




# ***Professional Standards for Queensland Teachers – Processes and Debates***

## **Development of the Consultation Draft**

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# Contents

<b>1. Introduction</b>	1
<b>2. Context for Change</b>	1
2.1 Changing nature of teaching	1
2.2 Teaching and student achievement	2
2.3 National Framework for Professional Standards for Teaching	2
2.4 Public confidence in the teaching profession	4
<b>3. Key Drivers for Reform</b>	5
3.1 The McMeniman Report	5
3.2 State legislation	6
3.3 Establishment of the Queensland College of Teachers	6
3.3.1 Historical foundations	6
3.3.2 The way forward	6
3.4 Other critical drivers	7
<b>4. Overarching Directions for Development</b>	8
4.1 Professional Standards Committee	8
4.2 Issues for consideration	8
4.2.1 Purpose of the QCT standards	8
4.2.2 Alignment requirements	9
4.2.3 Level of detail	9
4.2.4 Teachers' professionalism	9
4.3 Initial directions	9
<b>5. Development of the Standards</b>	10
5.1 Timeline	10
5.2 The writing group	10
5.3 The writing phases	11
5.3.1 Phase I: Standards template and overarching standards framework	11
5.3.2 Phase II: Issues, debates and initiatives	12
5.3.3 Phase III: Refinement, model and preparation for consultation	15
5.4 Consultation process	16
<b>6. Next Steps</b>	17
<b>References</b>	18
<b>Appendix 1 (a)</b>	20
<b>Appendix 1 (b)</b>	21
<b>Appendix 2</b>	22

# 1. Introduction

The *Professional Standards for Queensland Teachers* are a milestone development for the promotion and regulation of teaching as a profession in Queensland. They describe the complex and varied nature of the work of teachers by articulating the abilities, knowledge, understandings and values teachers need to provide quality education for a diverse range of students. The standards establish a set of benchmarks for entrance to and ongoing membership of the profession. As such, they have particular relevance to teachers, graduates, preservice teachers, employing authorities and providers of preservice teacher education programs in Queensland.

The standards align with research on high quality teaching in Queensland, Australia and internationally and articulate a framework for policy that will impact the profession for years to come. The standards also provide a public articulation that has the capacity to further enhance community understanding of the work of teachers.

The final version of the *Professional Standards for Queensland Teachers* was officially adopted by the Board of the Queensland College of Teachers (QCT) in December 2006. Prior to this adoption, the QCT developed a consultation draft and sought input from members of the profession and stakeholders across Queensland. Feedback from hundreds of teachers, principals, professional associations, parents and others was used to revise the draft and develop the final version.

This technical paper documents the development of the standards. It draws on the context for change, including relevant background research; the key drivers for change; initial concepts and model; discussions; debates; and issues considered. It also includes information on the consultation phase that took place during the development of the standards.

## 2. Context for Change

Since the 1970s in Australia and globally, major changes in schooling, curriculum and pedagogy have occurred that have transformed the scope of teachers' required knowledge and practice.

### 2.1 Changing nature of teaching

Teaching increasingly relies on professional judgement; specialised skills; the understanding to recognise unexpected learning opportunities; the openness to adapt to changing classroom conditions based on student needs; the flexibility to respond to shifting requirements and pressures of society, employers, governments and industry; and the commitment to preparing students for 'learning to live with complexity, uncertainty and diversity' (Queensland Government, 2000, p. 5). These elements are the trademark of a professional, not those of a technician.

Characteristics of a profession include members with a strong motivation or calling; a specialised body of knowledge and skills acquired over a long period of education; control over standards, entry to the profession, career pathways and disciplinary issues; the exercise of autonomy and professional judgement; and acceptance of a professional code of ethics (Crowley, 1998).

Beare (1998) acknowledges the reality of ongoing development of knowledge and skills across a professional's career: 'By its very nature, the [teaching] profession's knowledge and skills will continue to escalate ... Put simply, what the practitioner needs to know and be able to do will be developing constantly throughout his or her professional career ... going on for as long as the person is in the profession'.

In a list of characteristics of a profession, Preston (1996, p. 249) includes 'the continual growth of the knowledge base through formal and informal scholarship, research and development' and the 'development and maintenance of explicit standards of professional competence and practice'.

Professional standards for teachers can be used to structure, support and sustain teachers' ongoing professional learning throughout their careers. Recent research identifies professional standards as a means to support teachers in their professional growth, particularly when they use them to engage with and direct that growth (Mayer, Mitchell, Macdonald, Land & Luke, 2002).

Professional standards can therefore capture the nature of teachers' work by articulating the abilities, knowledge, understandings and values teachers require as student and societal expectations of schooling change. They can also support teachers to improve their practice.

## 2.2 Teaching and student achievement

Quality teaching has a powerful influence on student achievement, but historical attempts to describe teaching quality have been difficult. Initially, discussions of effective classrooms in the 1990s led to lists of basic competencies required for teaching. The use of competencies relies on members of a profession, craft or industry being assessed as 'competent' when they have demonstrated particular skills as a pre-requisite of being 'qualified'. Professional bodies, registration authorities, employing authorities and academics recognised that competencies would deskil and 'reinforce teachers' practices as reproductive of schooling rather than being transformative' (Ministerial Council on Education, Employment, and Youth Affairs, 2003, p. 2). A competencies approach would hamper rather than promote teachers' professional judgement, portraying teachers as technicians rather than as professionals. The shift from competencies to professional standards better reflects the integrated nature of teaching with its complexity and diversity; positions teaching as transformative; and incorporates elements such as values and commitment that are deemed critical to high quality teaching.

## 2.3 National Framework for Professional Standards for Teaching

A national framework for professional standards for teaching was developed by the Teacher Quality and Educational Leadership Taskforce as a key tool to strengthen national consistency around teacher quality and strategies to pursue it. This taskforce was established by the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) in response to the National Goals for Schooling in the 21<sup>st</sup> Century (The Adelaide Declaration) of 1999. As a result of a lengthy consultation process, the *National Framework for Professional Standards for Teaching* (MCEETYA, 2003) was endorsed by State, Territory and Federal Education Ministers to provide a structure that establishes, at a national

level, the agreed basic elements of effective teaching and dimensions of a teaching career. The National Framework itself is not and was not meant to be a set of standards, but provides a framework for bodies including states and territories, registration authorities, employers and professional associations to develop their own standards for their own purposes and contexts. It also aims to improve alignment of standards for preservice teacher education graduates across Australia and thus portability of teacher qualifications.

The National Framework describes four interdependent professional elements that frame the complex interactions and the multi-dimensions of teachers' work through recognisable reference points for professional engagement (p. 11).

- *Professional knowledge*

Teachers know and understand the fundamental ideas, principles and structure of the disciplines they teach. They know and understand the links to other content areas and are able to integrate learning across and between content areas. They know how to effectively teach that content, and understand the prompts and barriers to learning likely to be encountered by students. In addition, effective teachers have a detailed understanding of how young people learn and their role in facilitating that learning. They know and understand and can articulate a range of philosophies of learning. They critically evaluate the range of teaching and learning theories and know how to apply them where appropriate. They know and understand and take account of the diverse social, cultural and special learning- needs background of their students and the influences these have on teaching and learning. Effective teachers structure learning to take account of these differences.

- *Professional practice*

Teachers communicate effectively with their students and establish clear goals for learning. They possess a repertoire of inquiry techniques and teaching strategies, and use a range of tools, activities, and resources to engage their students in learning. They select and organise the content in logical and structured ways to meet learning goals. They are adept at managing the range of behaviours and situations that occur in the classroom and establishing a climate where learning is valued and fostered. Teachers create safe and supportive learning environments and recognise and are attentive to their child protection and welfare roles. Teachers plan for learning, and utilise a range of formative and summative assessment techniques to report on learning and to inform their planning. They understand the need to evaluate their teaching and the importance of providing both formal and informal feedback to students as a stimulus to learning.

- *Professional values*

Teachers are committed to their own development and continually analyse, evaluate and enhance their professional practice. They understand that the contexts in which they work are continuously evolving and changing and the need to adapt and respond to these changes. They work closely with parents and carers to acknowledge that the education of students is a shared enterprise. They uphold high professional ethics with regard to their own conduct and that of others, and respect their students and value their diversity. They act professionally at all times in their dealing with students, peers, members of the profession and members of the community.

- *Professional relationships*

Teachers engage with diverse student populations representing equally diverse communities. They meet these challenges by forming professional relationships at all levels of the community. It is within this context that teachers design and manage learning experiences for individuals and groups of students that value opportunities to actively engage with other members of their profession and their wider school communities. They work productively with colleagues and other professionals to enhance the learning of their students, and understand and value the importance of close links between the school, home and community in the social and intellectual development of their students. They understand and foster the critical relationship between them and the student. This is a relationship that is underpinned by trust, respect and confidence.

The National Framework also describes a set of values, principles and developmental career dimensions that underpin these professional elements. Professional standards developed recently in other states have also been developed to align with the National Framework using these four professional elements.

## 2.4 Public confidence in the teaching profession

With the changes to schooling over the last decades, teachers' work has changed dramatically. Often, the memories that individuals carry with them from their years as students conceal the work teachers do behind the scenes and in preparation for their careers. As a result, members of the public can hold strong but largely uninformed and unrealistic views of teachers' work. Conversely, a greater community appreciation for and understanding of the complexity of teachers' work helps the public to maintain their confidence in and regard for teachers and their profession. It also fosters a professional climate of mutual respect for the unique and diverse talents teachers possess as individuals and the strengths their collaborative efforts bring to the daily lives of students.

A significant potential benefit of the adoption of professional standards for teachers is wide public understanding and acknowledgment of the complexity of teachers' work.

*Professional standards for teaching describe the skills, knowledge and values for effective teaching. They capture key elements of teachers' work, reflecting their growing expertise and professional aspirations and achievements. Standards make explicit the intuitive understandings and knowledge that characterise good teaching practice and enable this to be widely shared within the profession (MCEETYA, 2003, p. 2).*

For professions grounded in service to the public, the issue of regulation is the focus of government policies globally. With the emphasis on preparing students for participation in a creative society of knowledge workers, regulation needs to take account of the changing composition of the teaching profession. This includes policies to regulate entry of people who have undertaken work in other vocations as well as those seeking initial entry to the profession.

Queensland has a proud history of leading the nation in both teacher registration processes and the development of standards. It has the longest history of mandatory teacher registration in the nation through the Board of Teacher Registration (BTR) and its predecessor, the Board of Teacher Education.

In 2004, a major review of the powers and function of the BTR was undertaken with a focus on both its professional oversight role as well as its regulatory role. As part of this process, wide consultation with hundreds of Queensland teachers, stakeholders and professional associations was conducted. The outcome was a set of recommendations to update and improve teacher registration processes in Queensland (McMeniman, 2004), to continue to 'ensure Queensland leads the nation in the development and maintenance of high professional standards in the teaching workforce' (Queensland Government, 2004a, p. 2). The recommendations included that overarching functions of the regulatory body be to uphold the standards of the profession; to protect the public; and to maintain public confidence in the profession.

### 3. Key Drivers for Reform

#### 3.1 The McMeniman Report

The McMeniman Report (2004) documented the outcomes from the *Review of the Powers and Functions of the Board of Teacher Registration*. The review was commissioned to examine the regulatory and professional oversight roles of the BTR in response to new understandings of the future learning needs of students; evolving workplace demands; recent choices about professions and tertiary options; and emerging importance placed on lifelong learning.

It was an important driver, not just because of what it said, but because it came to its conclusions through extensive consultation.

The report included recommendations on professional standards and also on non-traditional registration pathways, disciplinary processes and issues related to protection of young people.

It recommended that particular duties, such as setting of professional standards, be ascribed to the profession itself to oversee 'through the establishment of a body such as a College of teachers' (p. 33) and that a stronger link be made between professional standards and teachers' entry to and continuation in the profession.

The report (p. 91) also recommended the consideration of reframing the BTR as 'the Queensland College of Teachers' in order to 'shift the emphasis from a focus solely on registration processes to the broader implications of being a member of the teaching profession, both for the professionals themselves and for the wider public'.

The report recommended that the new QCT accept not only traditional preparation through university preservice programs but also provide some flexibility for the increasing numbers of mature age and career change applicants. One such change was to provide the opportunity to reduce the previous two-year post-graduate training programs to one year, consistent with those offered in other states and territories.

It highlighted the need for a 'set of explicit and robust professional standards for admission to the teaching profession and for continuing practice in the profession' (p. 49). It argued that the then existing BTR standards (2002) were overly broad in nature and proposed that they be used as a basis for more explicit standards. These would be developed by the regulatory authority and should articulate with the National Framework.

Specifically, McMeniman recommended the development of a set of professional standards, aligned with the National Framework (MCEETYA 2003), to be used for approving preservice programs and granting provisional registration to their graduates, and determining teachers' readiness for full registration after initial classroom practice and the continued professional learning (CPL) needed to periodically renew registration.

In summary, the McMeniman Report recommended that, among its functions, the new QCT would:

- determine requirements for teacher registration
- register applicants who satisfy these requirements
- approve and monitor preservice teacher education programs and programs for those returning to teach
- ensure that registrants continue to meet requirements
- determine the CPL acceptable for renewal
- develop and apply professional standards for full and provisional registration
- promote the profession.

## 3.2 State legislation

The Queensland Government endorsed all 84 recommendations of the McMeniman Report: *Review of the Powers and Functions of the Board of Teacher Registration* in 2004. These were legislated in the *Education (Queensland College of Teachers) Act 2005*.

## 3.3 Establishment of the Queensland College of Teachers

On 1 January 2006, in accordance with the new legislation, the Queensland College of Teachers replaced the Board of Teacher Registration.

### 3.3.1 Historical foundations

The original authority, the Board of Teacher Education, had been established in 1971 to maintain a register of teachers and oversee the training practices and standards of its members. Originally voluntary, registration became compulsory in 1975. The BTR replaced the Board of Teacher Education in 1989 as a statutory authority responsible for the registration of teachers in Queensland, with powers and functions as defined by the *Education (Teacher Registration) Act 1988*. Among other responsibilities, the BTR was responsible for determining the requirements for registration; ensuring registrants continue to meet these requirements; and developing and applying professional standards for full registration. In addition, it determined requirements for provisional and full registration and 'suitability to teach' criteria.

The BTR had developed the *Professional Standards for Graduates and Guidelines for Preservice Teacher Education Programs* (BTR, 2002) to determine qualifications for initial teacher registration in Queensland. These standards were developed specifically for the purposes of preservice teacher education program approval and, as such, were overarching and oriented towards an audience of teacher educators.

### 3.3.2 The way forward

The QCT's responsibilities include promoting the importance of teaching as a highly valued profession and regulating entry to and ongoing membership of teachers in the profession in Queensland.

The development and use of professional standards would be central to the QCT's registration and renewal functions, and would be used to inform the development of policies and practices, including:

- approval of preservice teacher education programs guided by the standards, to manage the provisional registration of graduates from Queensland universities
- consideration of registration for applicants who have not attained the qualifications and experience for registration as prescribed
- renewal of teacher registration
- a CPL Framework for teachers that supports and promotes a professional culture characterised by continual teacher self-reflection and ongoing professional development
- promotion of the teaching profession through raising awareness of the complex nature of teachers' work and strengthening public confidence in the profession.

### 3.4 Other critical drivers

A number of recent studies in Queensland that focused on teacher quality, the changing nature of teachers' work and the new demands being placed on teachers by students, their families and the broader society were critical influences in the development of the standards (e.g. Queensland Government, 2000; Education Queensland, 2001). Particular reports and initiatives examined were the *Education and Training Reforms for the Future* (ETRF) initiative (Queensland Government, 2002) that identified specific phases of learning; *Teaching Reading*, the report of the National Inquiry into the Teaching of Literacy (Department of Education, Science and Training, 2005); and the *Report on Indigenous Education* (Queensland Government, 2004b).

- *ETRF phases: early, middle and senior secondary years of schooling*  
A key driver of the standards was the agenda advanced by the ETRF initiative (Queensland Government, 2002). In developing the standards, a concerted effort was made to attend to ETRF recommendations related to each of the specialised recommendations for the early years, middle years of schooling and senior secondary phases of learning, ensuring consistency with directions and strategies shaping schooling in the state.
- *Indigenous education*  
The *Report on Indigenous Education* (Queensland Government, 2004b) found that quality teaching attends to individual needs; sets high expectations; provides meaningful learning experiences; and forms the basis for the rigorous pursuit of improved outcomes for Indigenous students.
- *Language, literacy and numeracy*  
Literacy and numeracy are central to productive citizenship and it was recognised from the beginning that these areas needed to be prominent in the standards. As argued by the Education Minister, 'Literacy is at the heart of a student's ability to learn and succeed in school and beyond. All teachers, including those teaching subjects such as mathematics and science, are teachers of literacy' (Minister's Foreword, Queensland Government, 2006). *Teaching Reading*, the report of the National Inquiry into the Teaching of Literacy (Department of Education, Science and Training, 2005), provides specific advice about national priorities in the teaching of literacy. Recent reports on numeracy (BTR, 2005; Department of Education, Science and Training, 2000) likewise identify implications of the changing needs of society

for the teaching of numeracy. These reports recognise that the integration of technology into everyday life has created a higher demand for all Australians to have a sound foundation in numeracy, including the ability to cope with vast amounts of information and wrestle with uncertainty and complexity in society.

## 4. Overarching Directions for Development

### 4.1 Professional Standards Committee

At the first meeting of the Board of the QCT, a Professional Standards Committee (PSC) was established with representatives from the three sectors of schooling (state, Catholic and independent schools); employing authorities; universities; teacher unions; the Queensland Studies Authority; and the Board of the QCT, including a community representative (Appendix 1).

The PSC was formed with the following terms of reference:

- to supervise the development, application and monitoring of professional standards for teachers
- to oversee applications for approval of preservice teacher education programs
- to direct the development, application and monitoring of the CPL Framework
- to supervise the development, application and monitoring of policies and guidelines for Returning to Teaching programs and to endorse appropriate programs developed by external providers
- to provide advice to the Board of the QCT on policy issues relating to provisional and full registration, permission to teach, renewal processes and the approval of preservice teacher education programs.

The development of the standards was to be the initial priority of the PSC, as several of the QCT's main functions would be based on these standards. The standards would form a cornerstone for ongoing policy development and application and would represent a first visible function of the QCT.

### 4.2 Issues for consideration

The PSC established strategic directions for the development of the standards. Resources considered by the PSC generated significant discussions during initial meetings, recognising the multiple issues to be addressed when developing the standards.

#### 4.2.1 Purpose of the QCT standards

The need for clarity of purpose for the standards in order to inform their structure and development was critical. They would serve multiple purposes, including preservice teacher education program approval; underpinning decisions for granting initial, full and renewal of teacher registration; and the development of a CPL Framework and Returning to Teaching programs.

It was noted that the QCT standards would have a different purpose from employer standards. For example, the Education Queensland (EQ) *Professional Standards for Teachers* are aspirational in nature and provide teachers with a basis for reflection and identification of areas of development. The QCT standards would remain separate from decisions and processes regarding continued employment.

### 4.2.2 Alignment requirements

It was recognised that there needed to be a clear alignment of the QCT standards with the National Framework and the work of the Australasian Forum of Accreditation and Registration Authorities. As the key elements of the National Framework cluster around professional practice, knowledge, relationships and values, a clear alignment with these elements would be pursued.

### 4.2.3 Level of detail

The McMeniman Report (2004) recommended and emphasised that the QCT standards would need to be more ‘explicit and robust’ and would need to capture the complexity of teachers’ work in educating students as global citizens and knowledge workers while at the same time reflect the Queensland context. The new standards would require more detail than the BTR standards (2002) and clarifying discussions with the reviewer recommended a level of detail similar to that of the EQ’s *Professional Standards for Teachers* (Education Queensland, 2005). Further, the three sectors of schooling in Queensland provided a letter of joint support for the use of the EQ standards as a helpful starting point and a guide to the appropriate level of detail.

### 4.2.4 Teachers’ professionalism

The importance of valuing and supporting teachers’ professionalism through the standards was emphasised. It was clear that, although they were to describe *what* teachers do in their work, they were not meant to dictate *how* they would carry out their work. The standards would need to mesh together the knowledge and practice embedded in teachers’ work to authentically represent this work and its integrated nature. Careful consideration would need to be given to a structure that would capture the authentic nature of teachers’ work; provide flexibility for changing demands and diversity of teaching contexts and cohorts; articulate teachers’ professional responsibilities; and simultaneously highlight opportunities for professional growth and development. Within this context, the standards would need to be outcomes oriented, with the flexibility to acknowledge that teachers will demonstrate varying profiles of expertise across the standards.

## 4.3 Initial directions

A number of other decisions relevant to the standards were taken at the PSC’s initial meetings.

- The idea of having discrete standards for different career junctures was discussed. However, it was decided that a single set of standards would be developed as legislated, with different indicators and evidence applied at different levels as developmentally appropriate.
- Because the CPL Framework and Returning to Teaching programs would be dependent on the standards, these would need to be developed subsequent to the standards themselves.
- QCT staff would conduct research into relevant literature and standards developed within Australia and overseas. Relevant stakeholders would also be invited to recommend sets of standards to inform the process.
- QCT staff would undertake initial analysis of the sets of standards and present their findings to the PSC.
- A significant amount of time would be set aside at the first few meetings of the PSC for initial in-depth planning of the development of the standards.

These initial decisions allowed the PSC to move into the preparation and planning phase for the writing of the QCT standards.

Over the course of the next ten weeks, PSC members immersed themselves in the documents, background information and processes that provided them with a foundation for their work. The PSC revisited (1) the McMeniman Report (2004) of the *Review of the Powers and Functions of the Board of Teacher Registration*, commissioned by the Queensland Government; (2) the new state legislation mandating the development of the standards; (3) the *National Framework for Professional Standards for Teachers* from the Commonwealth Government under MCEETYA (2003); (4) relevant standards that had been developed across Australia and overseas; and (5) research literature on professional standards to inform and support decision-making processes needed for the initial stages of the standards' planning and development.

## 5. Development of the Standards

Once the PSC completed its initial examination and discussion of the background information, a timeline and set of guidelines were created to ensure that the standards were developed and endorsed within the timelines set by the legislation.

### 5.1 Timeline

The timeline allocated available time to all phases of development, including the writing of the consultation draft; consideration of the policy for the approval of preservice programs; process of circulating and seeking feedback on the consultation draft from all stakeholders; evaluation of the consultation data and revision of the consultation draft; consideration and refinement of revisions; guidelines for program approval by the Board; and endorsement of the final version of the standards and the *Program Approval Guidelines* being developed in their wake. According to legislation, these processes needed to be completed by the end of 2006. Some revisions were made to the timeline as work unfolded. The resulting timeline is provided in Table 1.

Table 1: Timeline for development of the standards

April 2006	Background research and development of guidelines
May 2006	Establishment of the Standards Writing Group
August 2006	PSC to approve draft standards for consultation phase
September 2006	Consultation phase
October 2006	Analysis of consultation data; revision of draft consultation standards
November 2006	Refine and finalise standards for endorsement by the PSC and Board

### 5.2 The writing group

An expert writing group was established under the auspices of the PSC through an invitation process from the Director of the QCT and Chair of the PSC. It was directed by the PSC to undertake the specific task of writing the draft consultation version of the standards, in frequent liaison with the larger PSC. The writing group was to be supported by QCT staff to provide research, preparation of materials and assistance in consultations, and to implement outcomes of

these consultations. The writing group reported regularly to the PSC and the QCT Board on their progress. The key drivers for reform (see Section 3) set the context for the writing group in the development of the standards. In addition, the writing group was to operate under the direction of the PSC (see Section 4).

### 5.3 The writing phases

The development of the draft *Professional Standards for Queensland Teachers* by the writing group was an iterative process of research, discussion, drafting, testing for feedback and revising through a number of phases. The first phase included the development of a template for individual standards, an overarching framework for the complete set of standards and initial writing of a first standard. A second phase saw the initial drafting of the complete set of draft standards. In a final phase, the writing group refined the draft standards in preparation for consultation.

#### 5.3.1 Phase I: Standards template and overarching standards framework

To attend to the desired principles and drivers underpinning the standards, the writing group focused initially on developing a template for each individual standard and an overarching framework to capture broad aspects of teaching and guide decisions on the dimensions of the set of standards.

- *Standards template*

The first major discussion and decision focussed on the development of a template for writing individual standards that would achieve effective meshing of practice and knowledge, and align with the elements of the National Framework – professional knowledge, professional practice, professional relationships and professional values. Several formats were considered, including the standards already analysed for the PSC, which would highlight the principles desired and articulate a clear vision of critical aspects of teachers’ practice. The New Jersey standards, in particular, provided a useful structure for consideration. A draft of an initial standard using these aspects of practice, knowledge and dispositions was produced early in the writing process to facilitate discussion and to seek feedback from the PSC on the viability of the structure and appropriate level of detail.

- *Overarching framework*

The goal of the overarching standards framework was to provide, within a structure aligned to the National Framework, an organisational tool for individual standards according to broad key aspects of teaching. Although pedagogy is a major aspect of teachers’ work, it is only one dimension of teaching. High quality teaching goes beyond pedagogy and demands that teachers attend to classroom climate and duty of care; student behaviour and social development; and relationships within the classroom, among colleagues and in partnership with parents, caregivers and the community. Educators also have a responsibility to their profession for ongoing development of their own professional learning and as effective team members in their own professional communities. These three key aspects of teaching—pedagogy, relationships and professional commitment—provided an overarching framework for organising the standards in a comprehensive and logical way.

An early draft of a framework (Table 2) provided the writing group with an initial structure to flesh out the remaining standards and to engage in discussions about critical issues to be included as separate standards.

Table 2: Initial draft of a framework

	PEDAGOGY				RELATIONSHIPS			PROFESSIONAL COMMITMENT	
	Aspects related to pedagogy				Aspects related to relationships			Aspects related to professional commitment	
Practice									
Knowledge									
Dispositions									

### 5.3.2 Phase II: Issues, debates and initiatives

Once feedback on the template, framework and draft of the first standard had been provided by the PSC, the writing group debated key aspects of contemporary practice for inclusion as potential standards and began drafting details to more fully describe each aspect. The rationale for these aspects was identified as a set of critical foci for teaching, as informed and shaped by the research literature, input from interest groups through the PSC and key reports. It was recognised that these key aspects—that would then be developed as individual standards—are not performed as disparate practices, but are an integrated repertoire critical for student learning and teacher professionalism. The key aspects (individual standards) were regarded as equally essential for all stages of a teacher’s career, at every level of schooling and in any curriculum area.

The standards were developed through an iterative process of proposing an individual standard; debating its significance and likely content; drafting details; reviewing it in light of other standards; and revisiting the standard again as others were developed. This process required considerable discussion and debate to fit relevant aspects of practice under appropriate aspects of professional practice from the template—pedagogy, relationships and professional commitment—to maintain a balance between isolating discrete areas of teaching and embedding overlapping details across the standards. In other words, many important elements of teachers’ practice are interwoven and interdependent. It was recognised that considerable overlap was not only unavoidable, but that an acceptable level of repetition was necessary to authentically describe the nature of teachers’ work. An early iteration of aspects of practice (potential standards) is documented in Table 3.

Table 3: Initial draft of a model

STANDARDS	PEDAGOGY				RELATIONSHIPS				PROFESSIONAL COMMITMENT	
	Plan, implement & review	Challenge, safe & supportive environment	Relevance & participatory diversity	Literacy & numeracy	Asses & report on student learning	Students – social development	Student management	Partnership & community	Teams	Reflect, evaluate and strengthen
Practice										
Knowledge										
Dispositions										

As individual standards were drafted, more intensive discussions and deliberations emerged around particular issues and initiatives. A brief overview of a few of the major issues and initiatives included in these debates are given below. These discussions did not take place issue by issue, but were debated as they emerged during the writing process. Input was also incorporated from experts in particular areas (e.g. assessment, literacy, information and communication technology [ICT]) and a technical expert with experience in writing standards served as a critical friend to ensure that the intended issues were appropriately addressed, framed and formatted.

- *ICT*

The issue of how to frame ICT within the standards was a particularly challenging one. There was a clear agreement at writing group level to give ICT a prominent position within the standards, but reservations as to whether ICT should be highlighted as a separate standard or embedded throughout. This issue was debated frequently throughout the development of the standards at both writing group level and at PSC meetings. ICT has become increasingly ubiquitous and integral to both living and learning. The EQ initiatives *ICTs for Learning Strategy* (2002–2005) and *Smart Classrooms* as part of the ETRF vision have argued that, in order to be transformative, ICT needs to be seamlessly integral to every aspect of teachers' work. A tentative decision to embed ICT throughout the standards was made, with a concerted focus for input during the consultation phase.

- *Behaviour management*

In response to the report *Smart Schools, Smart Behaviour* (Queensland Government, 2005), the PSC recommended that the writing group give specific attention to behaviour management in the development of the standards, with the suggestion to incorporate a separate standard that would focus on a positive approach to behaviour management.

Two basic principles were drawn on to underpin a constructive approach to the development, management and promotion of appropriate student behaviour:

- (1) the importance of a safe and supportive learning environment
- (2) the central role of effective relationships, including respect for self and others.

As outlined in the report, the desired approach to classroom management relied on ‘principles informed by the criteria of individual rights and responsibilities; the wellbeing of self, others and the environment; and the individual achievement of learning outcomes’ (p. 25). With safety and duty of care of utmost importance, the emphasis was to focus on facilitating the development of expected student behaviours, making the link between pedagogy and behaviour more explicit. The report also outlined a requirement that teacher graduates demonstrate an understanding of principles of behaviour management, and therefore it was logical and desirable to include these principles in the standards, including expectations that teacher education be informed by them in preservice programs. Further, in line with recommendations and incorporating recent developments in values education, students would be taught explicit skills as well as understandings of the value of incorporating responsible behaviour into societal norms.

- *Diversity and special needs*

The reform agendas in Queensland can only be realised through a commitment to inclusive education. As such it was recognised that, throughout the standards, special consideration had to be given to the wide-ranging needs of student populations in Queensland, including those from diverse cultural and linguistic backgrounds, students identified with special needs and students at risk. The *Ministerial Taskforce on Inclusive Education* (Queensland Government, 2004c) supported this attention and made explicit the need for teaching to attend to inclusive education in all aspects of practice. Therefore, the commitment of inclusivity would be woven into the language and fabric of the standards.

- *Indigenous education*

Discussions during the development of the standards also focused on ensuring that the standards supported initiatives to improve educational outcomes for Indigenous students. The approach taken in developing the standards adopted the contention of the Queensland Government (2004b) *Report on Indigenous Education* – that high quality teaching is required to strengthen learning outcomes for Indigenous students.

- *Values education*

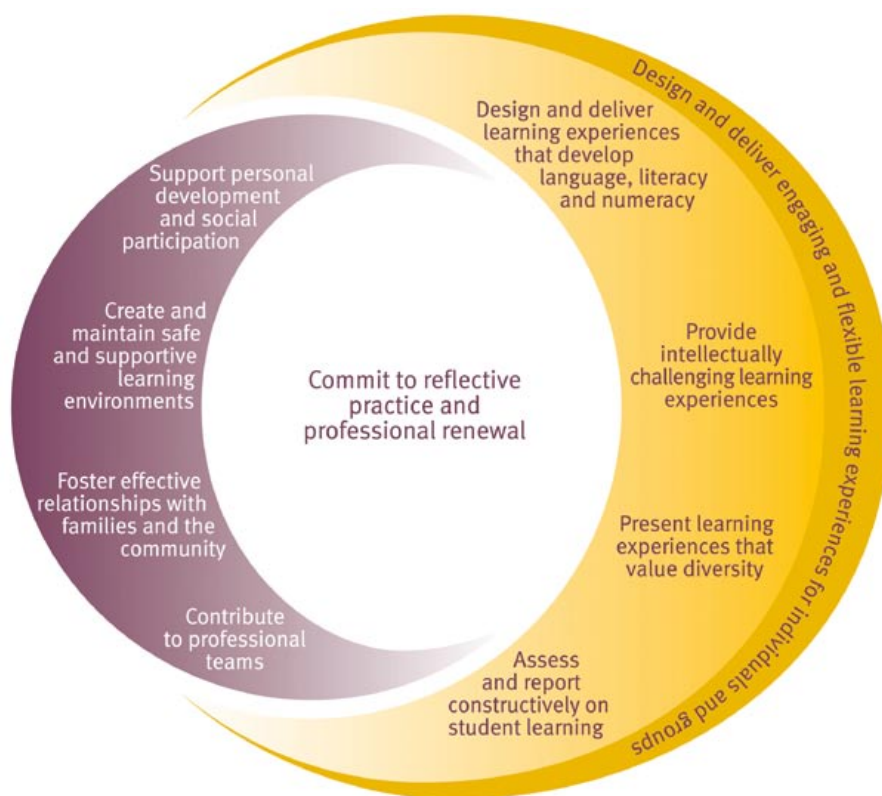
The writing group discussed the importance of including elements relevant to values education throughout the standards. Relevant to these discussions was the Queensland Government’s commitment to ensuring that the education of students extends beyond an academic foundation. Drawing on the *National Framework for Values Education in Australian Schools* (Commonwealth Government, 2005), the state’s *Values Education Project – Queensland* emphasises building character; strengthening students’ self-esteem, optimism and commitment to personal fulfilment; helping students exercise ethical judgement; and working with students to develop personal and social responsibilities. The Queensland Studies Authority has included these values throughout the curricular documents in the eight Key Learning

Areas, including cross-curricular priorities of literacy, numeracy, a futures perspective and life skills. All three sectors of schooling in Queensland (State, Catholic and independent) have also articulated the values as particularly relevant to students in their systems.

Throughout the cyclic and iterative process of developing the standards, the importance of communicating the integrated nature of teaching and teachers' work within, between and across the standards was continually discussed and revisited. As work progressed, details within individual standards would provoke awareness of subtle issues and implications for other standards, sometimes leading the group back to re-examine the framing and content of the standards model. Throughout the process the interconnectedness of the standards required the writing group to debate which elements would be treated separately (e.g. assessment), which could be combined (e.g. promotion of citizenship and personal development) and which were best integrated throughout the other standards (e.g. ICT). These debates arose as the details of standards and their indicators were refined and checked for commonalities and overlap.

### 5.3.3 Phase III: Refinement, model and preparation for consultation

In the final phase of the development of the draft standards, refinements were made and wording was checked for consistency. The original overarching framework was revised to reflect changes that emerged as standards were written and a model was developed to articulate the key aspects in the standards' framework. A visual representation of the model was designed around the QCT logo, with the ten standards clustered around the identified key aspects defining teachers' work—teaching and learning, relationships and commitment to the profession.



*Conceptual model of the Draft Professional Standards for Queensland Teachers*

- *Teaching and learning*

The pivotal role of teachers in designing and managing learning experiences is captured in the first standard, which envelops and underpins the other standards within the teaching and learning cluster.

- o *Standard 1: Design and deliver engaging and flexible learning experiences for individuals and groups*

The remainder of the right-hand crescent articulates related aspects that more fully detail the pedagogical aspect of teachers' work.

- o *Standard 2: Design and deliver learning experiences that develop language, literacy and numeracy*
- o *Standard 3: Provide intellectually challenging learning experiences*
- o *Standard 4: Present learning experiences that value diversity*
- o *Standard 5: Assess and report constructively on student learning*

- *Relationships*

The critical aspect of relationships in teachers' work, both within and outside school, form the left-hand crescent describing the climate, interactions and personal and social development that teachers develop, maintain and model for students as part of their daily work.

- o *Standard 6: Support personal development and social participation*
- o *Standard 7: Create and maintain safe and supportive learning environments*
- o *Standard 8: Foster effective relationships with families and the community*
- o *Standard 9: Contribute to professional teams*

- *Commitment to the profession*

Finally, the centre of the model recognises the central nature of a teacher's commitment to the ongoing renewal of knowledge and skills and contribution to their profession.

- o *Standard 10: Commit to reflective practice and professional renewal*

Throughout the development of the draft standards, regular reporting on progress took place. Concepts were tested and feedback sought from the PSC and the QCT Board. QCT staff worked tirelessly to prepare the final detailed standards for the consultation phase, develop introductory sections of the document for distribution and prepare final formatting before the standards would go to the PSC for approval.

## 5.4 Consultation process

In response to requirements by the legislation (see Section 3.2), the PSC and QCT staff planned for the upcoming statewide consultation process as the standards were being drafted. Acknowledging the multiple uses of the standards, the consultation process aimed to seek input, feedback and reactions from the diverse communities and organisations for which the QCT standards and resulting policies would have both direct and indirect impact. It was vital that practising teachers across the state had a strong voice in responding to the draft standards. In addition, legislation required that certain representative bodies (e.g. teacher unions, teacher employing authorities, teacher education providers) be consulted. Multiple modes, mechanisms and opportunities for feedback were therefore critical to ensure broad and convenient access to facilitate input by stakeholders.

A comprehensive consultation process was scheduled to begin following acceptance of the consultation draft by the PSC. A concerted effort was made to

maximise opportunities for stakeholder input, including both face-to-face and written response modes.

Consultation opportunities included:

- intensive workshops at regional centres for teachers nominated by employers and teacher unions, representing a cross section of sectors and levels
- open forums in locations across Queensland for teachers, administrators and interest groups
- interviews with key respondents
- web-based feedback
- inclusion in the QCT newsletter *College Connection* with an invitation for response
- focus group meetings for employers and teacher educators
- targeted surveys and/or interviews by direct invitation (e.g. letters to major stakeholder groups).

The Statewide Consultation Schedule, framework for responses and list of respondents targeted is given in Appendix 2.

Response forms were designed to facilitate feedback for structured and unstructured input. The Consultation Response Form, distributed and promoted at most forums and online, sought information about the respondent (e.g. representing an organisation or individual, role, school setting, sector, contact information), specific and structured feedback on each section of the individual standards, input on the supporting documentation (e.g. introductory section, model) and unstructured or overarching comments or concerns. The feedback sought on the specific standards asked respondents to consider areas that they generally supported or disagreed with, issues they believed were omitted and sections that needed to be rewritten to capture a particular idea.

A special focus to reflect the voice of practising teachers was enacted through four intensive workshops conducted across the state, with participants engaging with the detail of the standards and considering and recommending revisions to improve the draft.

A format was developed for organising and collating the feedback that would be obtained during the consultation process so that the source and magnitude of comments would be maintained. This was vital to ensure that feedback, which would sometimes be conflicting, was representative of the profession as well as receptive to valid points made by individuals and specialised groups.

The PSC accepted the consultation draft at their August meeting and the consultation process ran officially from the end of August through to mid-October 2006.

## 6. Next Steps

The development of the consultation draft of the *Professional Standards for Queensland Teachers* was an important milestone in the history of the QCT. Several of the QCT's registration and approval functions would rely on these standards. Even as the consultation was in progress, plans were underway to develop the suite of policies and guidelines that would be based on them. These included the guidelines for approval of teacher preparation programs; articulation of the specific requirements for provisional, full and renewal of registration; and the CPL Framework and Returning to Teaching Programs.

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## Appendix 1 (a)

### Queensland College of Teachers – Professional Standards Committee Membership 2006

Chair (a Board member)	Mr John Kennedy Compliance Officer Rockhampton Diocesan Catholic Education Office
Assistant Director (Professional Standards) in the Office of the QCT	Ms Ros Bell Assistant Director – Professional Standards Queensland College of Teachers
Chair of the Registration Committee	Mr Perry Anderson Guidance Officer Education Queensland
Board members who are practising teachers, at least one of whom must be an elected teacher representative	Mr Mark McCall Teacher, St Martin's Primary School, Carina  Ms Dianne Aylward Head of Department (H&PE), Corinda State High School
Practising teachers who are not Board members, identified by the Queensland Teachers' Union	Ms Sam Pidgeon Teacher, Alexandra Hills State High School  Mr Leigh Schelks Principal, Indigenous Education Training Alliance
Practising teacher who is not a Board member, identified by the Queensland Independent Education Union	Mr Michael Elliott Stuartholme School
Board member who is a parent or community representative	Mr Neville Grayson Board member nominated by the Minister to represent the interests of the community
Nominee of Education Queensland	Mr Gary Barnes Assistant Director-General Strategic Human Resources and Learning Department of Education and the Arts
Nominee of Education Queensland who is a practising teacher	Ms Louise Barrett Deputy Principal Milton State School
Nominee of Queensland Catholic Education Commission	Mr Ken Avenell Principal Education Office, Brisbane Catholic Education
Nominee of Association of Independent Schools of Queensland	Dr Roger Hunter Director, Lutheran Education Queensland
Nominees of the Queensland Deans of Education Forum	Professor Annette Paterson James Cook University  Dr Robert Herschell Christian Heritage College  Professor Peter Taylor Queensland University of Technology
Nominee of the Director of the Queensland Studies Authority	Ms Janine Gilmour Manager, Syllabus Development Queensland Studies Authority
Director of the Office of the Queensland College of Teachers (ex officio)	Mr John Ryan Director, Queensland College of Teachers
Secretary to the Committee	Ms Jill Manitzky Senior Policy Officer, Queensland College of Teachers

## Appendix 1 (b)

### Professional Standards Writing Group Membership

<b>Ms Ros Bell</b>	Assistant Director, Professional Standards, QCT
<b>Ms Sam Pidgeon</b>	Head of Department, Alexandra Hills State High School
<b>Dr Katie Maker</b>	School of Education, University of Queensland
<b>Ms Dianne Reardon</b>	Executive Officer (Research and Review) Qld Catholic Education Commission
<b>Professor Peter Taylor</b>	Assistant Dean (Learning), QUT

*Supported by QCT staff:*

<b>Ms Jill Manitzky</b>	Senior Policy Officer, Professional Standards, QCT
<b>Ms Louise Barrett</b>	Professional Standards Project Officer, QCT (from September 2006)
<b>Ms Debra Cunningham</b>	Manager, Professional Standards, QCT (to August 2006)

## Appendix 2

### Professional Standards – Statewide Consultation Process September/October 2006

The Queensland College of Teachers undertook a comprehensive and statewide consultation process on the draft professional standards commencing in September 2006.

Consultation included:

- **Written Responses** – all stakeholders were able to view the draft standards and provide written feedback via a Consultation Response form on the College website [www.qct.edu.au](http://www.qct.edu.au)
- **Intensive Workshops** – for a range of nominated teachers and school leaders across all sectors (Brisbane, Roma, Gold Coast and Townsville)
- **Open Forums** – after school (Brisbane, Rockhampton, Townsville, Roma, Mt Isa and Toowoomba)
- **Focus group meetings** – in selected regional and metropolitan venues with
  - Employing authorities in Roma, Townsville, Toowoomba, Mt Isa, Rockhampton, Cairns and Brisbane; and
  - University faculties in Townsville, Rockhampton, Toowoomba and Brisbane (2).
- **Interviews with key stakeholder representatives**

Mode	Description	Details
<b>INTENSIVE WORKSHOPS</b>	Workshop for nominated teachers across the sectors and levels.	Employing authorities and teacher unions invited to nominate teachers for each workshop.
<b>OPEN FORUMS</b>	Forums open to all teachers, administrators and representatives of interest groups to discuss the draft standards.	Advertise in <i>College Connection</i> , QCT website and other educational websites, union and association publications. Flyers sent to district office and principals of schools for advertisement/distribution to teachers and other parties.
<b>FOCUS GROUPS</b> 1½ hrs	Employers: Small group meetings with employer representatives from the three schooling sectors (state, Catholic, independent) in each location. Teacher Educators: Small group meetings with university representatives.	By invitation.
<b>KEY RESPONDENT INTERVIEWS</b> 1–1½ hrs	Department of Education & The Arts, Queensland Catholic Education Commission, Independent Schools Queensland, Creche and Kindergarten Association Queensland Teachers Union, Queensland Independent Education Union Queensland University Deans Forum Parent organisations (QCPCA, QISPC, ICPA, FPFA) Principals' associations JCQTA and QSA	By individual appointment.

QCPCA Queensland Council of Parents & Citizens Association  
ICPA Isolated Children's Parents Association of Queensland  
JCQTA Joint Council of Queensland Teachers Association  
DETA Department of Education, Training and the Arts  
QCEC Queensland Catholic Education Commission  
GU Griffith University  
QUT Queensland University of Technology

QISPC Queensland Independent Schools Parents Council  
FFPA Federation of Parents and Friends Associates of Catholic Schools  
QSA Queensland Studies Authority  
ISQ Independent Schools of Queensland  
UQ University of Queensland  
ACU Australian Catholic University  
CHC Christian Heritage College