

**FRAMEWORK FOR
ADVANCED PROFESSIONAL DEVELOPMENT**
Literacy, numeracy, science and assessment capability

**Queensland Education Performance Review
(Recommendation 2)**

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FRAMEWORK FOR ADVANCED PROFESSIONAL DEVELOPMENT – literacy, numeracy, science, assessment capability

1. BACKGROUND

The Queensland Government has commissioned the development of an advanced professional learning framework in literacy, numeracy, science and assessment capability for primary school teachers and school leaders. This framework, which is to be developed and administered by the Queensland College of Teachers (QCT), is designed to assist teachers and school leaders in all schooling sectors to locate programs that match their identified learning goals within priority areas and that offer intensive, high quality evidence-informed professional development with sustained focus and commitment.

The framework will provide the basis for endorsement of professional development modules developed by a range of providers, including universities, school sectors and other education providers. It is envisaged that modules based on the framework will build advanced professional capability of teachers and school leaders and will enable articulation to higher education programs.

The three schooling sectors will be able to nominate priority areas within the FAPD that will align with the continuing professional development requirements of the QCT for teachers to maintain their registration. The QCT's *Continuing Professional Development (CPD) Framework* incorporates a requirement for teachers to demonstrate CPD that includes provision for employer-directed professional development within the annual professional development completed.

Practising teachers and school leaders need to have adequate knowledge of teaching and supporting effective teaching in literacy, numeracy and science as well as assessment capability in these and all curriculum areas. To ensure this is the case in state schools, *the Government will make completion of professional development in these areas mandatory for state school teachers.*¹

2. PURPOSE OF THIS DOCUMENT

This document provides guidance for developers of modules under the professional development framework and outlines the requirements and process for endorsement of these modules.

3. THE FRAMEWORK FOR ADVANCED PROFESSIONAL DEVELOPMENT (FAPD)

The Framework for Advanced Professional Development (the FAPD) draws on contemporary research into the qualities of effective professional development for teachers [Hawley and Valli, 1999; Cohen et al, 2000; Supovitz 2001; Thompson, 2003; Meiers and Ingvarson, 2005; Timperley, 2007; Luke and McArdle, 2008]. There is strong convergence in the literature that effective professional development programs for teachers:

- place a significant emphasis on content
- address how students learn that content

¹ * Government Response to the Report of the Queensland Education Performance Review – 'Masters Review'

- highlight strategies for teaching and assessing that content
- provide opportunities for ongoing learning and development
- have a significant practice-based component that requires participants to explore key issues in the context of their own school.

The concepts and understandings represented in the following table² present a particularly relevant set of principles to underpin the design of effective professional development and are prioritised in the requirements and endorsement process of the FAPD.

Principles for the Design of Effective Professional Development (Hawley & Valli, 1999)
1. The content of professional development (PD) focuses on what students are to learn and how to address the different problems students may have in learning the material.
2. Professional development should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning.
3. Professional development should involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.
4. Professional development should be primarily school-based and built into the day-to-day work of teaching.
5. Professional development should be organized around collaborative problem solving.
6. Professional development should be continuous and on-going, involving follow-up and support for further learning-including support from sources external to the school that can provide necessary resources and new perspectives.
7. Professional development should incorporate evaluation of multiple sources of information on (a) outcomes for students and (b) the instruction and other processes that are involved in implementing the lessons learned through professional development.
8. Professional development should provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.
9. Professional development should be connected to a comprehensive change process focused on improving student learning.

The FAPD outlines professional development outcomes for teachers and school leaders at foundational, proficient, highly accomplished and lead phases of teacher development, and for school leaders. The latter three phases correspond with the teacher development continuum that underpins the draft national standards for teachers. It needs to be noted that the *FAPD* is designed to assist planning of professional development for teachers already in the workforce. An additional set of learning outcomes termed *foundational* has been included to address the gaps known and reported by teachers and noted in the Masters review report.

The FAPD identifies professional development outcomes in literacy, numeracy, science and assessment capability for each of these phases of teacher development. These outcomes cover:

- Content knowledge – the knowledge and understanding of the content and processes of literacy, numeracy or science
- Pedagogical content knowledge – knowledge and understanding of what students need to learn (knowledge of curriculum frameworks), how students' understandings in a subject typically develop, how to engage students and sequence subject matter, the

² Hawley, W. & Valli, L. (1999). *The essentials of effective professional development: A new consensus*

kinds of misconceptions that students commonly develop, and effective ways to teach a subject.

- Assessment – ways of collecting and using assessment data to diagnose, assess and monitor student performance and plan student learning experiences in literacy, numeracy and science.

For example, the professional development outcomes for teachers at the proficient phase in literacy include:

Figure 1 Extract from professional development outcomes for proficient teachers of literacy

<p><i>Content knowledge</i></p> <ul style="list-style-type: none">• Identify, explain and apply the correct use of traditional grammar in different texts.• Explain how and why texts are structured and organised in different ways.• Explain and apply the use of textual features at whole text, sentence, clause, group and word level to achieve purpose and audience. <p><i>Pedagogical content knowledge</i></p> <ul style="list-style-type: none">• Explain key features and implement relevant system and school level curriculum policy related to reading and viewing, writing (including spelling) and designing, speaking and listening• Identify, explain and apply relevant system and school level curriculum policy documents related to reading and viewing, writing (including spelling) and designing, speaking and listening. <p><i>Assessment</i></p> <ul style="list-style-type: none">• Assess the multiple purposes and different forms of assessment• Know and apply an extended range of strategies to flexibly assess learners' abilities to integrate and apply socio-cultural knowledge, knowledge of language and texts, knowledge of reading and viewing, writing (including spelling) and designing, speaking and listening processes and related strategies, and knowledge of themselves as readers and viewers, writers and designers, speakers and listeners.

The full set of professional development outcomes for literacy, numeracy, science and assessment capability are set out in Appendices A to E.

Anticipated use of the FAPD:

These professional development outcomes provide the basis on which providers will develop modules of professional learning at foundational, proficient, highly accomplished and lead levels in literacy, numeracy, science and assessment capability. Providers will establish teacher learning needs relevant to these outcomes and develop modules which address coherent and substantial clusters of these outcomes. In most cases, it is expected that a module will cover a related set of outcomes dealing with content knowledge, pedagogical content knowledge and assessment for literacy, numeracy, or science at a particular phase of teacher development. It is recognised that there may be need for specialist modules that focus solely on content, pedagogical content knowledge or assessment in literacy, numeracy or science. However, it is more likely that a module will cover outcomes from all three of these aspects. It is expected that each module will require

a notional minimum learning time of 50 hours comprising engagement, assessment and practical application aspects. Providers of professional development are strongly encouraged to develop multiple modules and to negotiate appropriate credit transfer arrangements with higher education institutions prior to seeking endorsement of modules.

Employers, schools and teachers may then select among modules or a package of modules to address and prioritise professional learning needs identified through reflection while aligning with requirements and processes of the QCT's *Continuing Professional Development Framework*.

Figure 2 provides one example of how the professional development outcomes in science may be clustered to form the basis for an introductory professional learning module on the teaching of *Earth and beyond* organiser of the primary science curriculum.

Figure 2 – *Earth and beyond* - professional development outcomes to underpin a professional learning module

- Recognise and describe the basic concepts and terminology that underpin the *Earth and beyond* organiser, namely: Weather and climate, Water cycle, Structure of the Earth and its atmosphere, Natural resources, Solar system, stars and galaxies, Space travel and exploration
- Know and use basic equipment to model, simulate or investigate *Earth and beyond* concepts
- Identify and explain how to collect and manipulate data to show patterns and trends including using ICTs for the *Earth and beyond* organiser
- Understand and describe the sequences of learning required to develop conceptual understandings for the *Earth and beyond* organiser
- Identify and incorporate the literacy, numeracy and ICT skills, which underpin the development of understanding related to the *Earth and beyond* organiser
- Plan and implement learning experiences in contexts, which engage students and provide opportunities for hands-on investigations related to the *Earth and beyond* organiser
- Know and apply a range of diagnostic assessment strategies to determine student's understandings related to the *Earth and beyond* organiser
- Know and apply a range of strategies to continuously monitor and assess learner progress related to the *Earth and beyond* organiser against specified learning standards
- Provide assessment feedback to learners and their families based on assessment evidence related to the *Earth and Beyond* organiser.

It is expected that providers will develop sets of related or sequenced modules within each area of literacy, numeracy, science and assessment capability which in aggregate address all of the outcomes in the FAPD.

The FAPD also includes a set of criteria for the approval of modules and providers and an approval process that will be administered by the QCT. These are detailed in section 5, 6 and 7 of this paper.

4. ALIGNMENT WITH OTHER FRAMEWORKS

It is important to note that the *FAPD* has been developed to address a particular need and focus. The *FAPD* will interact with and complement a range of other frameworks at sector, employer and national levels.

4.1 QCT's Continuing Professional Development (CPD) Framework

- 4.1.1 The modules endorsed under the *FAPD* will assist teacher and school leaders to identify programs and opportunities to match their identified learning goals in identified priority areas. The QCT's *CPD Framework* outlines the expectation that teachers will *reflect on their practice and work role against the professional standards to identify development goals and needs, career aspirations, and CPD focus to develop/update an annual individual CPD plan (consistent with their employer's processes where applicable)*³.
- 4.1.2 The three schooling sectors will be able to nominate priority areas within the *FAPD* that will align with the continuing professional development requirements of the QCT for teachers to maintain their registration. The QCT's *CPD Framework* incorporates a requirement for teachers to demonstrate CPD that includes provision for employer directed professional development within the annual professional development completed.
- 4.1.3 It is important to note that the *FAPD* outlines desirable professional development outcomes at a number of career junctures. It is primarily a document to inform professional development providers or perhaps, employers or schools who may wish to commission particular modules.
- 4.1.4 The *FAPD* is not designed as a reflective document for teachers. The appropriate framework for teachers to use when reflecting on practice and identifying professional learning goals is the professional standards.

4.2 Employers' frameworks for performance development/management

- 4.2.1 Performance development is rightly the domain of employers and the *FAPD* and its related appendices represent guidance for providers and employers in building a suite of modules that will provide a resource for locating appropriate high quality professional development to meet teachers' identified learning goals. The framework describes only desirable professional development outcomes – it should not be used as criteria to assess or accredit teachers.

4.3 Professional Teaching Standards frameworks

- 4.3.1 The *FAPD* has a particular brief and focus emanating from recommendation 2 of the Queensland Education Performance Review and from the convergence of research opinion that underlines the critical importance of teachers needing mastery (at a deeper and broader level) of the curriculum content that students learn as well as knowledge of how to teach in these areas. While the requirements of modules for endorsement align with professional standards frameworks (current and draft national), it is neither necessary nor helpful to adopt the architecture of either.

³ Queensland College of Teachers *Continuing Professional Development Framework*, p2

5. MODULE REQUIREMENTS

Modules offered within the FAPD must meet the following seven criteria.

5.1 Content

Modules developed under the FAPD must:

5.1.1 address a coherent and substantial selection of the professional development outcomes for one of literacy, numeracy, science or assessment capability. These specifications are provided as:

- Appendix A – Literacy professional development outcomes in the content areas of reading and writing, literacy pedagogical content knowledge and assessment that are relevant to teachers and school leaders during different phases of their professional development.
- Appendix B – Numeracy professional development outcomes in the content areas of number, algebra, measurement, geometry and statistics and probability; numeracy pedagogical content knowledge; and assessment that are relevant to teachers and school leaders during different phases of their professional development.
- Appendix C – Science professional development outcomes in the content areas of ways of working, science as a human endeavour, earth and beyond, energy and change, life and living and natural processes and materials; science pedagogical content knowledge and assessment that are relevant to teachers and school leaders during different phases of their professional development.
- Appendix D – Professional development outcomes relating to assessment capability that can be applied in any learning area.
- Appendix E – Professional development outcomes for school leaders to lead, manage and support quality curriculum and whole school planning, focussed teaching and monitoring in priority areas of literacy, numeracy, science and assessment capability.

5.1.2 address the needs of participants at the foundational, proficient, highly accomplished or lead phase of teacher development, or those in school leader roles. The outcomes attributable to each phase are outlined in Appendices A to E.

5.1.3 reflect an appropriate balance of outcomes from each area of content, pedagogical content knowledge and assessment.

5.1.4 draw on and familiarise participants with evidence from research and best practice.

5.2 Teaching and learning approaches

5.2.1 Modules developed under the FAPD must:

- be based on adult learning principles
- provide opportunities for teachers and school leaders to reflect on their current practice
- have a significant practice based component that requires participants to explore the content of the module in their own school setting
- promote collaborative learning
- ensure relevance to participants with different backgrounds.

5.3 Assessment and module completion

5.3.1 Modules developed under the FAPD must:

- have defined assessment requirements
- include assessment activities that require participants to examine and reflect on the content of the module in the context of their own school
- include assessment activities of a standard suitable to provide the basis for articulation and credit transfer with post graduate qualifications in education
- model self, peer and collaborative approaches to assessment
- clearly identify what constitutes completion of a module and the certification to be issued to participants.

5.4 Format of modules

5.4.1 Modules developed under the FAPD must:

- be approximately 50 hours of learning time in duration. Learning time includes the time allotted to instruction, independent study, reflection on practice, and assessment
- include a clear statement of rationale and learning outcomes linked to the QCT specified professional development outcomes
- provide a supporting statement detailing learning approaches and activities, resources and assessment strategies.

5.5 Professional Standards for Queensland Teachers

Modules developed under the FAPD must:

- 5.5.1 align with the QCT's *Professional Standards for Queensland Teachers* and the *Continuing Professional Development Framework* for renewal of registration
- 5.5.2 include a clear statement that makes explicit the links between the module and the *Professional Standards for Queensland Teachers*.

5.6 Delivery modes

Modules developed under the FAPD must:

- 5.6.1 incorporate flexible delivery options to enable participants to access the modules in remote, regional and metropolitan areas. Professional learning modules should be supported by a variety of resources and approaches such as podcast and presentation packages with linked readings, selected resources with discussions, response to case studies, engagement in action learning cycles, mentoring and guided review and reflection.

5.7 Articulation and credit transfer

Modules or packages of modules developed under the FAPD must:

- 5.7.1 identify any arrangements for advanced standing or accreditation towards a further qualification or
- 5.7.2 provide an explanation as to why credit transfer arrangements have not been established.

Note: Intellectual property for endorsed modules rests with the module developer.

6. PROVIDER REQUIREMENTS

6.1 All providers will need to provide the following information:

- evidence of delivery and assessment of the module by facilitators with appropriate backgrounds, qualifications and expertise
- resources to support delivery and assessment of the module
- methods for documenting and retaining records of participants and completions
- applicable fees for participants
- procedures for ensuring currency of module content
- copyright clearances and licensing arrangements. This must include a declaration that copyright clearances and appropriate licenses have been obtained for all materials included in the module.

6.2 Providers other than Queensland employing authorities, higher education institutions and statutory authorities

Providers other than Queensland employing authorities, higher education institutions and statutory authorities will provide the following additional information:

- background information about provider to establish legitimacy as a provider of professional development
- the provider's quality assurance mechanisms ie: program review, evaluation and improvement processes
- evidence of responsible and sound administration including records management and events management
- business plan, including full financial basis for program delivery and minimum numbers for viability, commitment to ensure completion of agreed program, contingency arrangements for unforeseen ability to deliver as agreed.

7. ENDORSEMENT PROCESS FOR MODULES ENDORSED UNDER THE FAPD

7.1 Application

- 7.1.1 Providers will submit module documentation to the QCT for endorsement purposes. An endorsement fee will apply and will be payable on application.
- 7.1.2 Applications may be for endorsement of one, multiple or a package of modules.
- 7.1.3 Applications for endorsement need to be made a minimum of three months prior to intended commencement of program.
- 7.1.4 The application will address the module and provider requirements set out in sections 5 and 6 of this document.
- 7.1.5 Any significant changes to the content, structure or delivery of a program will require prior QCT approval.

7.2 Endorsement Period

- 7.2.1 Professional development modules will be endorsed by the QCT for a period of three years.
- 7.2.2 Endorsed professional development modules should be reviewed and updated to remain current and reflect education and curriculum reforms, new and revised policy and legislation and emerging contemporary state and national issues and agendas.

7.3 Endorsement Process

- 7.3.1 The module will be considered against the module and provider requirements set out in sections 5 and 6 of this document by the relevant expert panel.
- 7.3.2 The relevant expert panel will make a recommendation about endorsement to the relevant officer of the QCT.
- 7.3.3 The QCT will advise the provider of the decision.
- 7.3.4 Endorsed professional development modules will be listed on the QCT website.
- 7.3.5 Providers of endorsed modules may advertise that the program has QCT endorsement.
- 7.3.6 The QCT reserves the right to review or remove endorsement.

7.4 Membership of Professional Development Module Endorsement Panels

7.4.1 Membership of expert panel will not include a representative of a provider of modules under consideration.

7.4.2 Membership of an expert panel will include:

- one employing authority representative
- one practising teacher with expertise in the relevant area
- one higher education representative with expertise in the relevant area
- one member of the Professional Standards Committee (PSC) of the QCT
- two principal representatives drawn from two different Principal Associations
- one member of QCT staff – initially, QCT Queensland Education Performance Review (QEPR) project team and then, Professional Standards Unit.

7.4.3 The panel will be chaired by the PSC member and supported initially by the QCT QEPR project team and then by the Professional Standards Unit.

7.5 Role of Expert Panels

7.5.1 The panel will undertake an assessment of the proposed module against the module and provider requirements set out in sections 4 and 5 of this document, based on the provided documentation including the completed template.

7.5.2 If required the panel will seek further information from the provider and/or engage in discussion with the provider to assist its deliberations.

7.5.3 The panel will prepare a report of its assessment and a recommendation about endorsement for the consideration of the PSC.

7.6 Role of the Professional Standards Committee (PSC)

7.6.1 The PSC will note the decision to endorse a module or module/s under the FAPD by the relevant officer of the QCT and accept the report of the Expert panel

The provider of a program will be informed by QCT in writing of the decision, the reasons for the decision, and the opportunity to seek a review of a decision.

Note: The process described here is relevant only for programs being developed for endorsement as advanced professional development modules in identified priority areas under this FAPD. This does not mean or imply that all professional development needs to be endorsed.

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