. have read the information contained in the Letter of Invitation – Information Sheet for Highly Accomplished Teachers (or equivalent) and any questions I have asked have been answered to my satisfaction.

Yes/No

I agree to participate in this activity, realising that I may withdraw at any time.

Yes/No

I agree that any research data gathered for the study may be published using a pseudonym

Yes/No

I agree to any formal interview and to having my voice recorded and transcribed.

Yes/No

I understand that commentary that I provide may be quoted in reporting, and that personal and school information will be de-identified through the use of pseudonyms.

Yes/No

........................................  ........................................

Participant  Date

........................................  ........................................

Researcher  Date
7.8.4 Classroom Teachers

INVITATION – INFORMATION SHEET (Classroom (New Scheme/Accredited) Teachers)

Evaluation Project: Evaluation of the Impact of Selected Reforms of the Improving Teacher Quality National Partnership

To the Accredited Teacher,

I am writing to you following contact with your Principal concerning the school’s participation in an evaluation project detailed below.

Background

The current project arises out of the bilateral agreement between the NSW and the Commonwealth Government for evaluations to be undertaken of the reforms implemented through Smarter Schools National Partnerships (SSNP). The evaluations are intended to guide future education policy and funding decisions and they will support management and monitoring efforts at the school, system and sector levels. This particular evaluation relates to the Improving Teacher Quality National Partnership (ITQNP) that encompasses reforms related to Centres for Excellence, professional experience, the Highly Accomplished Teacher (HAT) role, and the role of paraprofessionals in schools.

Your School’s Involvement in Data Collection

We are seeking your involvement to provide ongoing commentary through on-line surveys and/or interviews about reforms being undertaken through the National Partnerships. The surveys will take approximately 35-45 minutes to complete and consist of Likert scale and free response questions. Where interviews are negotiated, a list of questions will be provided to participants before the interview lasting approximately 30 minutes. Responses will be electronically captured and a transcript subsequently provided if requested.

A range of participants in the Centres for Excellence initiative, including Principals, Highly Accomplished Teachers (HATs) or their equivalent, professional experience supervisors, mentor teachers, graduate teachers, and pre-service teachers will be surveyed at regular intervals. The evaluation team is mindful of the burden on participants of regular surveying and we will therefore be guided by the advice of the ITQNP Evaluation Project Reference Group to ensure a balanced approach in this area. The information provided by participants throughout the evaluation will support the assessment of the overall effects of SSNP policy in NSW. The evaluation
is not designed to assess the progress of individual schools or sectors in relation to the specific reform.

Participation in the evaluation is voluntary and a participant is free to withdraw their consent and to discontinue participation in an evaluation activity at any time without prejudice.

All information will remain confidential and only members of the evaluation team will have access to the evaluation data. Voice recordings, electronically stored transcriptions and hard copy data will be secured in a locked cabinet by the project coordinator for a period of five years, after which they will be destroyed.

To confirm your involvement in the evaluation, could you contact Dr Greg McPhan via email and he will follow up this contact to continue the process, which will include details about accessing relevant materials. His details are provided below.

**The Evaluation Team**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
<th>Address</th>
<th>Phone</th>
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<td>Dr Greg McPhan</td>
<td>SiMERR National Research Centre</td>
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<td>University of New England</td>
<td>02 6773 2280</td>
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<tr>
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<td>Education Building</td>
<td>University of New England</td>
<td>02 6773 5065</td>
<td><a href="mailto:simerr@une.edu.au">simerr@une.edu.au</a></td>
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<tr>
<td>Prof Wayne Sawyer</td>
<td>School of Education</td>
<td>University of Western Sydney</td>
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<td>02 47 360 795</td>
<td><a href="mailto:W.Sawyer@uws.edu.au">W.Sawyer@uws.edu.au</a></td>
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<td>School of Education</td>
<td>Australian Catholic University</td>
<td>Locked Bag 2002</td>
<td>02 9701 4468</td>
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**Evaluation Process**
It is anticipated that this evaluation will be completed by June 2014. The final Evaluation Report will inform the Council of Australian Governments (COAG) on the impact and success of the reforms and how best to sustain them. The report is to be prepared for the National Partnerships Evaluation Committee and the findings may also be presented at conferences or written up in journals without any identifying information.

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Thank you for considering this request and I look forward to further contact with you.

Regards

Professor John Pegg  
SiMERR National Research Centre  
University of New England  
Armidale NSW 2351
Consent Form for Classroom Teachers


I, .................................................................................................. have read the information contained in the Letter of Invitation – Information Sheet for Classroom Teachers and any questions I have asked have been answered to my satisfaction.

Yes/No

I agree to participate in this activity, realising that I may withdraw at any time.

Yes/No

I agree that any research data gathered for the project may be published using a pseudonym

Yes/No

I agree to any formal interview and to having my voice recorded and transcribed.

Yes/No

I understand that commentary that I provide may be quoted in reporting, and that personal and school information will be de-identified through the use of pseudonyms.

Yes/No

........................................... ...........................................
Participant Date

........................................... ...........................................
Researcher Date
7.8.5 Graduate Teacher

INVITATION – INFORMATION SHEET (Graduate Teachers)

Evaluation Project: Evaluation of the Impact of Selected Reforms of the Improving Teacher Quality National Partnership

To the Graduate Teacher,

I am writing to you following contact with your Principal concerning the school’s participation in an evaluation project detailed below.

Background

The current project arises out of the bilateral agreement between the NSW and the Commonwealth Government for evaluations to be undertaken of the reforms implemented through Smarter Schools National Partnerships (SSNP). The evaluations are intended to guide future education policy and funding decisions and they will support management and monitoring efforts at the school, system and sector levels. This particular evaluation relates to the Improving Teacher Quality National Partnership (ITQNP) that encompasses reforms related to Centres for Excellence, professional experience, the Highly Accomplished Teacher (HAT) role, and the role of paraprofessionals in schools.

Your Involvement in Data Collection

We are seeking your involvement to provide ongoing commentary through on-line surveys and/or interviews about reforms being undertaken through the National Partnerships. The surveys will take approximately 35-45 minutes to complete and consist of Likert scale and free response questions. Where interviews are negotiated, a list of questions will be provided to participants before the interview lasting approximately 30 minutes. Responses will be electronically captured and a transcript subsequently provided if requested.

A range of participants in the Centres for Excellence initiative, including Principals, Highly Accomplished Teachers (HATs) or their equivalent, professional experience supervisors, mentor teachers, graduate teachers, and pre-service teachers will be surveyed at regular intervals. The evaluation team is mindful of the burden on participants of regular surveying and we will therefore be guided by the advice of the ITQNP Evaluation Project Reference Group to ensure a balanced approach in this area. The information provided by participants throughout the evaluation will support the assessment of the overall effects of SSNP policy in NSW. The evaluation is not designed to assess the progress of individual schools or sectors in relation to the specific reform.
Participation in the evaluation is voluntary and a participant is free to withdraw their consent and to discontinue participation in an evaluation activity at any time without prejudice.

All information will remain confidential and only members of the evaluation team will have access to the evaluation data. Voice recordings, electronically stored transcriptions and hard copy data will be secured in a locked cabinet by the project coordinator for a period of five years, after which they will be destroyed.

To confirm your involvement in the evaluation, could you contact Dr Greg McPhan via email and he will follow up this contact to continue the process, which will include details about accessing relevant materials. His details are provided below.

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Ph: 02 9701 4468
Email: Cal.Durrant@acu.edu.au

A/Prof Paul White
School of Education
Australian Catholic University
Locked Bag 2002
Strathfield 2135
Ph: 02 9701 4250
Email: Paul.White@acu.edu.au

Evaluation Process

It is anticipated that this evaluation will be completed by June 2014. The final Evaluation Report will inform the Council of Australian Governments (COAG) on the impact and success of the reforms and how best to sustain them. The report is to be prepared for the National Partnerships Evaluation Committee and the findings may
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Thank you for considering this request and I look forward to further contact with you.

Regards

Professor John Pegg
SiMERR National Research Centre
University of New England
Armidale NSW 2351
Consent Form for Graduate Teachers


I, ........................................................................................................... have read the information contained in the Letter of Invitation – Information Sheet for Graduate Teachers and any questions I have asked have been answered to my satisfaction.

Yes/No

I agree to participate in this activity, realising that I may withdraw at any time.

Yes/No

I agree that any research data gathered for the study may be published using a pseudonym

Yes/No

I agree to any formal interview and to having my voice recorded and transcribed.

Yes/No

I understand that commentary that I provide may be quoted in reporting, and that personal and school information will be de-identified through the use of pseudonyms.

Yes/No

..................................................  ...........................................
Participant  Date

..................................................  ...........................................
Researcher  Date
INVITATION – INFORMATION SHEET (Pre-service Teachers)

Evaluation Project: Evaluation of the Impact of Selected Reforms of the Improving Teacher Quality National Partnership

To the Pre-service Teacher,

I am writing to you seek your participation in an evaluation project detailed below.

Background

The current project arises out of the bilateral agreement between the NSW and the Commonwealth Government for evaluations to be undertaken of the reforms implemented through Smarter Schools National Partnerships (SSNP). The evaluations are intended to guide future education policy and funding decisions and they will support management and monitoring efforts at the school, system and sector levels. This particular evaluation relates to the Improving Teacher Quality National Partnership (ITQNP) that encompasses reforms related to Centres for Excellence, professional experience, the Highly Accomplished Teacher (HAT) role, and the role of paraprofessionals in schools.

Your Involvement in Data Collection

We are seeking your involvement to provide ongoing commentary through on-line surveys and/or interviews about reforms being undertaken through the National Partnerships. The surveys will take approximately 35-45 minutes to complete and consist of Likert scale and free response questions. Where interviews are negotiated, a list of questions will be provided to participants before the interview lasting approximately 30 minutes. Responses will be electronically captured and a transcript subsequently provided if requested.

A range of participants in the Centres for Excellence initiative, including Principals, Highly Accomplished Teachers (HATs) or their equivalent, professional experience supervisors, mentor teachers, graduate teachers, and pre-service teachers will be surveyed at regular intervals. The evaluation team is mindful of the burden on participants of regular surveying and we will therefore be guided by the advice of the ITQNP Evaluation Project Reference Group to ensure a balanced approach in this area. The information provided by participants throughout the evaluation will support the assessment of the overall effects of SSNP policy in NSW. The evaluation is not designed to assess the progress of individual schools or sectors in relation to the specific reform.
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To confirm your involvement in the evaluation, could you contact Dr Greg McPhan via email and he will follow up this contact to continue the process, which will include details about accessing relevant materials. His details are provided below.

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Ph: 02 6773 5070  
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**Evaluation Process**

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Thank you for considering this request and I look forward to further contact with you.

Regards

Professor John Pegg  
SiMERR National Research Centre  
School of Education  
University of New England  
Armidale NSW 2351
Consent Form for Pre-service Teachers


I, ................................................................. have read the information contained in the Letter of Invitation – Information Sheet for Pre-service Teachers and any questions I have asked have been answered to my satisfaction.

Yes/No

I agree to participate in this activity, realising that I may withdraw at any time.

Yes/No

I agree that any research data gathered for the study may be published using a pseudonym

Yes/No

I agree to any formal interview and to having my voice recorded and transcribed.

Yes/No

I understand that commentary that I provide may be quoted in reporting, and that personal and school information will be de-identified through the use of pseudonyms.

Yes/No

................................................... ...................................................
Participant Date

................................................... ...................................................
Researcher Date
7.8.7 Paraprofessional

INVITATION – INFORMATION SHEET (Paraprofessional)

Evaluation Project: Evaluation of the Impact of Selected Reforms of the Improving Teacher Quality National Partnership

To the Paraprofessional,

I am writing to you following contact with your Principal concerning the school’s participation in an evaluation project detailed below.

Background

The current project arises out of the bilateral agreement between the NSW and the Commonwealth Government for evaluations to be undertaken of the reforms implemented through Smarter Schools National Partnerships (SSNP). The evaluations are intended to guide future education policy and funding decisions and they will support management and monitoring efforts at the school, system and sector levels. This particular evaluation relates to the Improving Teacher Quality National Partnership (ITQNP) that encompasses reforms related to Centres for Excellence, professional experience, the Highly Accomplished Teacher (HAT) role, and the role of paraprofessionals in schools.

Your Involvement in Data Collection

We are seeking your involvement to provide ongoing commentary through on-line surveys and/or interviews about reforms being undertaken through the National Partnerships. The surveys will take approximately 35-45 minutes to complete and consist of Likert scale and free response questions. Where interviews are negotiated, a list of questions will be provided to participants before the interview lasting approximately 30 minutes. Responses will be electronically captured and a transcript subsequently provided if requested.

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Thank you for considering this request and I look forward to further contact with you.

Regards

Professor John Pegg
SiMERR National Research Centre
University of New England
Armidale NSW 2351
Consent Form for Paraprofessionals


I, ................................................................. have read the information contained in the Letter of Invitation – Information Sheet for Paraprofessionals and any questions I have asked have been answered to my satisfaction.

Yes/No

I agree to participate in this activity, realising that I may withdraw at any time.

Yes/No

I agree that any research data gathered for the study may be published using a pseudonym

Yes/No

I agree to any formal interview and to having my voice recorded and transcribed.

Yes/No

I understand that commentary that I provide may be quoted in reporting, and that personal and school information will be de-identified through the use of pseudonyms.

Yes/No

..............................................  ..............................................

Participant  Date

..............................................  ..............................................

Researcher  Date
7.8.8 Heads/Deans of Schools of Education

INVITATION – INFORMATION SHEET (Heads of School - Education)

Evaluation Project: Evaluation of the Impact of Selected Reforms of the Improving Teacher Quality national Partnership

To the Head of School,

I am writing to seek your university’s involvement in an evaluation project detailed below.

Background

The current project arises out of the bilateral agreement between the NSW and the Commonwealth Government for evaluations to be undertaken of the reforms implemented through Smarter Schools National Partnerships (SSNP). The evaluations are intended to guide future education policy and funding decisions and they will support management and monitoring efforts at the school, system and sector levels. This particular evaluation relates to the Improving Teacher Quality National Partnership (ITQNP) that encompasses reforms related to Centres for Excellence, professional experience, the Highly Accomplished Teacher (HAT) role, and the role of paraprofessionals in schools.

Your Involvement

All Teacher Education Institutions (TEIs) in NSW are being contacted with a request to access a sample of pre-service teacher professional experience reports through Professional Experience Offices. An analysis of these reports forms part of the desktop audit being undertaken by the evaluation team to identify indicators of teacher quality. Commentary in the reports is to be analysed against criteria set out in the Standards and Descriptors of the New South Wales Institute of Teachers (NSWIT) and the Australian Institute of Teaching and School Leadership (AITSL) professional teaching standards respectively. In seeking access to these reports, the evaluation team undertakes to ensure that any information in them is de-identified and that their contents remain confidential. The size and composition of the sample would form part of the ensuing discussions. In addition, we would anticipate that the Professional Experience Office would assist in facilitating liaison with personnel responsible for Pre-service/Initial Teacher education as we will also be seeking their participation in the evaluation.
Participation in the evaluation is voluntary and a participant is free to withdraw their consent and to discontinue participation in an evaluation activity at any time without prejudice.

All information will remain confidential and only members of the evaluation team will have access to the evaluation data. Voice recordings, electronically stored transcriptions and hard copy data will be secured in a locked cabinet by the project coordinator for a period of five years, after which they will be destroyed.

To confirm your institution’s involvement in the evaluation, could you complete the enclosed Approval Form and pass this on to the relevant contact in your School’s Professional Experience Office along with the enclosed letter addressed to the Professional Experience Office Director. In that letter, a request is made for the Professional Experience Director (or their nominee) to contact Dr Greg McPhan via email and he will follow up this contact to continue the process by answering any questions that have been raised. His details are provided below.

**The Evaluation Team**

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Telephone: (02) 6773 3449 Facsimile (02) 6773 3543  
Email: ethics@une.edu.au

Thank you for considering this request and I look forward to further contact with you.

Regards

\[ \text{Signature} \]

Professor John Pegg  
SiMERR National Research Centre  
University of New England  
Armidale NSW 2351
Approval to Access Professional Experience Reports


I, .................................................................................................................. have read the information contained in the Letter of Invitation – Information Sheet to Heads of School – Education and any questions I have asked have been answered to my satisfaction.

Yes/No

I agree to the provision of a sample of Professional Experience Reports by the Professional Experience Office at [Name of Institution] to Dr Greg McPhan from the iPERM Evaluation Team.

Yes/No

I understand that information provided may be quoted in reporting, and that personal and school information will be de-identified through the use of pseudonyms.

Yes/No

..................................................................................................................
..................................................................................................................
Head of School of Education Date

..................................................................................................................
..................................................................................................................
For the Evaluation Team Date
INVITATION – INFORMATION SHEET (Professional Experience Office Directors)

Evaluation Project: Evaluation of the Impact of Selected Reforms of the Improving Teacher Quality National Partnership

To the Professional Experience Office Director,

I am writing to you following contact with the Head of School at [XXXX Institution] concerning your involvement in an evaluation project detailed below.

Background

The current project arises out of the bilateral agreement between the NSW and the Commonwealth Government for evaluations to be undertaken of the reforms implemented through Smarter Schools National Partnerships (SSNP). The evaluations are intended to guide future education policy and funding decisions and they will support management and monitoring efforts at the school, system and sector levels. This particular evaluation relates to the Improving Teacher Quality National Partnership (ITQNP) that encompasses reforms related to Centres for Excellence, professional experience, the Highly Accomplished Teacher (HAT) role, and the role of paraprofessionals in schools.

Your Involvement

Heads of School (Education) at each Teacher Education Institution in NSW have received a letter with a request to access a sample of pre-service teacher professional experience reports. We have asked them to indicate their approval by passing on this letter/Information Sheet to Professional Experience Office Directors (or equivalent). In order to continue the process, I am asking you to make contact with Dr Greg McPhan via email and he will answer any questions that you might have about two specific areas. His details are provided below.

The size and composition of this sample would form part of the ensuing discussions. An analysis of these reports forms part of the desk-top audit being undertaken by the evaluation team to identify indicators of teacher quality. In seeking access to these reports, the evaluation team undertakes to ensure that any information in them is de-identified and that their contents remain confidential.

An additional point for discussion is the completion of surveys for the evaluation. A range of stakeholders is being invited to participate, and this group includes Professional Experience Office Directors and personnel directly engaged in
Professional Experience supervision. We anticipate that the Professional Experience Office can assist by providing the names and/or contact details for relevant individuals as we will be seeking their participation in the evaluation through a similar letter of invitation and Information Sheet.

Participation in the evaluation is voluntary and a participant is free to withdraw their consent and to discontinue participation in an evaluation activity at any time without prejudice.

All information will remain confidential and only members of the evaluation team will have access to the evaluation data. Voice recordings, electronically stored transcriptions and hard copy data will be secured in a locked cabinet by the project coordinator for a period of five years, after which they will be destroyed.

**The Evaluation Team**

**Prof John Pegg**  
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University of New England  
Armidale 2351  
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Email: jpegg@une.edu.au

**Dr Greg McPhan**  
SiMERR National Research Centre  
Education Building  
University of New England  
Armidale 2351  
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Email: greg.mcphan@une.edu.au

**A/Prof Joy Hardy**  
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**A/Prof Cal Durrant**  
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**A/Prof Paul White**  
School of Education  
Australian Catholic University  
Locked Bag 2002  
Strathfield 2135  
Ph: 02 9701 4250  
Email: Paul.White@acu.edu.au

**Evaluation Process**

It is anticipated that this evaluation will be completed by June 2014. The final Evaluation Report will inform the Council of Australian Governments (COAG) on the impact and success of the reforms and how best to sustain them. The report is to be
prepared for the National Partnerships Evaluation Committee and the findings may also be presented at conferences or written up in journals without any identifying information.

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE12-076, Valid to 2\textsuperscript{nd} May 2013)

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services  
University of New England  
Armidale, NSW 2351.  
Telephone: (02) 6773 3449 Facsimile (02) 6773 3543  
Email: ethics@une.edu.au

Thank you for considering this request and I look forward to further contact with you.

Regards

[Signature]

Professor John Pegg  
SiMERR National Research Centre  
University of New England  
Armidale NSW 2351
Consent Form for Professional Experience Office Directors


I, ............................................................................. have read the information contained in the Letter of Invitation – Information Sheet to Professional Experience Office Directors and any questions I have asked have been answered to my satisfaction.

Yes/No

The Professional Experience Office at [Name of Institution] agrees to participate in this activity.

Yes/No

I understand that information provided may be quoted in reporting, and that personal and school information will be de-identified through the use of pseudonyms.

Yes/No

.................................................. ..................................................

Professional Experience Coordinator Date

.................................................. ..................................................

Researcher Date
INVITATION – INFORMATION SHEET (Professional Experience Supervisors)

Evaluation Project: Evaluation of the Impact of Selected Reforms of the Improving Teacher Quality National Partnership

To the Professional Experience Supervisor,

I am writing to you following contact with your Professional Experience Office at your university concerning the school’s participation in an evaluation project detailed below.

Background

The current project arises out of the bilateral agreement between the NSW and the Commonwealth Government for evaluations to be undertaken of the reforms implemented through Smarter Schools National Partnerships (SSNP). The evaluations are intended to guide future education policy and funding decisions and they will support management and monitoring efforts at the school, system and sector levels. This particular evaluation relates to the Improving Teacher Quality National Partnership (ITQNP) that encompasses reforms related to Centres for Excellence, professional experience, the Highly Accomplished Teacher (HAT) role, and the role of paraprofessionals in schools.

Your Involvement in Data Collection

We are seeking your involvement to contribute to the evaluation by providing a tertiary perspective on professional experience by providing commentary through on-line surveys and/or interviews about reforms being undertaken through the National Partnerships. The surveys will take approximately 35-45 minutes to complete and consist of Likert scale and free response questions. Where interviews are negotiated, a list of questions will be provided to participants before the interview lasting approximately 30 minutes. Responses will be electronically captured and a transcript subsequently provided if requested.

For the evaluation, a range of participants in the Centres for Excellence initiative, including Principals, Highly Accomplished Teachers (HATS) or their equivalent, Unit Coordinators – pre-service/initial teacher education, mentor teachers, beginning teachers, and pre-service teachers will be surveyed at intervals to be negotiated with the Project Reference Group. A regular collection of data for this evaluation is favoured to ensure that emerging themes are captured comprehensively, although the evaluation team is mindful of the burden on participants and will therefore be...
guided by the advice of the National Partnerships Project Reference Group to ensure a balanced approach in this area.

Participation in the evaluation is voluntary and a participant is free to withdraw their consent and to discontinue participation in an evaluation activity at any time without prejudice.

All information will remain confidential and only members of the evaluation team will have access to the evaluation data. Voice recordings, electronically stored transcriptions and hard copy data will be secured in a locked cabinet by the project coordinator for a period of five years, after which they will be destroyed.

To confirm your involvement in the evaluation, could you contact Dr Greg McPhan via email and he will follow up this contact to continue the process, which will include details about accessing relevant materials. His details are provided below.

**The Evaluation Team**

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<tr>
<th>Member</th>
<th>Position</th>
<th>Institution</th>
<th>Email Address</th>
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<tbody>
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Armidale, NSW 2351.  
Telephone: (02) 6773 3449 Facsimile (02) 6773 3543  
Email: ethics@une.edu.au  
Thank you for considering this request and I look forward to further contact with you.

Regards

Professor John Pegg  
SiMERR National Research Centre  
University of New England  
Armidale NSW 2351
Consent Form for Professional Experience Supervisors (Tertiary Education Institutions)


I, ............................................................................................................ have read the information contained in the Letter of Invitation – Information Sheet for Unit Coordinators and any questions I have asked have been answered to my satisfaction.

Yes/No

I agree to participate in this activity, realising that I may withdraw at any time.

Yes/No

I understand that commentary that I provide may be quoted in reporting, and that personal and school information will be de-identified through the use of pseudonyms.

Yes/No

I agree to any formal interview and to having my voice recorded and transcribed.

Yes/No

.................................................................................  .................
Participant Date

.................................................................................  .................
Researcher Date