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Quality Teacher Programme

An Evaluation of the Bachelor of Learning Management at Central Queensland University

Final Report

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TABLE OF CONTENTS

List of Figures

List of Tables

The term 'learning management' was created to capture the increased importance of individual learning in the knowledge society. The over-arching purpose of the degree is to graduate 'Learning Managers' who have a significantly different perspective and skill/knowledge base than in the past. Bachelor of Learning Management graduates will have a 'quality guaranteed' capacity to manage the learning of students and will be able to work collaboratively with other teaching professionals, a range of other supporting professionals and the community. The Bachelor of Learning Management is a distinctive approach to pre-service teacher preparation that has widespread education industry support. A feature of the degree is that it has been devised and designed in collaboration with teachers. The degree is aimed at producing graduates whose knowledge of, and performance in, pedagogy (teaching and learning) is exemplary.

From the Central Queensland University website for the Bachelor of Learning Management

CHAPTER ONE: INTRODUCTION AND BACKGROUND

Central Queensland University (CQU) initiated the evaluation of its new Bachelor of Learning Management (BLM) degree in a proposal sent to the Commonwealth Minister of Education in 2004. The Department of Education, Science and Training subsequently invited ACER to prepare a detailed plan for an independent evaluation of the BLM, which was accepted in September 2004.

The plan for the evaluation consisted of two main parts:

1. A survey study of all teachers who graduated from Queensland teacher education programs in 2003 and taught in 2004, and all Queensland school principals. The surveys were administered in March 2005.

   The main questions addressed in the survey study were:
   - How do perceptions of preparedness for teachers who graduate from the BLM compare with those of teachers who graduate from teacher education courses in other Queensland universities?
   - How do school principals' perceptions of professional preparedness of BLM graduates and graduates from other Queensland universities compare?
   - What features of teacher education courses are related to differences in graduates' perceptions of their preparedness in their first year of teaching?

2. An observational study comparing the performance of BLM-trained primary teachers with graduate teachers from other Queensland teacher education courses. The observational study was conducted from mid October to mid November 2004.

   The main question addressed in the observational study was:
   - Can graduates from the Bachelor of Learning Management course at Central Queensland University be distinguished from graduates from other teacher education courses in terms of standards for classroom performance?

Related developments in teacher education

This evaluation of the BLM comes at a time when there is considerable debate about teacher education in Australia. Three parliamentary inquiries have been set up in the past year; one in Victoria, one in NSW and another at the Commonwealth level. The 2004 OECD report, *Teachers Matter,* identified a number of common concerns about teacher quality, such as supply, teacher education, the status of teaching, and the retention of quality teachers in schools, especially in disadvantaged schools. In making its recommendations, the OECD report drew several implications for government policy, including the quality and accreditation of teacher education programs and the need to increase their flexibility and responsiveness.

In Australia, as elsewhere, the concept of teacher quality is becoming central to debates about teacher education and student outcomes. The quality agenda has proved a politically and educationally useful platform to critique teacher preparation and has prompted various reviews and calls for policy change at Federal and State levels. Recently, the focus has been on new demands placed on teachers and schools by virtue of the changing knowledge economy and issues of equity and disadvantage in the new environment (Education

Queensland, 2000; Hargreaves, 1997; OECD, 2000; 2004; Ramsey, 2000). Internationally, there is a growing consensus that teacher quality has a significant impact on students' academic achievements and overall school effectiveness.

There is increasing interest in how to define quality in teaching and how to improve, monitor and assess it. Research indicates that quality content that accords with disciplinary standards, and quality pedagogy that is developmentally and age appropriate with the intention of enhancing defined learner outcomes and competence, are the cornerstones of quality teaching (Fernstermacher & Richardson, V., 2005*)*. As highlighted in the Education Trust (1998)*,* teachers must have very good understandings of content. 'There can be no compromise on this key point'. They also need the skills of teaching and a 'burning passion for the success of all students'.

Most recently, debate about changing socio-cultural and political contexts and equity issues within a dynamic and rapidly growing knowledge economy has directed attention to prospective teachers' skills in literacy and numeracy, problem-solving, ICT capabilities, higher order thinking skills, as well as their ability to adapt to constant change and uncertainty. There is concern that teacher education programs have not changed substantially to meet changing community and student profiles and that current teachers and new graduate teachers are not future oriented and prepared to work in a knowledge economy context (Kirby, 2000). Recently Ramsey (2000) has argued that teacher education must be more 'responsive to change, must embrace collaborative partnerships with communities and schools, and be forward oriented and relevant to a variety of workplaces including schools' (p. 58). Important for employers in achieving these changes, is to have greater involvement in teacher education and to 'take greater responsibility for the outcomes of teacher education' (Ramsey, 2000, pp. 58-59*)*.

Recent inquiries into teacher education also reflect, in part, dissatisfaction among many school principals with the preparedness of graduates (Parliament of Victoria, 2005). In a recent report prepared for MCEETYA, Ingvarson et al. (2004) found that university faculties of education are clearly overstretched in terms of resources to ensure strong links between university courses and school experiences. Most universities are having difficulty in finding schools and teachers who are able and willing to provide quality practicum experiences for their students and in ensuring that those experiences link productively with the theoretical components of their courses.

Similar concerns about changing community and student needs, the impact of new technologies, knowledge and information on learning and employment futures and globalisation have influenced discussions about teacher preparation and quality in Queensland for sometime. Education Queensland's (2000) vision for teachers as 'managers' (p. 8) of children's learning, rather than 'gatekeepers' of knowledge and a strong focus on strengthening pedagogy and skills' (p. 9) has prompted an agenda calling for more 'innovative pre-service training' (2000, p. 10).

The most common pre-service teacher preparation program for primary and early childhood teachers in Australia and in Queensland is the Bachelor of Education. Typically this is a four-year degree course with periods of block professional experience in schools. While most teacher education programs have made conscious efforts to better prepare graduates to work in the knowledge economy over the last decade or so, few have undertaken substantial revision, reconceptualisation and redesign (DEST, 2003). Other than the practicum, most

teacher education programs are conceived of independently from schools and education authority involvement. Except for short periods of block professional experience in schools, genuine collaboration with the teaching profession and employers about the design of courses is rare.

Teacher education faculties regularly review their teacher education courses internally and make structural changes and pedagogical changes to better reflect their assessments of the changing needs of schools and school communities, but they rarely undergo a revision, reconceptualisation and redesign as ambitious as that undertaken for teacher education at Central Queensland University.

The Bachelor of Learning Management at Central Queensland University

The Bachelor of Learning Management is a four-year initial teaching (professional learning) degree approved by the Queensland Board of Teacher Registration. CQU revised its teacher education programs in 2000 and the course had its first intake in 2001. The degree can be completed in three years within the term structure of CQU and the first BLM students graduated in 2003.

There were 218 BLM graduates (from all CQU Campuses) in 2003. In 2004, 1,117 students were enrolled in the BLM Early Childhood and Primary Programs. The BLM is delivered at five sites- Rockhampton, Mackay, Noosa, Bundaberg, and Gladstone. The pre-existing BEd at CQU continues to operate mainly in teach-out mode and for external students.

The stated aim of the BLM course is to prepare 'workplace ready' and 'futures-oriented' graduates who have a strong sense of social and educational vision, responsibility, and change. Graduates are described as 'Learning Managers'. The course aims to better prepare teachers for the needs of contemporary schools and to address the challenges of learning in a knowledge-based economy at a time of rapid and substantial social change.

The Bachelor of Learning Management was introduced at CQU to foster teacher skill and professional accountability to address the challenges of a changing world and the imperatives of the information age. Underpinning the design of the BLM was an understanding that the nature and quality of teacher education and the ways teachers are taught are largely contingent on university and school cultures, contexts and practices.

The BLM course design

The design of the Bachelor of Learning Management course has emerged from a strong partnership between the university, academic staff, employers, and teachers in local schools. This meant that the university, schools and the teachers were jointly involved in the conceptualizing and designing the course, and in planning its implementation. They remain involved in its continuing evolution. Developers of the BLM at CQU believed there was a 'professional partnerships imperative' if prospective teachers' capabilities are to be truly 'work place oriented' and 'futures ready'.

Underpinning the conceptualisation of the CQU program were broad principles of professional partnership, futures orientation, capability and integration that transcended the traditional disciplinary structures and boundaries of teacher education programs. The BLM represented an effort to create 'a new kind of identity for the professionals who will dominate

education and training in the learning society and to foster a distinct movement toward self-managed learning experiences and student autonomy over what, how and why learning takes place' (Smith, 2005).

The concept of 'learning management' was derived from architectural design (an *artful* arrangement of resources for definite ends) and is best conceived of 'as design with intent'. In terms of the core components of teacher education courses, 'curriculum development' and 'pedagogy', the BLM gives special emphasis to 'the design of pedagogical strategies that achieve learning outcomes' and the 'capability' of graduates to promote and achieve designated student learning outcomes and to imagine and plan learning futures. Developers of the BLM state that 'qualities such as courage, risk taking, intuition, conscious and continuing capacity to survive, grow, improve and transform' distinguish the BLM from its predecessor (the CQU BEd) and from traditional Bachelor of Education courses.

The delivery of the program 'depends entirely on collaboration between professional partners with different, but equal, expertise in what is called a business-to-business (B-2-B) model.' In this sense, the course focuses on the 'management of learning' rather than the preparation of 'teachers for teaching'. It is expected that graduates will be industry ready 'with demonstrated capability to achieve learning outcomes in students and (the capacity) to play a leadership role in taking education 5-10 years into the future'.

A unique focus of the BLM is its aim to incorporate individualised learning programs for students into institutional structures and to provide more innovative and student inclusive learning models. In this way, the BLM provides a professional learning process both for teacher education students and for the school and university staff who work with students. Developers of the BLM argue that this model of teacher education 'has the potential to re-invigorate the teaching profession'.

The structure of the BLM degree

Appendix One shows the structure of the BLM degree in detail. There are several variations on this structure within the overall 'menu' of BLM courses offered at CQU. ***Appendix One*** shows how the 32 units of study in the four-year course can be completed in three calendar years by taking summer courses in discipline areas. Postgraduate students with another first degree, for example, take only 20-22 of the BLM units of study. It also shows the periods of, and arrangements for, school experience and the 'Portal Tasks' designed to link theoretical and practice components of the course.

A 'knowledge acquisition' model that has four main knowledge clusters or content areas underpins the professional and futures orientation of the BLM program: *Futures, Networks and Partnerships, Pedagogy, and Essential Professional Knowledge.* The clusters were developed in collaboration with key stakeholders, mainly school and university personnel and classroom teachers, who contribute to the 32 subjects (courses) necessary for completing the degree. Titles in ***Appendix One*** signal the purposes of the units of study and include *Learning Management*, *Networks and Partnership*s, *e-Learning Manager*, *Entrepreneurial Professional* and *Portal Task*, amongst others.

Central to content areas in each unit of study within the course is the practice and production of pedagogical 'skill-sets such as: oral and written communication abilities; functional numeracy and competency in the use of information technology; problem solving and

analytical and creative skills; the ability to work as a constructive member in teams; and personal integrity and responsibility'.

Course documents indicate that teaching in the BLM has moved away from the traditional lecture and tutorial model to a range of alternative modes more in keeping with a knowledge-based community, such as facilitated colloquiums, on-line learning segments, virtual conferences, e-resource banks, and multi media presentations. Concomitantly, lecturers have become 'learning managers' – managers of BLM student learning, who both support and model the pedagogical approaches that underpin the philosophy of learning management.

Appendix One indicates that the final year internship is 'authorized by the Queensland Board of Teacher Registration so that the student can undertake the full range of professional responsibilities in the workplace. This enables the student learning manager to demonstrate the identity and workplace transition from student to Learning Manager'.

Linking theory and practice

A key feature of the BLM is the aim to link theory and practice through meaningful and authentic professional work. To achieve this goal, 'Portal Tasks', structured learning experiences with well-defined requirements, have been conceived to link classroom practice and on-campus learning. The Portal Tasks require students to demonstrate their understanding and application of key important knowledge, especially 'pedagogical strategies'. To ensure the success of Portal Tasks, classroom teacher mentors ('learning managers') are fully aware of the BLM philosophy and requirement and professionally committed to it. The Portal Tasks enable students to connect practice and course content, providing an 'assessment arena' in which BLM students can demonstrate their ability to achieve predetermined learning outcomes. Students commence a series of in-school Portal Tasks from Week One in Year One. These tasks are embedded within their units of study and are the core linking mechanisms between theory and practice.

Professional experience in the BLM

There is widespread agreement that professional experience in schools is an integral part of all pre-service teacher education programs and provides, or should provide, the key link between theory and practice. Professional Experience is considered at the 'heart' of teacher education and theory and practice should be 'mutually informing' (Australian Council of Deans of Education, 2002). While all stakeholders agree that Professional Experience is central to pre-service teacher preparation and should occupy a substantial part of the program, in reality it is often peripheral. As highlighted recently in *Australia's Teachers: Australia's Future* (2003) there is little agreement on how professional experience should be structured, organised, and financed and a strong perception that its structure is governed more by financial and logistical constraints than educational needs and principles.

A recent study for MCEETYA mapping teacher education in Australia (Ingvarson et al, 2004) confirmed there is considerable variation between the practical experience components in teacher education programs within and between states, and within and between higher education institutions. Even in states with teacher registration provision such as Queensland, there are substantial differences in practicum arrangements within and between universities. The major area of agreement from respondents to the mapping exercise was that teacher education students should have greater involvement in the day-to-day life of schools and that

all parties would benefit from closer, more collaborative partnerships between university and school communities. However, teacher educators expressed little hope that this could be a reality within current ideological and funding regimes.

To address many of these concerns about traditional teacher education programs, the BLM developers approached the professional experience quite differently from most teacher education courses. From their first week at university, BLM students are appointed to an accredited teaching school where they are required to complete the Portal Tasks and associated just-in-time learning. This appointment embeds the students in the work of a classroom and school community. BLM students are assessed in terms of their demonstrated capability to enable pupils to achieve learning outcomes. In-school support and mentoring for BLM students is provided by school based 'learning managers' who must complete an induction program about 'learning management' before taking up the 'expert, mentoring' role with student teachers. Classroom practitioners who act as 'in class supervisors' for specific skill development, complement their role. These in-school 'learning managers' – the school-based supervisors – are charged with the task of bridging the theory-practice divide through the use of pedagogic scaffolds. These include eight Learning Management Questions (see ***Appendix Two***) and the Portal Tasks.

Summary comment

It is clear from the above that the BLM has a number of innovative features. These features offered the opportunity to conduct an evaluation that might usefully inform future teacher education policy and practice. What for example, are the relationships between the type of school experience that BLM provides to students and how well prepared BLM graduates actually are for their first year of teaching, compared with that experienced by graduates from other teacher education programs? One of the central features of the BLM is that it is a standards-based teacher education course. Each unit of study is justified in terms of its contribution to helping students meet specific criteria in the Queensland teaching standards. What difference if any does this make to teacher performance in the first year of teaching and perceptions of preparedness? Questions such as these, and the other evaluation questions introduced at the beginning of this chapter, will be addressed in the next four chapters.

As Australia looks toward the possibility of a national body responsible for the accreditation of teacher education, it will become more important to better understand valid methods for assessing the outcomes of teacher education courses. This evaluation study has provided a valuable opportunity to develop and trial methods for gathering first-hand evidence about the performance of graduate teachers and to develop survey instruments that could be used as benchmarks in teacher education, as those used by the Teacher Training Agency in England.

In summary, the BLM at Central Queensland University contains features that make it different from other programs in identifiable ways. These differences mean that it was possible to design an evaluation with the capacity to provide some useful comparative findings relevant to future teacher education practice and policy. Chapter One reports on the use of classroom observation as a method of comparing outcomes of teacher education programs. Chapters Two and Three report on comparisons between the BLM and non-BLM courses, based on teachers' self-reports about their preparedness. Chapter Four compares principals' perceptions of the effectiveness of BLM and non-BLM courses in preparing graduates to meet standards for beginning teachers.

CHAPTER TWO: THE OBSERVATIONAL STUDY

The main research question guiding the observational study was whether graduates from the Bachelor of Learning Management (BLM) course at Central Queensland University (CQU) could be distinguished from graduates from other teacher education courses in terms of classroom performance. To address this question in more specific terms we used the *Professional Standards for Teachers* developed by the Queensland Government. These Standards provided a common basis for making comparisons between the professional performance of BLM graduates and graduates from other teacher education programs.

In summary, the observational study was conducted in October and November 2004 with 31 teachers who had graduated in 2003. Eighteen of these teachers had graduated with a BLM qualification from the Rockhampton or Noosa campus of Central Queensland University. Thirteen teachers had graduated with a BEd qualification from other Queensland universities. Pairs of trained observers visited schools and interviewed and observed each teacher twice, once during a literacy oriented classroom session and once during a numeracy oriented session. Observers were trained over four days to use interview and observation schedules adapted from the Queensland *Professional Standards for Teachers* until they attained a high level of reliability. Graduates from the BLM were consistently rated more highly by the observers for their literacy and numeracy teaching on each of the eight performance standards. For several of the standards these differences were statistically significant.

Developing the ACER Framework for Observing Teaching

There are twelve components to the Queensland *Professional Standards for Teachers*. The *Standards* state that teachers:

1. Structure flexible and innovative learning experiences for individuals and groups.
2. Contribute to language, literacy and numeracy development.
3. Construct intellectually challenging learning experiences.
4. Construct relevant learning experiences that connect with the world beyond school.
5. Construct inclusive and participatory learning experiences.
6. Integrate information and communication technologies to enhance student learning.
7. Assess and report on student learning.
8. Support the social development and participation of young people.
9. Create safe and supportive learning environments.
10. Build relationships with the wider community.
11. Contribute to professional teams.
12. Commit to professional practice.

Each of these components of the *Standards* is broken down into several sub-elements, and each is broken down in turn into several indicators.

To suit the purposes of the present study, it was necessary to make some modifications to the Queensland standards so that they could be used as an instrument for the observation of classroom teaching. As only two observations could be made of each teacher in the time available for this study, it would not be possible to cover all the standards. Some of the standards lent themselves readily to use in an observational study over a brief time span. For example, Standard 1, *Structure flexible and innovative learning experiences* points to actions that one would expect to observe in almost all classroom lessons. Other standards, such as

numbers 4, *Construct relevant learning experiences that connect with the world beyond school* and 6, *Integrate information and communication technologies to enhance student learning* would require longer period of time if reliable measures were to be obtained.

Further adaptations of the Queensland Standards were needed to make them suitable as an instrument for the assessment of teacher performance. The first was to restructure the standards so that they reflected the architecture of what teachers actually do in typical teaching sequences – the dynamic of teaching. Typical teaching sequences move from knowledge of students to the selection of worthwhile learning goals suitable to their stage of development. Activities to promote learning are then selected that are clearly linked to the goals and provide appropriate opportunities to learn. Planning also includes steps to ensure a supportive and challenging environment for learning is established in the classroom. Appropriate methods are also chosen for assessing student learning that are clearly linked to the learning goals. When implemented, these methods are used to provide data for analysing student progress and reflecting on the steps to be taken in future lessons to strengthen understanding. These are the essential components of competent teaching; clear links are visible between student needs, learning goals, classroom activities, assessment methods and evaluation.

Table 1 shows the Framework of Teaching adapted from the Queensland Standards for this study. There are eight main components. The first five follow the architecture of competent teaching outlined in the previous paragraph. The last three are taken almost as they are in the Queensland Standards. They focus, in the main, on the way teachers perform professional duties beyond their classrooms in interaction with colleagues and the school community.

Selection of observers

Nine highly regarded and experienced teachers were trained over four days in late October 2004. The Executive Directors and Staff from the Nambour and Rockhampton District Offices selected these teachers and provided valuable support throughout the project. Six of the teachers came from the Nambour District and three from the Rockhampton District, where CQU campuses are situated.

The project met the costs of training the teachers and conducting the observations. Both Districts indicated that this arrangement was attractive to them. They expressed interest in having local teachers receive special training in standards-based observation of teaching practice, as this was consistent with the direction that Districts were already hoping to move.

Training of observers

Observers were trained to use the Framework of Teaching to a high level of inter-rater reliability before visiting schools.

A four day training program was developed with the following components:

- *Standards*: Activities that trained observers to understand the Framework of Teaching.
- *Bias Training*: Activities that trained observers to recognise their biases and how to minimise them.

Table 1: ACER Framework of Teaching

Queensland Standards	***Component 1: Collecting and analysing information about students for the design of learning experiences***
2.1	*1a: Knows the students' current level of proficiency in literacy or numeracy*
1.2/1.4.1	*1b: Knows the students' prior knowledge and skill in the content to be taught*
4.1	*1c: Knows the developmental stages of the students in the class*
1.2/5.1	*1d: Knows the individual learning, needs of his/her students.*
1.3	*1e: Knows about students' interests, and cultural backgrounds.*
	Component 2: Planning learning goals and experiences
1.0/3.0	*2a: Demonstrates understanding of the content/skills being taught*
2.1	*2b: Demonstrates understanding of how students learn the content/skills*
3.1	*2c: Selects topics that enable students to develop understanding of key concepts/skills*
1.1	*2d: Establishes goals and experiences based on relevant course documentation, curriculum frameworks and school policy*
7.5	*2e: Uses assessment results to guide program planning, delivery and assessment*
1.2/2.1/ 4.1	*2f: Uses knowledge about students' learning needs, prior knowledge, and interests to inform planning of learning goals and experiences*
2.2	*2g: Selects appropriate teaching and learning resources*
	Component 3: Providing intellectually challenging learning experiences in the classroom
2.0	*3a: Activities encourage the development of literacy and/or numeracy*
3.1	*3b: Learning experiences enable students to examine the central ideas of a topic, problem or issue*
3.2	*3c: Students question and share ideas and knowledge*
3.3	*3d: Students use higher-order and critical thinking skills to solve problems and/or construct new meanings and understandings*
3.2	*3e: Classroom questioning and discussion as a vehicle for learning*
4.2	*3f: Integration of ideas, concepts and information across curriculum areas and/or with life beyond school.*
5.1	*3g: Learning experiences cater for individual differences/students with special needs*
	Component 4: Assessing and reporting on student learning
2.4	*4a: Gathers and records evidence during the lesson to determine student development in literacy or numeracy*
7.1, 7.2	*4b: Plans for assessing student learning*
7.3	*4c: Uses a variety of assessment strategies*
7.1	*4d: Integrates assessment with teaching and learning*
7.0	*4e: Uses informal classroom interaction and discussion to monitor student understanding and provide feedback*
	Component 5: Creating a safe and supportive learning environment
9.1, 9.3	*5a: Establishes clear standards of student conduct*
9.1	*5b: Creates a safe learning environment in which student views are valued.*
9.1	*5c: Ensures respectful interactions*
9.3	*5d: Establishes efficient classroom routines*
9.3	*5e: Uses the physical environment to support learning*
	Component 6: Maintaining relationships with the wider community
10.1	*6a: Forges relationship with families and caregivers*
10.3	*6b: Develops partnerships with community agencies*
10.3	*6c: Promotes the school in the community*
	Component 7: Making a contribution to professional teams
11.1	*7a: Sets work related goals and priorities*
11.1	*7b: Uses technology for management of work priorities and commitments*
11.2	*7c: Contributes to the effective functioning of professional teams*
11.3	*7d: Works with other professionals, paraprofessionals, teacher aides and other community - based personnel*
	Component 8: Demonstrating a commitment to professional practice
12.1	*8a: Reflects critically on professional practice*
12.1	*8b: Identifies areas for improvement*
12	*8c: Demonstrates a commitment to professional learning*
12.2	*8d: Participates in professional networks beyond school*
12.3	*8e: Participates in school governance and improvement*
12.4	*8f: Meets ethical, accountability and professional requirements*

- *Observation*: Training in how to focus on identifying and documenting evidence when observing classrooms
- *Interviewing:* Training in the use of pre- and post-lesson interview schedules and tape recording
- *Judgement*: Training in interpreting the interview and observation evidence and in use of scoring rubrics in judgments about the level of the performance.

Four videotapes of lessons and interviews with teachers and principals supported this training program. These gave the trainee observers examples of classroom performance and interviews on which to practice applying the standards.

Observers were trained to use a customised rubric based on the ACER Framework of Teaching. A copy of this rubric is attached in ***Appendix Three***. The rubric has eight components, as described above, and each component is broken down into several elements. The rubric contains four main levels of performance for each element (unsatisfactory–poorly prepared on this element, basic–adequately prepared, proficient–well prepared, and distinguished–very well prepared) and descriptors for each level. Observers were trained to follow strict protocols in conducting interviews and classroom observations. By the end of the training, tests showed that the observers had reached a high level of reliability.

For the purpose of this study, the standards were placed in two main groups: standards about classroom practice and standards about wider contributions to professional activity and the school community. The main sources of evidence for the former standards were the observations of classrooms and pre- and post-lesson interviews with teachers. For standards related to wider contributions to school life, the main sources of data were interviews with principals and/or supervisors, but teachers were also asked to talk about such contributions in their interviews. For standards about assessment and reporting on student learning, observers also asked focused questions in the post-observation interview about methods of assessment and reporting.

Conduct of observations

All procedures for contacting schools and beginning teachers were set down carefully in advance for approval by the Queensland Education Department. Materials sent to schools and participating teachers included a summary of the project, invitational letters and consent forms. CQU staff assisted in providing a master list of all the schools in which CQU graduates were teaching in 2004.

The intended sample for the observational study was twenty pairs of beginning teachers from twenty different primary schools – forty teachers in all. Each of the selected schools was to have at least one teacher who graduated from a CQU teacher education program in 2003 and one teacher who graduated from another Queensland teacher education program, also in 2003. This pairing design would provide some control over the influence of school context on graduate teacher practice.

In the event, the time available to conduct the observational study was reduced from three months as planned to just over one month, toward the end of the school year. This posed a considerable challenge to meeting the target of locating 40 first year teachers who were willing to be observed over two lessons. In the end, 31 teachers agreed to participate, but it was necessary to move outside the Rockhampton and Nambour regions to find extra non-

BLM graduates. It was only possible to implement to a limited extent the plan of using schools that had both a BLM graduate and a non-BLM graduate. In the circumstances, this represented a good outcome. However, it should be clear that as the selection of graduate teachers was more opportunistic than random, the study should be seen as exploratory. The reliability of the study findings would be enhanced if the sample size had been greater, but even with 31 teachers, the costs and logistical demands per observation were considerable.

The final breakdown of observations made was as follows:

Observations	**BLM Graduates**	**BEd Graduates**	**Total**
Literacy	21	16	37
Numeracy	15	10	25

Thirty-seven literacy lessons and 25 numeracy lessons were observed. For some graduate teachers it was not possible to observe a numeracy lesson as well as a literacy lesson. In these cases, an additional literacy lessons was observed instead. Eighteen BLM graduates and thirteen BEd graduates participated in the study. It was difficult to find non-CQU graduate teachers in the Nambour and Rockhampton area and a small number from neighbouring Regions nearer Brisbane were persuaded to participate in the project.

Observers had a one-month period (November) during which to contact schools and arrange for visits at times suitable to the beginning teachers. Each observer visited about seven teachers on average. Observers did not know which university a graduate teacher had attended when they visited the schools, and they were asked to avoid, where possible, finding out while in the schools. They were alerted to the need to maintain strict confidentiality.

Assessment of performance

Observers visited the school and conducted their observations and interviews in pairs, but recorded their evidence and made judgments independently using the rubric (the rubric and descriptors for each level can be found in ***Appendix Three*****).** Each observation session lasted for one to one and a half hours. Pre- and post-lesson interviews with graduate teachers usually lasted about 20-30 minutes. Principals were also interviewed for about 30 minutes to gather evidence relevant to components 6-8 in the Framework for Teaching for each graduate teacher. Interviewers were trained to use interview schedules and "look for" guides based on the standards.

After making their initial judgement, observers were asked to share their assessments and discuss the evidence they had noted for each element. If they thought it appropriate, they could then adjust their records of evidence, but they made their final judgements separately. Assessors used an expanded four-point scale to record their scores. As mentioned earlier, the rubric contains four main levels of performance for each element: unsatisfactory, or poorly prepared on this element; basic, or adequately prepared; proficient, or well prepared; and distinguished, or very well prepared.

The first step for assessors was to decide, based on the evidence, which level the performance was at for each element. Assessors then decided, within that level, whether the performance was above, at or below the standard for that level, as described in the rubric. This gave a scale that ran from 1 to 12. Scores for performances at the basic, or adequately prepared, level could range from 4 to 6. After recording their scores for each element, assessors then

made an overall judgement about the level of performance for each component for the standards in the rubric.

As assessors completed their assessments, they used an electronic version of the rubric to record their scores. Each assessor then sent his or her scores to ACER as an e-mail attachment. This data was then entered into a data file for analysis. The observers observed two teaching sessions for each graduate, one focused on literacy and one focused on numeracy. This meant that four independent ratings or scores were obtained for each graduate teacher, a procedure that ensured a high level of reliability in the assessment. Assessors also returned their detailed hand written notes for each classroom observation and the interviews to ACER.

Findings from the observational study

The data were analysed using analysis of variance to compare mean scores for BLM and BEd graduates on each of the components and each of the elements in the standards. The results of those analyses are summarised in ***Figures 1 and 2. Figure 1*** shows the results for literacy and ***Figure 2*** shows the results for numeracy.

Figure 1 shows that the graduates from the BLM were consistently rated more highly on literacy teaching by the observers on each of the eight performance standards.
The consistency of the direction of the difference is noteworthy. For several of the standards these differences were statistically significant. The shaded areas in ***Figures 1 and 2*** show the basic competency range.

Figure 1 indicates that, for literacy teaching, BLM graduates performed significantly better than the graduates from BEd courses on:

- Collecting and analysing information about students for the design of learning experiences
- Providing intellectually challenging learning experiences
- Assessing & reporting on student learning
- Making a contribution to professional teams
- Commitment to professional practice.

Figure 2 shows that the graduates from the BLM were consistently rated more highly by the observers on numeracy teaching on each of the eight performance standards. Once again, for several of the standards these differences were statistically significant.

Figure 2 shows that, for numeracy teaching, BLM graduates scored significantly better than the graduates from BEd courses on the following standards components:

- Collecting and analysing information about students for the design of learning experiences
- Making a contribution to professional teams
- Commitment to professional practice.

Figure 1: Literacy - BLM versus BEd Teachers on eight competencies

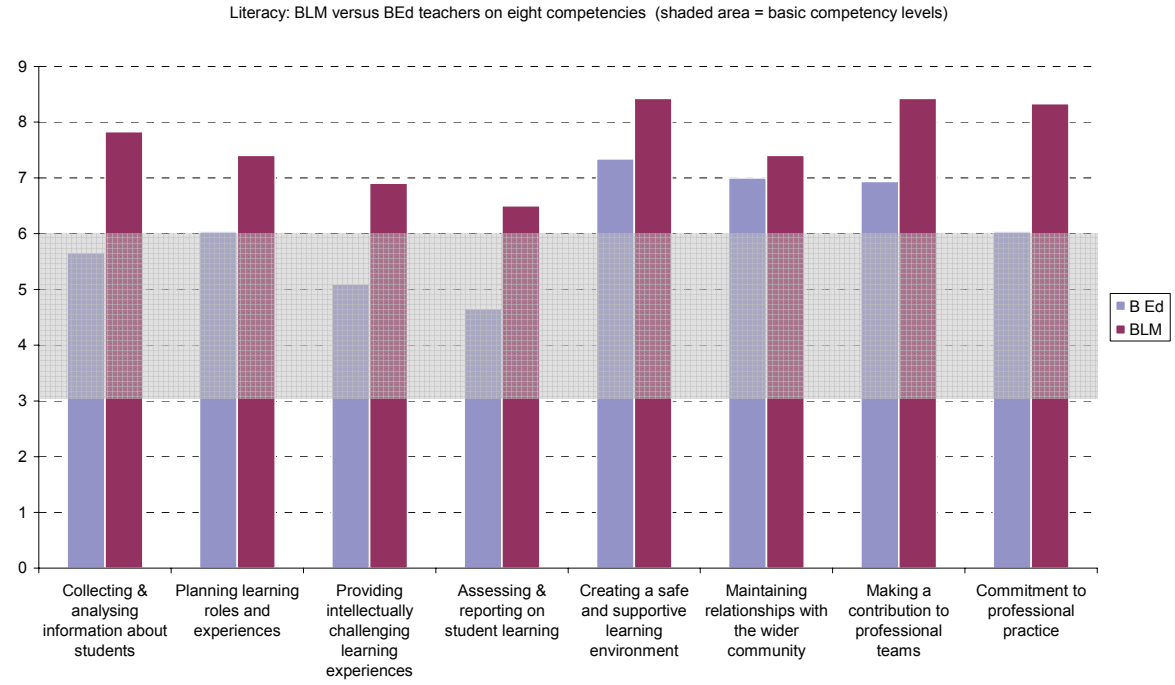
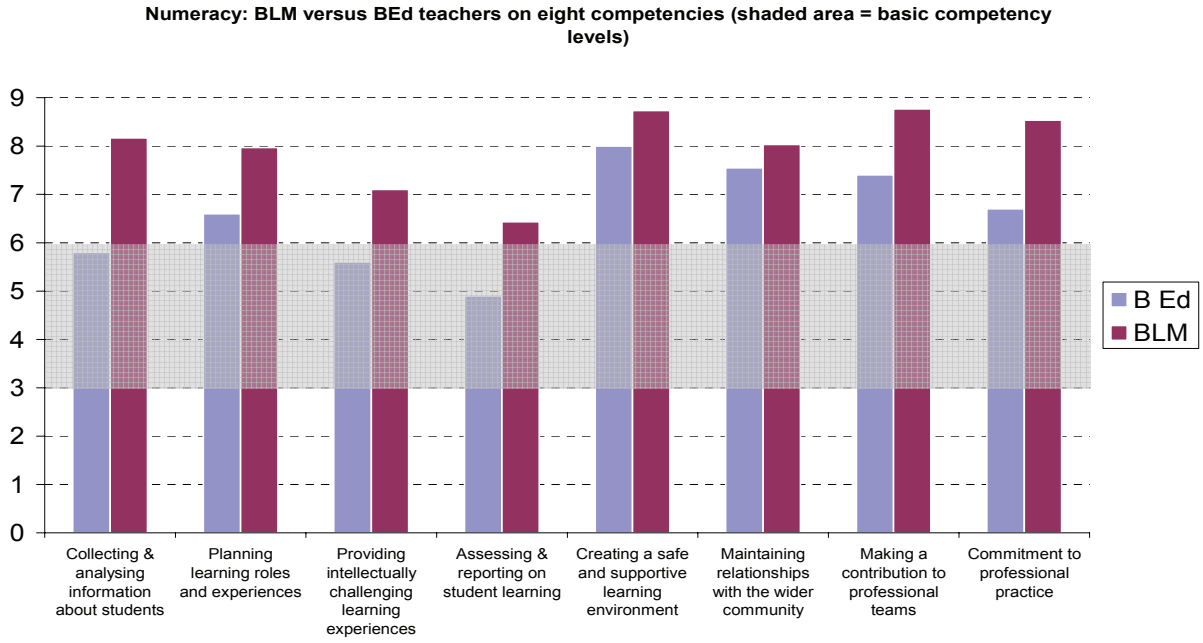


Figure 2: Numeracy - BLM versus BEd Teachers on eight competencies



Findings for Elements within Components

Tables 2 and 3 show more detailed breakdowns of the scores on each Element in the Framework of Teaching. Once again, BLM graduates scored consistently higher than BEd graduates on all Elements.

Table 2 provides a breakdown of the scores for literacy on each of the Elements within the Framework of Teaching. Take, for example, Element 1a, *Knows the students' current level of proficiency in literacy,* of the standard component, *Collecting and analysing information about students for the design of learning experiences*. ***Table 2*** indicates that the mean score for this Element on a 12-point scale was 5.9 for BEd graduates and 7.3 for BLM graduates. The last column indicates the probability of this difference and whether it is statistically significant. For Element 1a the difference was not significant.

For Element 1c, however, *Knows the developmental stages of the students in the class,* the difference between the means for BEd and BLM graduates is statistically significant at the .05 level. Significant differences are indicated in bold type.

For the following elements in ***Table 2***, the differences between the means were statistically significant ($p<.05$):

1c: Knows the developmental stages of the students in the class.
2f: Uses knowledge about students' learning needs, prior knowledge, and interests to inform planning of learning goals and experiences.
3g: Learning experiences cater for individual differences and students with special needs
4b: Plans for assessing student learning
4c: Uses a variety of assessment strategies
4e: Uses informal classroom interaction to and discussion to monitor student understanding and provide feedback
7b: Uses technology for management of work priorities and commitments
7c: Contributes to the effective functioning of professional teams
8a: Reflects critically on professional practice
8b: Identifies areas for improvement
8d: Demonstrates a commitment to professional learning
8e: Participates in professional networks beyond school
8f: Participates in school governance and improvement
8g: Meets ethical, accountability and professional requirements

Table 3 provides a similar breakdown, this time for the scores for numeracy lessons on each of the Elements with the Framework of Teaching. For the following elements, the differences between the means were statistically significant ($p<.05$):

1a: Knows the students' current level of proficiency in literacy or numeracy
1b: Knows the students' prior knowledge and skill in the content to be taught
1c: Knows the developmental stages of the students in the class
1d: Knows the individual learning, needs of his/her students
1e: Knows about students interests, and cultural backgrounds
2b: Understands how students learn the content/skills
2c: Selects topics that enable students to develop understanding
3g: Learning experiences cater for individual differences/students with special needs

Table 2: A comparison of mean scores of BLM and BEd graduates on literacy teaching

Literacy	B Ed.		BLM		
	Mean	SD	Mean	SD	Sig
1a: Knows the students' current level of proficiency in literacy	5.9	2.2	7.3	2.5	*.14*
1b: Knows the students prior knowledge and skill in the content to be taught	5.2	2.5	7.1	2.7	*.07*
1c: Knows the developmental stages of the students in the class	4.7	2.6	6.7	2.8	***.05***
1d: Knows the individual learning, needs of his/her students.	5.8	2.3	7.3	2.9	*.11*
1e: Knows about students' interests, and cultural backgrounds.	4.7	2.3	6.3	2.8	*.10*
2a: Understands content/skills being taught	5.6	2.7	7.0	2.8	*.17*
2b: Understands how students learn the content/skills	4.5	2.8	6.5	2.8	*.06*
2c: Selects topics that enable students to develop understanding ...	5.5	2.3	6.7	2.8	*.25*
2d: Establishes goals & experiences based on course docs, curriculum frameworks & school policy	5.7	2.5	6.9	2.6	*.22*
2e: Uses assessment results to guide program planning, delivery and assessment	4.2	2.5	5.9	2.5	*.09*
2f: Uses knowledge re students' ... to inform planning of learning goals and experiences	4.7	2.2	6.8	2.7	***.03***
2g: Selects appropriate teaching and learning resources	5.9	2.6	6.8	2.5	*.30*
3a: Activities encourage the dev. of literacy/numeracy	5.2	2.3	6.6	2.1	*.09*
3b: Learning experiences enable students to examine the central ideas ...	4.7	3.1	5.8	2.4	*.25*
3c: Students question and share ideas and knowledge	4.9	2.3	5.7	2.3	*.31*
3d: Students use higher-order ... thinking skills to solve problems ...	4.4	2.5	5.9	1.8	*.08*
3e: Classroom questioning and discussion as a vehicle for learning	4.5	2.5	5.2	2.3	*.39*
3f: Integration of ideas etc. across curriculum areas and/or with life beyond school.	4.4	2.1	5.4	2.5	*.26*
3g: Learning experiences cater for individual differences/students with special needs	3.9	2.3	5.7	2.4	***.04***
4a: Gathers and records evidence during the lesson to determine student development in literacy or numeracy	4.5	2.2	6.1	3.0	*.09*
4b: Plans for assessing student learning	4.0	2.3	5.8	2.2	***.03***
4c: Uses a variety of assessment strategies	3.8	2.4	5.6	2.0	***.03***
4d: Integrates assessment with teaching and learning	3.6	2.0	4.9	2.3	*.10*
4e: Uses informal classroom interaction and discussion to monitor student understanding and provide feedback	4.3	2.0	6.0	2.1	***.03***
5a: Establishes clear standards of student conduct	7.3	2.0	7.4	2.2	*.90*
5b: Creates a safe learning environment in which student views are valued.	6.4	1.5	7.1	2.0	*.25*
5c: Ensures respectful interactions	6.5	1.8	7.6	2.1	*.14*
5d: Establishes efficient classroom routines	6.7	2.3	7.2	1.9	*.46*
5e: Uses the physical environment to support learning	6.4	2.0	7.6	1.6	*.06*
6a: Forges relationship with families and caregivers	6.6	2.8	7.8	1.5	*.12*
6b: Develops partnerships with community agencies	5.1	2.6	6.3	1.9	*.23*
6c: Promotes the school in the community	5.1	2.8	5.8	1.9	*.45*
7a: Sets work related goals and priorities	7.1	2.7	8.0	2.2	*.29*
7b: Uses technology for management of work priorities and commitments	6.4	2.0	8.6	1.4	***.001***
7c: Contributes to the effective functioning of professional teams	6.4	1.7	7.6	1.3	***.03***
7d: Works with other professionals, paraprofessionals, teacher aides and other community -based personnel	5.7	1.9	6.8	1.6	*.09*
8a: Reflects critically on professional practice	4.0	2.0	6.3	2.7	***.01***
8b: Identifies areas for improvement	4.5	1.5	6.7	2.5	***.01***
8c: Demonstrates a commitment to professional learning	5.6	1.7	7.6	1.6	***.002***
8d: Participates in professional networks beyond school	3.2	1.7	5.9	1.7	***.000***
8e: Participates in school governance and improvement	4.7	1.9	6.1	1.8	***.04***
8f: Meets ethical, accountability and professional requirements	5.8	1.8	7.6	1.9	***.01***

7b: Uses technology for management of work priorities and commitments
8a: Reflects critically on professional practice
8b: Identifies areas for improvement
8c: Demonstrates a commitment to professional learning
8d: Participates in professional networks beyond school
8e: Participates in school governance and improvement
8f: Meets ethical, accountability and professional requirements

Discussion of findings in the observational study

It should be kept in mind that this is an exploratory study. There is a number of reasons for treating the findings cautiously.

Selection bias
It was not possible to achieve a random sample for this study, which depended on gaining volunteers. The number of teachers involved is quite small. While the sample of 18 BLM graduates might arguably be representative of the forty odd BLM graduates in 2003, the same cannot be said for the 13 BEd graduates who came from a variety of other undergraduate teacher education courses in Queensland. These courses graduated several hundred primary teachers in 2003.

Of the many graduate teachers approached to participate in this study, many declined. While the rates at which teachers declined might be the same for the two groups, we have no way of checking whether this is the case.

There were few non-BLM graduates in the Nambour and Rockhampton Regions. It was necessary to seek BEd graduates teaching outside these Regions in order to build up the number of BEd graduates in the study.

The study was conducted in CQU 'territory'. Several of the BLM graduates came from the area and found jobs in the local schools where they had spent teaching rounds. It is possible that the few graduate teachers from other areas, such as Brisbane-based universities, were teachers who had found difficulty in obtaining jobs in their localities. This may have led to a bias in favour of the BLM course.

Threats to reliability
The graduate teachers were only observed for two sessions. Reliability in the assessment would have been greater if more lessons for each teacher were observed. Reliability would also have been greater if teachers were observed teaching in more areas of the curriculum than literacy and numeracy alone. However, having two independent observers for each lesson observed enhanced reliability. Furthermore, by the end of the four-day training program, assessors demonstrated a high level of inter-assessor consistency.

Assessors consistently rated the BLM graduates more highly than they rated BEd graduates on all the standard components and elements. There is consistency also, in the main, between the findings for the literacy sessions and those for numeracy.

Table 3: A comparison of mean scores of BLM and BEd graduates on numeracy teaching

Numeracy	B Ed.		BLM		
	Mean	SD	Mean	SD	*Sig*
1a: Knows the students current level of proficiency in literacy or numeracy	5.4	1.7	7.5	1.9	***0.01***
1b: Knows the students prior knowledge and skill in the content to be taught	5.3	1.7	7.3	2.2	***0.02***
1c: Knows the developmental stages of the students in the class	4.7	1.8	6.7	2.7	***0.05***
1d: Knows the individual learning, needs of his/her students.	5.4	2.0	7.5	2.1	***0.02***
1e: Knows about students' interests, and cultural backgrounds.	4.6	1.2	6.5	2.4	***0.03***
2a: Understands content/skills being taught	5.6	2.4	6.8	1.9	*0.17*
2b: Understands how students learn the content/skills	5.1	1.9	6.8	2.0	***0.05***
2c: Selects topics that enable students to develop understanding ...	5.5	1.9	7.2	2.2	***0.05***
2d: Est. goals & experiences based on course docs, curriculum frameworks & school policy	6.4	2.7	7.6	2.7	*0.29*
2e: Uses assessment results to guide program planning, delivery and assessment	5.0	1.7	5.9	2.7	*0.34*
2f: Uses knowledge re students' ... to inform planning of learning goals and experiences	5.1	2.2	6.8	2.2	*0.07*
2g: Selects appropriate teaching and learning resources	6.6	1.9	7.1	2.4	*0.56*
3a: Activities encourage the dev. of literacy/numeracy	5.9	1.4	7.0	1.9	*0.15*
3b: Learning experiences enable students to examine the central ideas ...	5.9	2.6	6.4	2.4	*0.60*
3c: Students question and share ideas and knowledge	5.2	1.6	5.6	2.1	*0.60*
3d: Students use higher-order ... thinking skills to solve problems ...	5.6	1.8	6.3	2.0	*0.40*
3e: Classroom questioning and discussion as a vehicle for learning	5.4	2.4	5.9	2.3	*0.64*
3f: Integration of ideas etc. across curriculum areas and/or with life beyond school.	4.8	2.3	6.0	2.5	*0.23*
3g: Learning experiences cater for individual differences/students with special needs	4.0	2.2	5.8	2.0	***0.05***
4a: Gathers and records evidence during the lesson to determine student development in literacy or numeracy	5.1	2.5	5.8	2.4	*0.54*
4b: Plans for assessing student learning	4.6	2.5	5.1	2.1	*0.58*
4c: Uses a variety of assessment strategies	3.9	2.2	5.0	1.8	*0.17*
4d: Integrates assessment with teaching and learning	3.5	2.6	4.4	1.7	*0.30*
4e: Uses informal classroom interaction and discussion to monitor student understanding and provide feedback	4.6	2.4	5.5	2.0	*0.30*
5a: Establishes clear standards of student conduct	7.3	1.4	7.9	2.1	*0.38*
5b: Creates a safe learning environment in which student views are valued.	6.9	1.4	7.3	1.7	*0.60*
5c: Ensures respectful interactions	7.0	1.2	7.3	2.1	*0.65*
5d: Establishes efficient classroom routines	7.4	1.8	7.9	1.7	*0.49*
5e: Uses the physical environment to support learning	6.8	1.7	8.2	1.6	*0.07*
6a: Forges relationship with families and caregivers	6.9	3.0	8.2	1.4	*0.16*
6b: Develops partnerships with community agencies	5.2	1.6	6.4	2.1	*0.27*
6c: Promotes the school in the community	4.6	2.5	6.6	1.9	*0.09*
7a: Sets work related goals and priorities	7.9	2.0	8.1	2.1	*0.77*
7b: Uses technology for management of work priorities and commitments	6.6	1.7	9.0	1.3	***0.001***
7c: Contributes to the effective functioning of professional teams	6.6	1.3	7.8	1.6	*0.06*
7d: Works with other professionals, paraprofessionals, teacher aides and other community -based personnel	5.7	1.9	6.8	1.4	*0.10*
8a: Reflects critically on professional practice	4.0	1.7	6.1	2.3	***0.02***
8b: Identifies areas for improvement	4.5	0.8	6.4	2.4	***0.02***
8c: Demonstrates a commitment to professional learning	6.1	1.5	7.9	1.7	***0.01***
8d: Participates in professional networks beyond school	3.2	1.8	6.5	1.7	***0.00***
8e: Participates in school governance and improvement	5.0	1.9	6.8	1.5	***0.01***
8f: Meets ethical, accountability and professional requirements	6.2	1.6	8.0	1.9	***0.02***

Another noteworthy aspect of the study is that the outcomes are consistent with claims made by the developers of the BLM about its special features. The developers of the course place special emphasis on providing extensive training in the core aspects of pedagogy. They also place special emphasis on building strong links between theory and opportunities in schools to put theory into practice.

BLM graduates compared favourably in terms of, *Collecting and analysing information about students for the design of learning experiences.* They were more likely to know where their students were at in terms of literacy and numeracy development. Their graduates also compared well in terms of, *Providing intellectually challenging learning experiences*, and, *Assessing and reporting on student learning*.

There were no significant differences between the BLM and BEd graduates in terms of, *Creating a safe and supportive learning environment*, or, *Maintaining relationships with the wider community*.

Developers of the BLM placed special emphasis on the wider roles that students might play in the life of schools and on giving students considerable professional responsibilities while on teaching rounds. This was reflected in the significantly higher ratings principals gave to BLM trained teachers on components of *Commitment to Professional Practice* such as *Participates in professional networks beyond school*, *Participates in school governance and improvement, Demonstrates a commitment to professional learning* and *Making a Commitment to Professional Learning Teams*.

This exploratory study gives grounds for suggesting that it would be worthwhile considering a second observational study with a larger numbers of teachers – and under conditions that reduced the threats to reliability and selection bias mentioned above. The study has indicated that the teachers can be trained to use professional standards to high levels of reliability in observing and assessing teacher performance.

CHAPTER THREE: THE TEACHER SURVEY

The teacher survey component of the evaluation was designed to address the following questions:

1. After their first year of teaching, what are teachers' perceptions of the nature and effectiveness of current teacher education courses in Queensland?
2. How do perceptions of preparedness of BLM trained teachers compare with those of graduates from other Queensland universities?
3. What factors characterise effective teacher education programs?
4. What distinctive qualities of the BLM were most effective in preparing teachers for initial teaching roles?

This chapter focuses on the first two questions. Chapter Four takes up questions 3 and 4.

Questionnaire design

The main components of the questionnaire were as follows:

1. *Background characteristics of beginning teachers*
   This component included questions about gender, age and previous educational and work experiences.
2. *The structure of the course*
   This component included questions about whether the course was an undergraduate degree in education, an undergraduate double degree (education degree concurrent with a degree in another faculty), or a postgraduate qualification (taken after a first degree in a discipline related to subjects to be taught in school).
3. *The nature and extent of in-school experience during*
   This component included questions about practicum arrangements in the teacher education program.
4. *Opportunity to learn*
   This component included questions about the nature and content of the teacher education course and the *quality of university teaching*.
5. *School context in the first year of teaching*
   This component included questions about include the background of the students taught, whether there was an induction program at the school, whether there was a mentor program in the school, and the workload of the teacher.
6. *Preparedness for teaching.*
   This component included questions about perceived outcomes of teacher education. It had four major dimensions*:* overall preparedness, professional knowledge, professional practice and professional engagement. These outcome dimensions were derived from an analysis of the registration (licensing) standards developed by the Queensland Board of Teacher Registration (QBTR), and previous ACER work on teacher education and teacher professional standards for groups such as the Victorian Institute of Teachers (VIT), the professional standards body for the state of Victoria, and from work by researchers such as Wilson, Floden and Ferrini-Mundy (2001) and Wilson and Floden (2003).

Each of these components is explained in more detail below.

Data collection

The questionnaire was intended for Queensland teachers who graduated in 2003 and had taught in Queensland schools for a substantial part of 2004. The QBTR assisted the study by identifying a group of approximately 2000 teachers who had applied successfully for registration during the period from late 2003 to mid 2004, which should include most teachers who graduated in 2003. The survey instrument was distributed in March 2005 to this group of teachers. Records from the Higher Education section of the Department of Education, Science and Training (DEST) indicated that approximately 2000 teachers had graduated from a Queensland-based teacher education program in 2003. A total of 536 teachers returned questionnaires for analysis.

The response rate is difficult to estimate precisely in this study. An unknown proportion of 2003 graduates did not apply for provisional registration or obtain a teaching position in 2004. More than a hundred questionnaires were returned unopened because teachers had changed their address since graduating and had not yet informed the QBTR. An unknown proportion of teachers to whom questionnaires were sent were not in fact first year teachers who had graduated from Queensland universities. They were experienced teachers who had moved into Queensland from other states or from overseas. Taking the most conservative position, the response rate was about 26%, but the actual rate is certainly higher than this.

In order to protect the privacy of teachers, the QBTR organised the distribution of the questionnaires. Accompanying the questionnaire was a covering letter explaining the purpose of the study and a reply-paid, pre-addressed envelope for its return. A reminder was sent to those teachers who had not replied three weeks after the initial mail-out.

Teacher gender, age, previous employment and teaching level and sector

Of the 536 teachers who returned completed questionnaires, 438 (82%) were female and 98 (18%) male. Most teachers (52%) were aged under 25, 17% were aged between 25 and 30 years, and 31% were aged over 30. Nearly half the respondents (43%) had a career before commencing their pre-service teacher education course. Forty two percent taught in primary schools (P-7), 37% taught in secondary schools (8-12), 12% in P-12 schools and the rest in P-10 or "other" schools. Most teachers (73.5%) taught in government schools, with the remaining teaching in Catholic (10%) and other Independent schools (16%).

Universities where courses were completed

All Queensland institutions providing pre-service teacher education courses were represented in the data. Of the 536 respondents, 66 completed a Central Queensland University *Bachelor of Learning Management* degree and 32 students completed the Central Queensland University Bachelor of Education. Most of the other 438 respondents completed courses at other Queensland universities. A small number had completed teaching education overseas.

School context variables

School context included characteristics of the school in which the beginning teacher was teaching most frequently during 2004 that might have moderated the extent to which he or she felt able to cope with the demands of teaching. Context variables included:

- *Average contact hours per week* – on the assumption that higher workloads could influence teachers' ability to cope with the demands of teaching.
- *Proportion of English as a Second Language (ESL) students* and *students with English literacy problems* – on the assumption that these students present particular challenges and difficulties that will shape the experience of teaching and hence reflections on the adequacy of the pre-service course.
- *Induction provided by the school, formal allocation of a mentor, the quality of interaction with that mentor and support from other staff/colleagues*. These are important because school support for transition to the workforce is likely to positively influence the new teacher's adjustment to teaching. This may, in turn, influence perceptions of the adequacy of the pre-service course.

Class contact and teaching hours

Question 13 sought details of average class contact thus far in teachers' first year of teaching. Respondents averaged about 27 hours of class contact hours in their first year of teaching. Primary teachers (n= 195) averaged 30 hours per week; secondary teachers (n=162) averaged 27 hours, P-10 teachers (n=20) 23 hours, and P-12 teachers (n= 58) 22 hours. Most teachers felt they were teaching in areas in which they were qualified to teach. Only 15% of the respondents (n = 81) reported teaching in a subject area for which they were not qualified. Teachers in P-10 and P-12 schools were most likely to report that they had taught in areas for which they were not qualified.

ESL and Literacy problems

The language background and the literacy levels of the students in the school where the respondent worked were also investigated. A wide range of cultural backgrounds, or low levels of literacy achievement or a combination of both factors could impose significant demands upon a new teacher, and also test the adequacy of their pre-service education. About a fifth of teacher respondents taught classes in which nearly all students had English as a second language and a further 15% reported that from half to a quarter of their students spoke English as a second language. Sixty four percent of teachers reported *hardly any* students in their classes with an ESL background. Students' literacy difficulties also presented challenges for new teachers. About 30% of respondents reported that at least half or more of their students' had significant English literacy problems. A further 42% had classes in which about a quarter of students had significant literacy problems. Only 28% of new teachers had *hardly any* students with literacy problems.

Teacher induction and mentoring

Overall, some 64% of respondents indicated that their school provided a formal induction program. Of these, just under half (47%) said they had been supported to a moderate or major extent in the development of their teaching practice. Most respondents (71.5%) indicated that their professional learning team (colleagues) had supported them to a moderate or major extent in the development of their teaching practice. Only 38% of new teachers had been formally allocated a mentor in their first year of teaching. On average teacher-mentor meetings occurred twice a week. Sixty four percent of teachers indicated that these meetings were either helpful or very helpful.

There were no significant differences in induction programs or mentoring support experienced by beginning teachers because of the type of university course they completed. Nor would this be expected.

Opportunity to learn scales

Opportunity to learn refers to both the form and the substance of learning experiences in teacher education programs. The *Opportunity to learn* scales used in this study were developed in previous ACER research on teacher education and professional development programs (Ingvarson, Meiers & Beavis, 2004), which in turn drew on the work of researchers such as Hawley and Valli (1999), Wilson and Floden (2003), Kennedy (1998) and Sykes (2002).

Teachers rated their courses in terms of *opportunity to learn* how to teach along four key dimensions - content knowledge, teaching skills, feedback from lecturers, and assessment of student learning. Respondents were asked to indicate the extent to which (*Not at all, To a minor extent, To a moderate extent, To a major extent)* their pre-service teacher education program had given them the *opportunity to learn* on these dimensions. The four scales identified in previous studies were confirmed by factor analysis. Scales measuring content knowledge, teaching skills, and assessment of student learning had high internal consistency, or reliability (0.90, 0.85 and 0.84 respectively), as indexed by Cronbach's alpha. The fourth scale - feedback from university staff and students had adequate reliability (0.76). Key items in each scale are shown below.

1. *Opportunity to learn content knowledge and how it is taught.* Respondents were asked about the extent to which their pre-service teacher education program gave them the opportunity to:

    a) gain a deep understanding of the content knowledge you were expected to teach
    b) make clear links between content or subject matter units and units about how to teach the content
    c) make clear links between theoretical and practical aspects of teaching
    d) develop a sound understanding of how students learn the specific content that you were expected to teach
    e) learn how to probe students' prior understandings of content you were about to teach
    f) learn how to present content in ways that build on students' existing understanding
    g) learn methods of teaching specific to the content you were expected to teach.

    (Cronbach's alpha = 0.90)

2. *Opportunity to learn the practice of teaching.* Respondents were asked about the extent to which their pre-service teacher education program provided the opportunity to:

    h) see models of expert teachers in action
    i) observe models illustrating new teaching practices
    j) learn methods for reflecting on your teaching
    k) practise analysing and reflecting on examples of your practice
    l) use teaching standards to identify specific areas of your practice that you needed to develop

p) receive useful feedback about your teaching from your school-based supervisor

(Cronbach's alpha = 0.85)

3. *Opportunity to learn via feedback from university staff and students*. Respondents were asked about the extent to which their pre-service teacher education program provided the opportunity to:

n) practise new teaching skills, with feedback from your tutor/lecturer
o) receive useful feedback about your teaching from your university tutor/lecturer
q) receive useful feedback about your teaching from fellow students

(Cronbach's alpha = 0.73)

4. *Opportunity to learn assessment and planning*. Respondents were asked about the extent to which their pre-service teacher education program provided the opportunity to:

s) examine student work in relation to standards for student learning
t) learn how to diagnose students' achievement in relation to expected learning outcomes
u) plan and prepare units of work collaboratively
v) assess and monitor collaboratively, students' progress against standards for student learning
w) plan and assess in accordance with the QSA syllabus documents

(Cronbach's alpha = 0.84)

Results

On average, teachers scored their *Opportunity to learn* for each of these dimensions as moderate. The average rating was just below 3 on each dimension, indicating that opportunity to learn was available only to slightly less than a *moderate extent*. Exceptions were in *learning about methods of reflecting on teaching*, *feedback from school-based supervisors*, *planning and preparing units of work collaboratively*, and *planning and assessing in accordance with the QSA syllabus,* where teachers' *opportunity to learn* ratings were slightly above a *moderate extent*.

As shown below, teachers who completed the BLM course consistently rated their *Opportunity to learn* on each of the four scales more highly than teachers who had completed other courses. Significant differences were found between ratings for the BLM course and other Queensland undergraduate (including double degree courses) and postgraduate programs on each of the four scales- *Opportunity to learn content knowledge and how it is taught* (***Figure 3***), *Opportunity to learn the practice of teaching* (***Figure 4***), *Opportunity to learn via feedback from university staff and students* (***Figure 5***) and *Opportunity to learn assessment and planning* (***Figure 6***).

Figures 3 to 6 show the mean score (small circle) and the 95% confidence intervals (error bars) for the BLM and other types of courses. The error bars indicate where the mean When the confidence intervals do not overlap it means, as a rule, that there is a statistically significant difference between courses. It is noteworthy that opportunities to learn through

receiving feedback and to learn about assessment were significantly lower than the other dimensions.

Figure 3: Opportunity to learn content knowledge and how it is taught

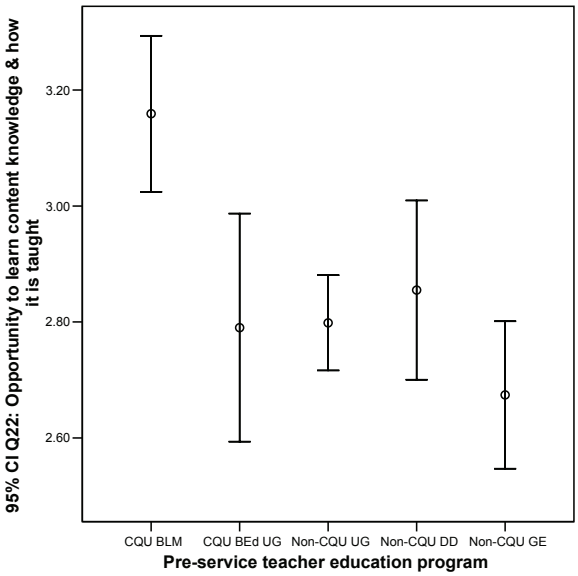


Figure 4: Opportunity to learn the practice of teaching

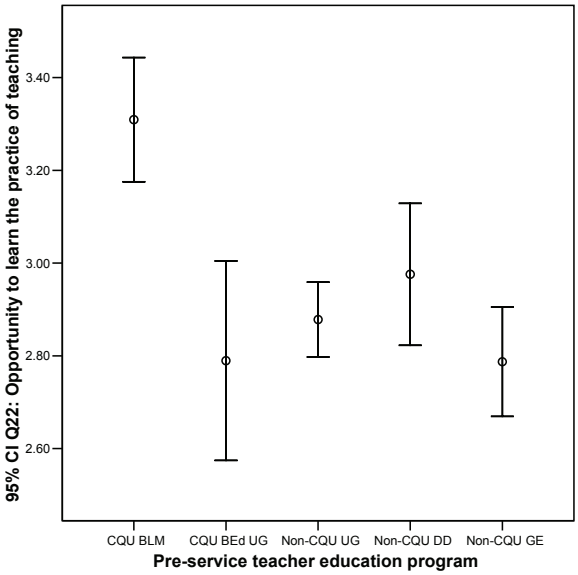


Figure 5: Opportunity to learn via feedback

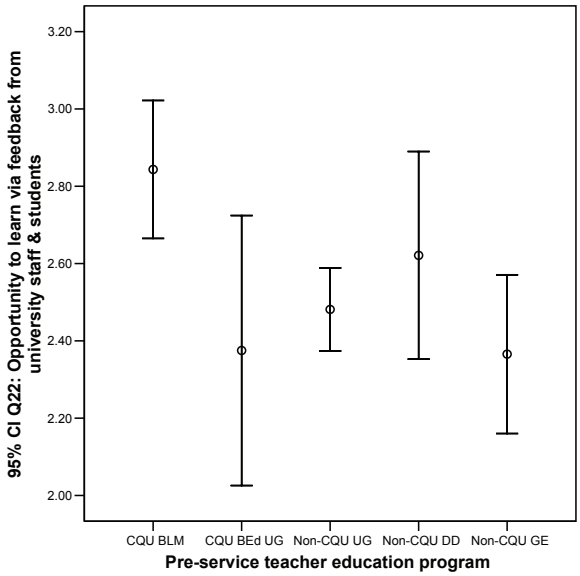
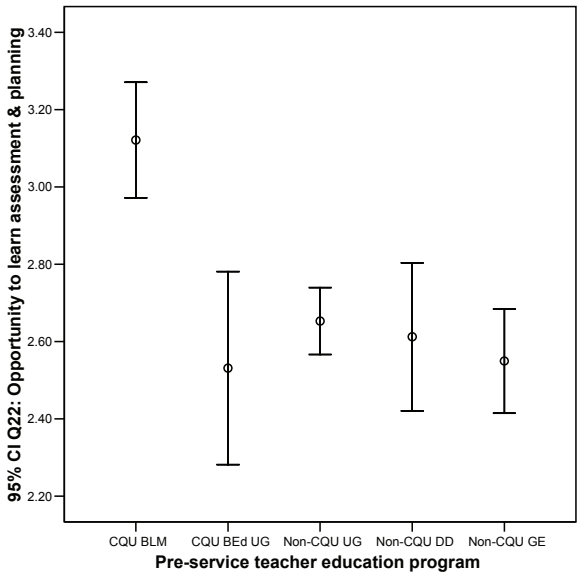


Figure 6: Opportunity to learn about assessment and planning



Analysis of variance procedures were used to test whether the CQU BLM group differed significantly from the other four non-BLM course groups. A summary of the key statistics highlighting significant variation between the BLM teacher education course and other courses in each dimension of *opportunity to learn content* and *opportunity to learn the practice of teaching* is shown in ***Tables 4 and 5*** below. Table 4 can be examined in relation to Figure 4, as an illustration. Table 4 shows the average score on each of the items in *opportunity to learn content,* and the overall average score (3.16 for the BLM group and 2.78 for the non-BLM group). Figure 4 shows the overall average score for the BLM group compared with several non-BLM groups. Table 4 shows these differences between the BLM and non-BLM groups are all statistically significant.

Table 4: Opportunity to learn content knowledge and how it is taught

	BLM Group		**Non-BLM Group**		
Items	*M*	*SD*	*M*	*SD*	*Sig*
a) Gain a deep understanding of the content knowledge you were expected to teach	3.22	.72	2.89	.81	.002**
b) Make clear links between content or subject matter units & units about how to teach the content	3.12	.67	2.78	.79	.001**
c) Make clear links between theoretical & practical aspects of teaching	3.18	.65	2.79	.79	.000**
d) Develop a sound understanding of how students learn the specific content that you were expected to teach	3.14	.70	2.65	.82	.000**
e) Learn how to probe students' prior understandings of content you were about to teach	3.15	.79	2.76	.85	.001**
f) Learn how to present content in ways that build on students' existing understanding	3.21	.73	2.85	.78	.000**
g) Learn methods of teaching specific to the content you were expected to teach	3.11	.66	2.73	.84	.000**
Scale Score	**3.16**	**.55**	**2.78**	**.63**	**.000****

* *Sig* < .05. ** *Sig* < .01

Table 5: Opportunity to learn the practice of teaching

	BLM Group		**Non-BLM Group**		
Items	*M*	*SD*	*M*	*SD*	*Sig*
h) See models of expert teachers in action	3.25	.83	2.65	.94	.000**
i) Observe models illustrating new teaching practices	2.92	.90	2.47	.86	.000**
j) Learn methods for reflecting on your teaching	3.36	.67	3.02	.78	.001**
k) Practice analysing and reflecting on examples of your practice	3.45	.64	3.06	.77	.000**
l) Use teaching standards to identify specific areas of your practice that you needed to develop	3.29	.70	2.70	.85	.000**
p) Receive useful feedback about your teaching from your school-based supervisor	3.60	.63	3.30	.79	.003**
Scale Score	**3.31**	**.54**	**2.86**	**.62**	**.000****

* *Sig* < .05. ** *Sig* < .01

Table 6: Opportunity to learn via feedback

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
n) Practice new teaching skills, with feedback from your tutor/lecturer	3.18	.86	2.68	.92	.000**
o) Receive useful feedback about your teaching from university tutor/lecturer	2.86	.98	2.35	.95	.000**
q) Receive useful feedback about your teaching from fellow students	2.48	.85	2.27	1.10	.139
Scale Score	**2.84**	**.73**	**2.47**	**.94**	**.011***

* *Sig* < .05. ** *Sig* < .01

Table 7: Opportunity to learn about assessment and planning

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
s) Examine student work in relation to standards for student learning	2.92	.77	2.36	.89	.000**
t) Learn how to diagnose students' achievement in relation to expected learning outcomes	2.98	.77	2.43	.89	.000**
u) Plan & prepare units of work collaboratively	3.35	.87	2.96	.88	.001**
v) Assess & monitor collaboratively students' progress against standards for student learning	2.89	.81	2.34	.88	.000**
w) Plan & assess in accordance with the QSA syllabus documents	3.45	.73	2.97	.87	.000**
Scale Score	**3.12**	**.61**	**2.61**	**.69**	**.000****

* *Sig* < .05. ** *Sig* < .01

Tables 4 to 7 can also be examined in terms of the average scores on each of the items. For example, while opportunity to learn the practice of teaching is reasonably high (Table 5), opportunities to observe models of innovative practice seem to be less available. BLM graduates are much more likely to say they had opportunities to see models of expert teachers in action or to see teachers modelling innovative practices. Also worth noting, as mentioned above, opportunities to learn through receiving feedback from tutors or lecturers are low, but significantly lower for Non-BLM graduates.

Measures of professional and in-school experience

Teachers were asked about both the structure and organisation of their pre-service professional experience as well as its quality. A number of measures were used to gather data about the quality and effectiveness of the professional experience components of teacher education programs. These included:

- The total number of days spent in schools during the program
- The number of days spent teaching in schools during the program
- The organisation of the Professional Experience - blocks of time (e.g. 3-4 weeks in schools), internships or continuous practicum (e.g. 2-3 days per week)
- The allocation of supervising teacher time and whether the students worked in partnership with another student and shared the same supervising teacher.

Results showed that graduates participated in a range of in-school models of professional practice and experience. In the BLM, most students experienced a model characterised by a combination of one or more days spread over a number of weeks, blocks and internships as

shown in ***Table 8.*** ***Table 8*** also shows that BLM students had on average 5 weeks more school-based experience than other students, and nearly six weeks more in-school teaching practice.

Table 8: Organisation of professional experience by degree program

	BLM	Other degrees (combined data)
Mean number of days spent in school by degree program (Q28)	127	100
Mean number of days spent teaching in schools by degree program (Q29)	95	67
Organisation of Professional Experience as experienced by students Weekly blocks	n = 3 (5.7%)	n = 231 (48.8%)
Single days (or groups of days)	-	n = 2 (0.4%)
Internship	-	n = 2 (0.4%)
Other	-	n = 15 (3.2%)
Double response Combination of the above	n = 50 (94.3%)	n = 223 (47.1%)
Working with another student/sharing a supervisor (Q31)	n = 23(45.1%)	n = 112 (23.6%)
Mean number of times observed by lecturer during final year professional experience	2.9	1.4

Range of professional experience activities

Of particular interest in this study was the nature of the in-school experience during teacher education programs and the extent to which beginning teachers had encountered a wide range of experiences and roles. The range and type of experiences were explored in Question 32 and included teachers' perceptions about opportunities to:

- observe other teachers (apart from their supervising teachers) in their classrooms
- join in regular meetings of teachers (e.g. planning, reviewing student work, etc)
- visit families or local community agencies and organizations
- interview principals and teachers
- conduct small research projects in the school as part of their pre-service teacher education program
- assist with wider school activities without teaching (e.g. helping on excursions, camps, with sport, providing individual tutoring)
- plan lessons jointly with other student teachers

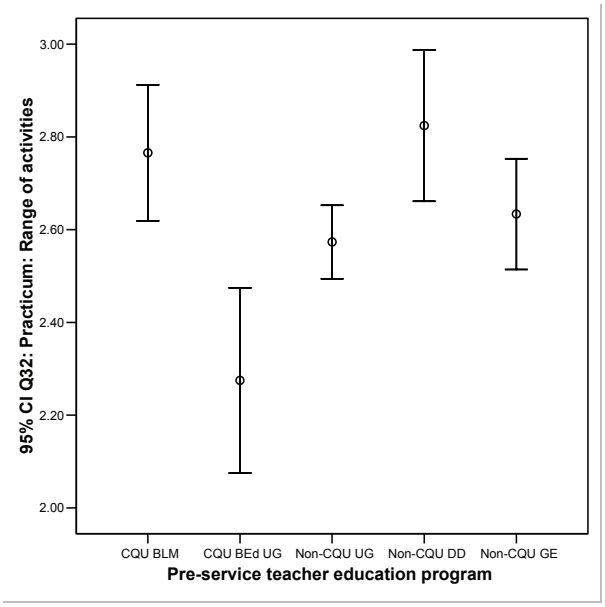
Factor analysis showed a number of these items grouped together to create *a range of activities* scale (Cronbach's alpha = 0.71). The following table (***Table 9***) shows the range of professional activities experienced by BLM graduates' compared with that of graduates from other programs. When individual items are compared, it can be seen that there are no significant differences between the BLM and Non-BLM range of activities, except for opportunities to observe other teachers. However, there is a trend for BLM graduates to report more opportunities than graduates from other programs. Interestingly, as shown in ***Figure 7***, only CQU Bachelor of Education graduates seemed to have limited opportunities to engage in the range of activities tapped by this dimension.

Table 9: In-school activities experienced by BLM and other graduates

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
a) Observe other teachers (apart from your supervising teachers(in their classrooms	2.79	.94	2.48	.93	.012*
b) Join in regular meetings of teachers (e.g., planning, reviewing student work, etc.)	3.45	.71	3.26	.85	.093
d) Interview principals & teachers	2.17	.88	2.03	.89	.242
f) Assist with wider school activities without teaching (e.g., helping on excursions, camps, with sport, providing individual tutoring)	3.08	.90	3.09	.88	.915
h) Participate in 'in school' tutorials	2.34	1.01	2.15	1.01	.162
Scale Score	**2.77**	**.59**	**2.60**	**.63**	**.000****

* *Sig* < .05. ** *Sig* < .01

Figure 7: In-school activities in teacher education programs



Links between theory and practice

Another set of items formed a scale called *Links between theory and practice* (Cronbach's alpha = .0.86). These items included:

- Collecting outcomes evidence about your capacity to teach students
- Designing learning experiences using 'articulated learning design processes'
- Having assessment tasks that required you to act out concepts that you learned on campus
- Practising concepts taught on campus
- Using specific educational research findings to support your work as developing teacher
- Experiencing instruction in designing effective pedagogies
- Identifying relevant ideas and materials for the design of future classrooms

Figure 8 below shows that BLM graduates were significantly more likely than other graduates to perceive clear links between theory and practice.

Figure 8: Perceptions about links between theory and practice

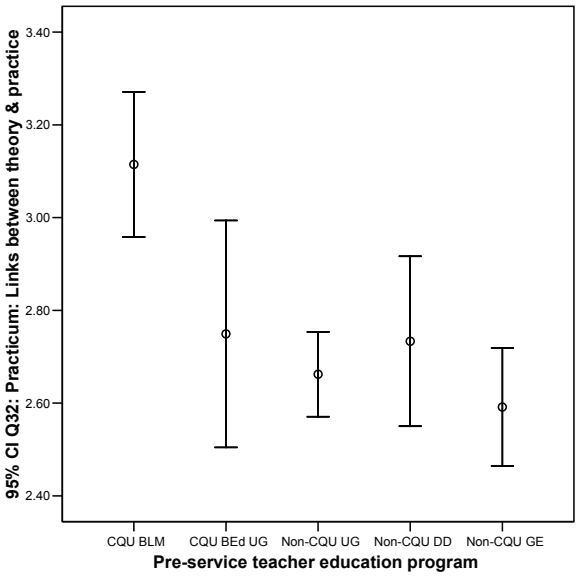


Table 10 shows detail of the clear differences between BLM graduates and other graduates in perceptions of course effectiveness in linking theory and practice. Overall, BLM graduates were much more positive about the effectiveness of their course in these areas, supporting one of the distinctive features of the BLM as reported by its developers. For example, BLM graduates were much more likely to report that they, *had assessment tasks that required them to act out concepts that they learned on campus.* Or, that they *Use specific educational research findings to support their work as developing teacher.*

Table 10: Perceptions of links between theory and practice

	BLM Group		**Non-BLM Group**		
Items	*M*	*SD*	*M*	*SD*	*Sig*
i) Collect outcomes evidence about your capacity to teach students	2.95	1.03	2.57	1.04	.006**
j) Design learning experiences using 'articulated learning design processes'	3.05	1.00	2.41	1.03	.000**
k) Have assessment tasks that required you to act out concepts that you learned on campus	3.20	.82	2.65	.96	.000**
l) Practice concepts taught on campus	3.38	.77	3.03	.83	.002**
m) Use specific educational research findings to support your work as developing teacher	2.92	.90	2.43	.94	.000**
n) Experience instruction in designing effective pedagogies	3.28	.63	2.75	.88	.000**
o) Identify relevant ideas & materials for the design of future classrooms	3.02	.97	2.78	.96	.066
Scale Score	**3.11**	**.63**	**2.66**	**.70**	**.000****

Sig < .05. ** *Sig* < .01

Quality of the practicum experience

Also of interest was the quality of practicum experiences and especially the extent to which professional experiences in the last year of teacher education programs directly prepared students for their first teaching roles. Items in this measure provided data about the strength of the relationship between university courses and schools. Teachers were asked about the extent to which they agreed with the following statements:

a) My supervising teacher(s) had a clear idea of what my university required me to do as part of my practicum
b) I had a clear understanding of what was expected of me as a teacher in order to pass the practicum
c) I used teaching standards as a guide to evaluating and reflecting on my teaching
d) My supervising teacher(s) used clear and explicit standards when reviewing my lessons with me
f) Overall, the feedback I received from my supervising teacher(s) helped me to improve my teaching
g) The methods used to assess my ability to teach were valid
h) My university lecturer(s) and my school-based supervising teachers had similar views on good teaching methods
i) My supervising teacher(s) generally valued the ideas and approaches I brought from my university teacher education program
j) Overall, my practicum experience was a valuable part of my preparation to become a teacher
k) My supervising teacher(s) used criteria/standards provided by my university for evaluating my teaching
l) The experience prepared me for work as a 'workplace ready' teacher at graduation
m) I refined my repertoire of effective pedagogical strategies

Several of these items grouped together in a scale interpreted as *Quality of supervision*. This scale had high internal consistency (Cronbach's alpha = 0.89).

a) My supervising teacher(s) had a clear idea of what my university required me to do as part of my practicum
d) My supervising teacher(s) used clear and explicit standards when reviewing my lessons with me
f) Overall, the feedback I received from my supervising teacher(s) helped me to improve my teaching
g) The methods used to assess my ability to teach were valid
j) Overall, my practicum experience was a valuable part of my preparation to become a teacher
k) My supervising teacher(s) used criteria/standards provided by my university for evaluating my teaching

Overall, teachers felt positive about the structure and quality of their professional experience with most agreeing or strongly agreeing with the above statements. Most teachers (89%) believed that their professional experience program was very helpful (Mean = 3.6) in developing their teaching practice. School experience was rated higher than most other elements of the teacher education programs. ***Table 11*** shows that there were significant differences between the quality of supervision in the BLM and Non-BLM courses on some

items in this measure, such as, *My performance was judged on evidence I presented about my teaching effectiveness,* and *The methods used to assess my ability to teach were valid*.

Figure 9: Quality of supervision and support during professional experience

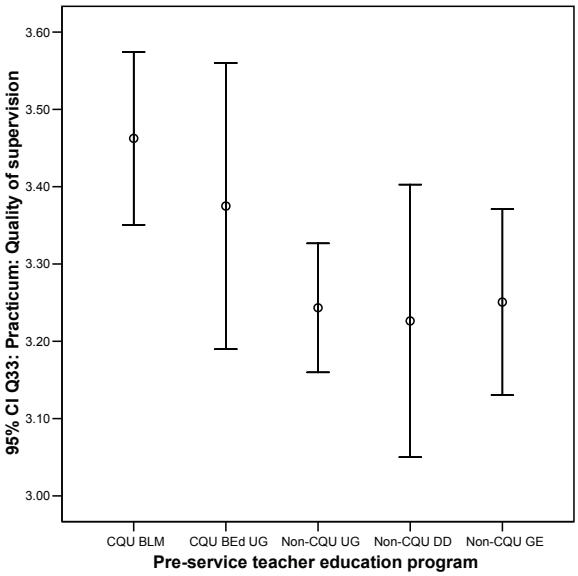


Table 11: Perceptions of the quality of supervision and support during professional experience

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
a) My supervising teacher(s) had a clear idea of what my university required me to do as part of my practicum	3.05	.75	3.00	.87	.702
d) My supervising teacher(s) used clear & explicit standards when reviewing my lessons with me	3.33	.66	3.16	.87	.119
e) My performance was judged on evidence I presented about my teaching effectiveness	3.45	.61	3.15	.81	.004**
f) Overall, the feedback I received from my supervising teacher(s) helped me to improve my teaching	3.64	.57	3.41	.77	.022*
g) The methods used to assess my ability to teach were valid	3.50	.59	3.19	.79	.002**
j) Overall, my practicum experience was a valuable part of my preparation to become a teacher	3.80	.44	3.56	.73	.010*
k) My supervising teacher(s) used criteria/standards provided by my university for evaluating my teaching	3.48	.64	3.30	.77	.072
Scale Score	**3.46**	**.45**	**3.25**	**.64**	**.092**

Sig < .05. ** *Sig* < .01

Measures of preparedness

The next section of the teacher questionnaire focused on outcomes measures and called for respondents to reflect on the effectiveness of their recently completed pre-service teacher education program in the light of their experiences during their first year of teaching. There were four main measures of outcomes: *Professional knowledge, professional practice, professional engagement,* and *overall preparedness*. As mentioned earlier, Queensland teaching standards provided a common framework for developing these outcome measures.

Professional knowledge measures

Respondents were asked to describe the extent to which their pre-service teacher education course had provided them with a good understanding of a number of aspects of professional knowledge. A factor analysis suggested that there were two dimensions underlying these items: (1) *Professional knowledge about content and how to teach it,* and (2) *Professional knowledge about students and how they learn.*

Professional knowledge about content and how to teach it included:

a) the content areas you were qualified to teach
e) current developments in your field of teaching
h) resources to support your students' learning in the areas you are qualified to teach
i) QSA syllabus documents in the areas you are qualified to teach
j) How to use findings from research to improve your knowledge and practice

Professional knowledge about students and how they learn included:

d) individual differences in student approaches to learning
f) the effects of students' backgrounds characteristics on their learning
g) how individual students learn and develop
l) how cultural and gender differences can affect communication in the classroom
o) how to plan teaching strategies for different kinds of learners

Both scales had good internal consistency (Cronbach Alphas 0.82 and 0.89 respectively).

Overall, teachers' responses to questions *about content and how to teach it* indicated that 30% to 45% of respondents felt that their pre-service teacher education programs had not prepared them adequately in content areas. Their greatest concerns were in the areas of analysing students' existing understanding of topics about to be taught, using resources to support students' learning in teaching areas, and using findings from research to improve knowledge and practice. Here some 44% of teachers felt inadequately prepared.

Teachers' responses to professional *knowledge of students and how they learn* revealed similar concerns. Overall, teachers did not feel well prepared, with about 30% feeling that they had limited or no professional knowledge about students and how they learn and a further 40% feeling they had only moderately good understandings of student needs.

Mean scores for teacher perceptions of the effectiveness of their courses in building their knowledge of *content and pedagogy* and their *knowledge of students' learning needs* were 2.9 and 2.8 respectively. This indicates that most second year teachers in this study thought they were moderately well prepared for the demands they faced in their first year of teaching.

The level of preparedness on the professional knowledge scales depended, however, on the teacher education course. When BLM graduates are compared with non-BLM graduates (***Figures 10 and 11),*** BLM graduates were significantly more likely to say about their first year of teaching that they felt well prepared to teach the content they were expected to teach and to understand their students' learning needs.

Figure 10: Professional knowledge about content and how to teach it

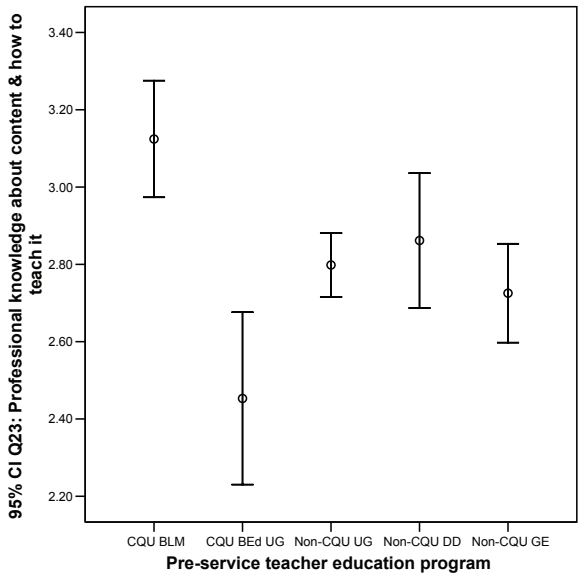


Figure 11: Professional knowledge about students and how they learn

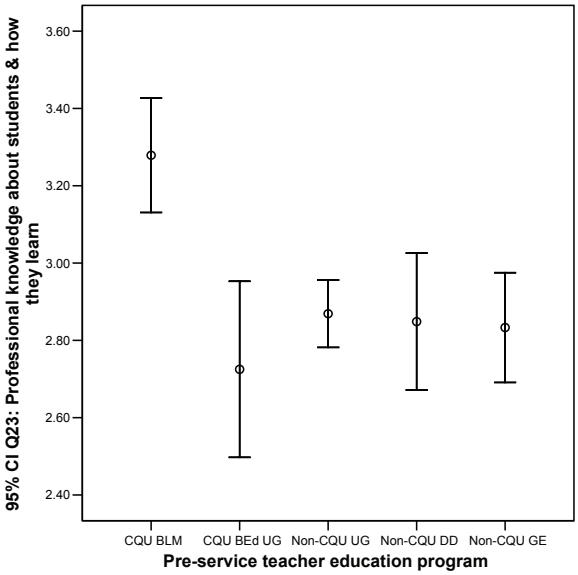


Table 12 and Table 13 below highlight key statistics illustrating the significantly more positive perceptions of BLM graduates in comparison with graduates of other Queensland teacher education courses across each dimension of the two professional knowledge scales. BLM graduates had a mean score of 3.12 on the knowledge of content and how to teach it scale compared with 2.76 for Non-BLM graduates. BLM graduates were much more confident in their knowledge of how to use findings from research and QSA syllabus documents. BLM graduates had a mean score of 3.28 on knowledge of students compared with 2.85 for Non-BLM graduates. BLM graduates were much more likely to say they knew how students learn and develop and to plan teaching strategies for different kinds of learners.

Table 12: Professional knowledge about content & how to teach it

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
a) The content areas you were qualified to teach	3.08	.71	2.85	.82	.038*
e) Current developments in your field of teaching	3.12	.83	2.78	.88	.003**
h) Resources to support your students' learning in the areas you are qualified to teach	2.97	.82	2.59	.87	.001**
i) QSA syllabus documents in the areas you are qualified to teach	3.42	.70	3.06	.84	.001**
j) How to use findings from research to improve your knowledge & practice	3.03	.84	2.54	.88	.000**
Scale Score	**3.12**	**.61**	**2.76**	**.65**	**.000****

* *Sig* < .05. ** *Sig* < .01

Table 13: Professional knowledge about students and how they learn

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
d) Individual differences in student approaches to learning	3.29	.72	2.85	.81	.000**
f) The effects of students' background characteristics on their learning	3.26	.77	2.79	.80	.000**
g) How individual students learn & develop	3.32	.71	2.88	.78	.000**
l) How cultural differences can affect communication in the classroom	3.14	.82	2.85	.86	.010*
o) How to plan teaching strategies for different kinds of learners	3.39	.65	2.86	.83	.000***
Scale Score	**3.28**	**.60**	**2.85**	**.69**	**.000****

* *Sig* < .05. ** *Sig* < .01

Professional practice

Teachers' were asked about the extent to which pre-service teacher education courses prepared them in a range of professional practice areas. A factor analysis confirmed that there were four dimensions underlying these data:

- Professional practice to do with the curriculum
- Professional practice to do with classroom management
- Professional practice to do with assessment
- Professional practice to do with futures orientation

Each scale had high internal consistency (reliability) as indicated below.

1. *Professional practice to do with the curriculum* including:

a) design teaching and learning units/ programs relevant to your students
b) communicate ideas and information clearly to your students
c) use effectively the principles of curriculum documents
e) set up learning activities to help your students achieve learning goals
f) develop questions to challenge students and promote higher order thinking
g) locate suitable curriculum materials and teaching resources
i) opportunities for teaching literacy across the curriculum

(Cronbach's alpha = 0.89).

2. *Professional practice to do with classroom management* including:

r) enhance your students' confidence and self-esteem
s) use motivational strategies effectively
t) encourage appropriate student behaviour
u) provide flexible learning pathways
w) incorporate effective classroom management strategies into your teaching
x) make your teaching relevant to your students' experience

(Cronbach's alpha = 0.90).

3. *Professional practice to do with assessment* including:

n) assess and monitor the progress of your students
o) make evidence-based judgements about your students' progress
p) use assessment to give effective feedback to your students
q) keep useful records of your students' progress
u) develop assessment tasks that promote learning

(Cronbach's alpha = 0.92).

4. *Professional practice to do with futures orientation* including:

y) use findings from research to support your teaching
z) identify opportunities for changing existing school practices
cc) actively investigate classroom practices for the future

(Cronbach's alpha = 0.84).

Overall, results showed that teachers were generally more confident about their *professional practice* than *professional knowledge,* but many teachers still felt ill prepared for teaching. About a quarter to a third of teachers (22% to 34%) felt poorly prepared for professional practice in areas relating to the *curriculum.* Thirty-four percent of teachers felt their courses left them poorly prepared to incorporate opportunities to develop literacy skills across the curriculum and 44.5% felt unprepared for numeracy teaching. When these results are examined for primary teaching only, where all teachers are required to teach both literacy and numeracy, the results are especially concerning. Thirty four percent of teachers felt unprepared to teach literacy, and a worrying 37% of primary teachers felt unprepared to teach numeracy.

About a third of teachers also felt that their courses had not prepared them well to deal with *classroom management issues* and *assessment.* Nearly half the teachers felt that their course had not equipped them for *future-oriented* issues in their teaching roles.

Of some concern was the finding that over half (53%) of all new graduates felt their courses had not prepared them effectively to deal with learning difficulties so that definite student outcomes could be accomplished. The mean score of 2.46 suggests a widespread lack of

confidence and competence in teachers' perceptions of their ability to support students with learning difficulties.

While there was considerable across-the-board concern about the effectiveness of teacher education programs to equip these beginning teachers for first year teaching duties, Figures 9 to 12 show once again there were significant differences across teacher education courses in different universities on each of the professional practice scales. ***Figure 12*** (*professional practice - curriculum*), ***Figure 13*** (*classroom management*), ***Figure 14*** (*assessment*) and ***Figure 15*** (*futures orientation*) below, show that BLM graduates were significantly more positive about the extent to which their course prepared them for their first year of teaching than graduates from other Queensland programs.

Figure 12: Professional practice to do with the curriculum

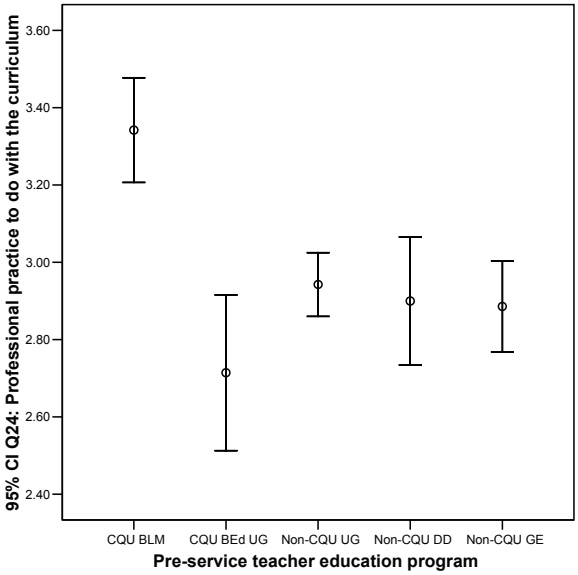


Figure 13: Professional practice to do with classroom management

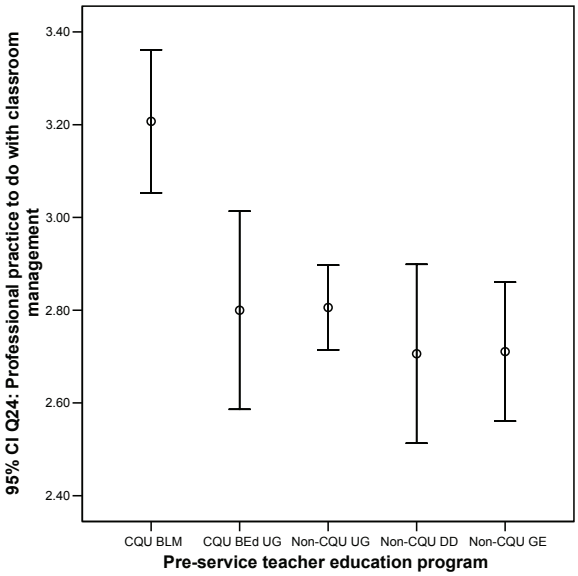


Figure 14: Professional practice to do with assessment

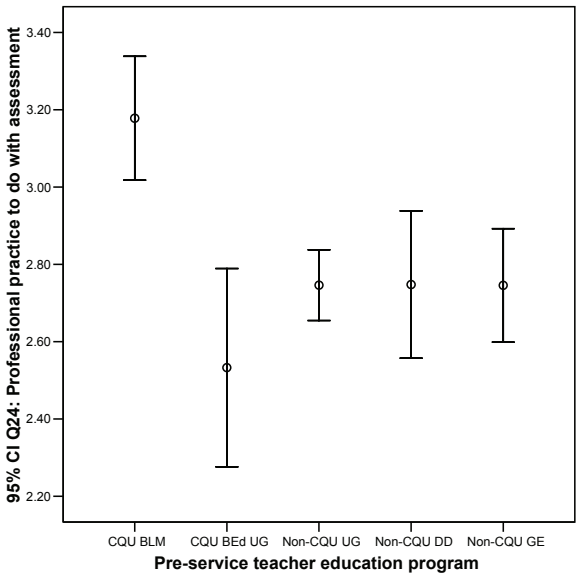
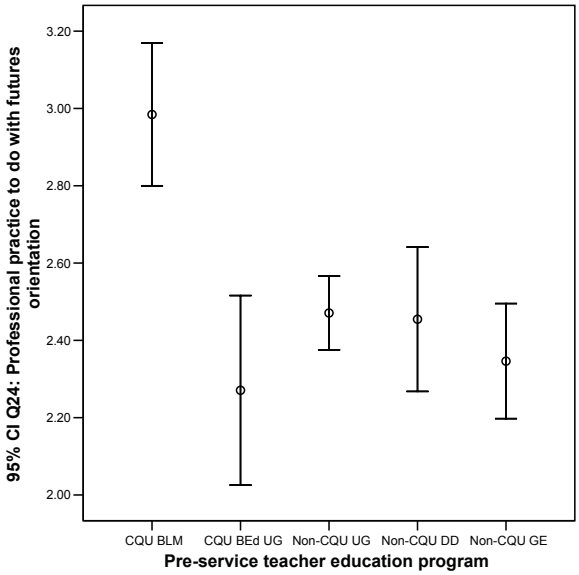


Figure 15: Professional practice to do with the futures orientation



Tables 14 to 17 show more detailed breakdowns comparing BLM and Non-BLM trained teachers on each of the four professional practice scales. There is a striking consistency in the extent to which BLM trained teacher thought they were better prepared on each of the items in each of the professional practice dimensions.

Table 14: Professional practice to do with the curriculum

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
a) Design teaching & learning units/programs relevant to your students	3.36	.69	3.03	.81	.001**
b) Communicate ideas & information clearly to your students	3.33	.69	2.97	.73	.000**
c) Use effectively the principles of curriculum documents	3.45	.69	3.01	.84	.000**
e) Set up learning activities to help your students achieve learning goals	3.45	.56	2.91	.78	.000**
f) Develop questions to challenge your students & promote higher order thinking	3.29	.76	2.86	.83	.000**
g) Locate suitable curriculum materials & teaching resources	3.30	.70	2.83	.85	.000**
i) Opportunities for teaching literacy across the curriculum	3.21	.80	2.74	.84	.000**
Scale Score	**3.34**	**.55**	**2.91**	**.63**	**.000****

* *Sig* < .05. ** *Sig* < .01

Table 15: Professional practice to do with classroom management

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
r) Enhance your students' confidence & self-esteem	3.20	.78	2.66	.86	.000**
s) Use motivational strategies effectively	3.25	.74	2.73	.86	.000**
t) Encourage appropriate student behaviour	3.14	.73	2.78	.86	.001**
w) Incorporate effective classroom management strategies into your teaching	3.16	.72	2.78	.84	.001**
x) Make your teaching relevant to your students' experience	3.28	.68	2.88	.84	.000**
Scale Score	**3.21**	**.62**	**2.77**	**.72**	**.000****

* *Sig* < .05. ** *Sig* < .01

Table 16: Professional practice to do with assessment

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
n) Assess & monitor the progress of your students	3.20	.73	2.80	.82	.000**
o) Make evidence-based judgements about your students' progress	3.23	.78	2.75	.84	.000**
p) Use assessment to give effective feedback to your students	3.17	.74	2.78	.79	.000**
q) Keep useful records of your students' progress	3.08	.79	2.58	.93	.000**
u) Develop assessment tasks that promote learning	3.22	.75	2.75	.85	.000**
Scale Score	**3.18**	**.65**	**2.73**	**.73**	**.000****

* *Sig* < .05. ** *Sig* < .01

Table 17: Professional practice to do with futures orientation

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
y) Use findings from research to support your teaching	3.02	.83	2.46	.88	.000**
z) Identify opportunities for changing existing school practices	2.89	.81	2.28	.87	.000**
cc) Actively investigate classroom practices for the future	3.08	.78	2.52	.84	.000**
Scale Score	**2.98**	**.74**	**2.42**	**.74**	**.000****

* *Sig* < .05. ** *Sig* < .01

Professional engagement

A factor analysis confirmed that there were two dimensions underlying the set of items probing *professional engagement*. The first was a *Working with parents and others* scale focusing on relationships with parents or guardians and with non-teaching professionals. The second was a *Reflection on teaching* scale that tapped teachers' own reflections on the effectiveness of their teaching, professional knowledge, learning needs, and development of learning culture at school. Both scales had good internal consistency with Cronbach alphas of 0.84 and .90 respectively.

Again, across the board, teachers who completed the BLM program reported more favourably on the effectiveness of their courses to work with parents and other professionals and to reflect on their own teaching than did teachers who completed other degree courses.

Figures 16 and 17 below indicate the significant differences between BLM graduates and other graduates on the *Work with parents and others* and the *Reflection on the effectiveness* of teaching scales.

Figure 16: Working with parents and others

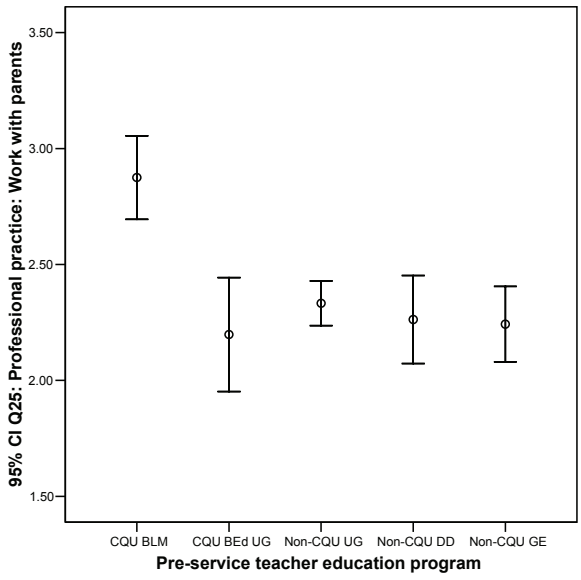
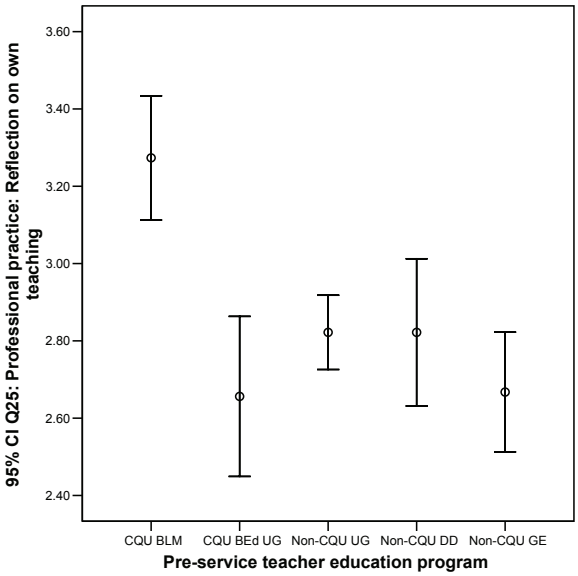


Figure 17: Reflections on own teaching



Tables 18 and 19 show the means and standard deviations for teachers' responses on the working with parents and reflection on teaching items, indicating that BLM graduates were significantly more positive in their perceptions of course effectiveness than graduates from other universities.

Table 18: Work with parents and others

	BLM Group		**Non-BLM Group**		
Items	*M*	*SD*	*M*	*SD*	*Sig*
a) Work with parents or guardians	2.66	.95	2.00	.91	.000**
b) Work with non-teaching professionals	2.59	.90	1.97	.92	.000**
e) Use assessment to give effective feedback to parents or guardians	2.84	.78	2.31	.94	.000**
Scale Score	**2.88**	**.72**	**2.29**	**.76**	**.000****

* *Sig* < .05. ** *Sig* < .01

Table 19: Reflection on own teaching

	BLM Group		**Non-BLM Group**		
Items	*M*	*SD*	*M*	*SD*	*Sig*
f) Reflect upon effectiveness of your teaching	3.48	.64	3.02	.82	.000**
g) Reflect upon your professional knowledge	3.40	.66	2.86	.84	.000**
h) Identify your learning needs	3.16	.84	2.69	.89	.000**
i) Contribute to development of learning culture at school	3.06	.85	2.52	.87	.000**
Scale Score	**3.27**	**.64**	**2.77**	**.75**	**.000****

* *Sig* < .05. ** *Sig* < .01

Structure and quality of university teaching

Questions about the quality of teaching received during teacher education courses probed the extent to which *university lecturers and tutors in pre-service teacher education programs:*

a) modelled good teaching practices in their teaching
b) drew on and use research relevant to the content of their courses
c) modelled evaluation and reflection on their own teaching
d) had recent experience in primary or secondary schools
e) valued the learning and experiences you had in your practicum
f) linked their university units to the school experience component of the program, and
g) valued the learning and experiences you had prior to starting the program

Response choices were: *never; rarely; sometimes; and often*. A factor analysis confirmed there was one dimension underlying these items interpreted as the quality of university teaching. This scale had good reliability (Cronbach's alpha 0.84).

Table 20 shows the range of teacher perceptions about university staff teaching across all courses. Of particular interest is the considerable proportion of teachers who felt that their university lecturers rarely or never, or only sometimes demonstrated good teaching practice. In only one area - drawing on and using relevant research - did teachers tend to agree that university staff demonstrated good practice.

Table 20: Overall teacher perceptions of university staff teaching

	Rarely or Never %	Sometimes %	Often %
a) modelled good teaching practices in their teaching	26.5	49.5	24
b) drew on and use research relevant to the content of their courses	6	41	53
c) modelled evaluation and reflection on their own teaching	51	33	16
(d) had recent experience in primary or secondary schools	44	33	22.5
e) valued the learning and experiences you had in your practicum	45	38	16.5
f) linked their university units to the school experience component of the program	31	44	24.5
g) valued the learning and experiences you had prior to starting the program	21	41	38

As ***Figure 18*** and ***Table 21*** confirm, BLM graduates had a much more positive view of the quality of their BLM teaching staff than did graduates from other programs. Teachers who had completed the BLM were significantly more likely than were graduates from other courses to believe that their university teachers were effective and demonstrated good teaching practices

Figure 18: BLM and other graduates' perceptions of the quality of university staff teaching

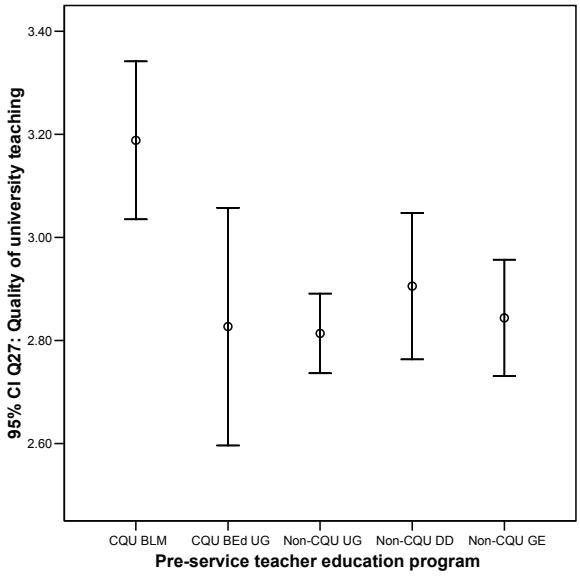


Table 21: Means and standard deviations for the quality of University teaching scale for BLM and other graduates

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
a) Model good teaching practices in their teaching	3.21	.81	2.88	.76	.001**
b) Draw on & use research relevant to the content of their courses	3.61	.65	3.43	.63	.036*
c) Model evaluation & reflection on their own teaching	2.85	.90	2.43	.91	.001**
d) Have recent experience in primary or secondary schools	3.22	.97	2.62	.87	.000**
e) Value the learning & experiences you had in your practicum	2.85	.93	2.50	.92	.004**
f) Link their university units to the school experience component of the program	3.24	.75	2.82	.84	.000**
g) Value the learning & experiences you had in your practicum	3.38	.80	3.06	.86	.005**
Scale Score	**3.18**	**.62**	**2.84**	**.59**	**.000****

* *Sig* < .05. ** *Sig* < .01

Overall effectiveness of the pre-service teacher education course

The final two questions in the teacher survey asked teachers for an overall indication of the effectiveness of the pre-service teacher education course in preparing for the initial teaching experience and whether graduates would recommend their course to a person seeking to become a teacher.

Most teachers (62%) agreed that overall, their course was effective or very effective in preparing them to teach, 29% believed it was somewhat effective, and 8.5% believed their teacher education program was ineffective. Most teachers (80%) said they would recommend their course to others.

Figure 19 shows the clear difference in perceptions about overall course effectiveness between BLM graduates and graduates from other courses. Overall, teachers viewed their pre-service teacher education positively, although many saw opportunities for improvement, especially in relation to the professional knowledge and content areas. Indications are that a third to a half of teachers felt ill-prepared in areas such as literacy (34%) and numeracy teaching (37%), using computers in teaching (34%), providing feedback to students (36.5%), encouraging a variety of critical skills (38%), assessing and monitoring student progress (32%), using evidence-based judgements to inform practice (35%), and keeping records of student progress (44%).

Generally, BLM graduates were very positive about their course, rating it effective or very effective and significantly more effective than ratings by Non-BLM graduates. ***Table 22*** shows means and standard deviations for BLM compared with Non-BLM graduates on overall course effectiveness.

Figure 19: BLM and other graduates' perceptions about overall course effectiveness

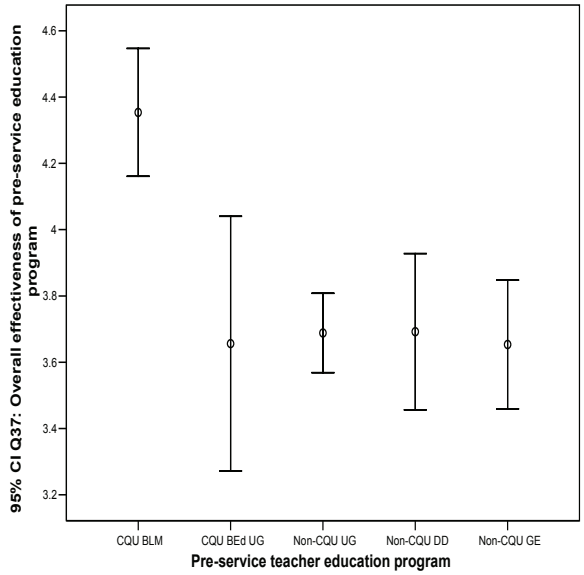


Table 22: Means and standard deviations for overall course effectiveness

	BLM Group		Non-BLM Group		
Item	*M*	*SD*	*M*	*SD*	*Sig*
Overall, how would you rate the effectiveness of this pre-service teacher education program in preparing them as a teacher?	4.35	.78	3.68	.95	.000**

* *Sig* < .05. ** *Sig* < .01

Summary

Teachers from the BLM reported greater levels of preparedness across almost all areas of teaching compared with graduates from other programs. On the outcome measures used in this study, they were better prepared to meet the demands they faced in their first year of teaching. The BLM course appeared to provide them with a strong capability to teach, with good knowledge of curriculum content and pedagogy. They were more confident than other

graduates in identifying and building on students' existing levels of understanding and planning and assessing learning activities. These professional capabilities appeared to provide BLM graduates with a strong basis for meeting the immediate demands of teaching, the development of pedagogical skill, and the confidence to work collaboratively with colleagues and parents.

In terms of *opportunity to learn* features, the BLM course provided student teachers with greater opportunities to learn the content they were expected teach and how students learned the content, to see models of expert teachers, to learn how to assess student progress, and to receive feedback about their teaching. In terms of *in-school experience*, they had greater opportunities to develop clear links between theoretical and practical aspects of the course and to receive quality supervision. Their tutors and lecturers were more likely to have had recent school experience. Central features of the BLM's effectiveness, according to graduates, appeared to be the quality of the opportunities and processes for learning how to teach, the depth of professional knowledge and the opportunities for feedback on teaching.

While the results of this survey present some worrying findings about teachers' preparedness for teaching, and show a consistently large proportion of beginning teachers (generally 20-40%) feel ill-prepared across a range of dimensions, there was a strong endorsement for the approaches used within the Bachelor of Learning Management course.

Given the context of contemporary teacher education programs and their focus on communication and professional practice, it is noteworthy that feedback from university staff was generally so limited. One of the key elements in linking theory to practice is specific feedback on performance. Developing new knowledge, understandings, and skills is difficult without timely, relevant and informative feedback on actions and outcomes. Effective linking of theory and practice is difficult if students are not afforded feedback on their efforts.

In reviewing the results of the teacher survey, it needs to be remembered that perceptions of effectiveness vary with the time surveys such as this is administered. As a rule, course satisfaction and perceptions of course effectiveness gradually improve the longer teachers have been teaching. Not surprisingly, teachers often rate their first year of teaching as the most demanding and stressful year they have experienced and this would colour the findings. A longer-term study of teacher education programs is needed to pinpoint the processes and practices that eventually impact on student outcomes.

CHAPTER FOUR: FACTORS AFFECTING TEACHER PERCEPTIONS OF PREPAREDNESS

This chapter builds on the data obtained as part of the survey of teachers entering their second year of teaching. While the survey instrument for teachers was designed primarily to provide a comparative evaluation of the BLM course, it also provided an opportunity to analyse the factors that had a significant impact on teacher preparedness – that is, the extent to which teachers beginning their second year of teaching thought they were well prepared for the demands of their first year of teaching. It is clear from the teacher survey data reported in Chapter 2 that the BLM graduates in this study rated the effectiveness of their course significantly more highly than graduates of other teacher education courses. This chapter analyses which aspects of teacher education courses contributed most strongly to graduates' perceptions of their preparedness.

Conceptual framework

The conceptual framework shown in ***Figure 20*** provides a graphical depiction of factors that may influence teacher preparedness. The framework includes three sets of factors – teacher background, aspects of the teacher education course, and induction experiences in the first year of teaching– that may explain variation in preparedness.

While the teacher survey was designed to allow analysis of the extent to which the different components of teacher education programs contributed to the variation in the ratings teachers gave about their preparedness, it was also designed to control for the contribution that other factors might make to that variation, such as the background characteristics of the beginning teachers and the context of the school in which they spent their first year of teaching. The analyses reported upon below investigated the relative significance of factors that might influence perceptions of preparedness.

Reading from left to right, these features include:

Background characteristics of beginning teachers. These include:

a. *Gender*
b. *Age* (whether under 25 or over)
c. *Previous career* - whether or not the respondent had another career before commencing their pre-service teacher education.

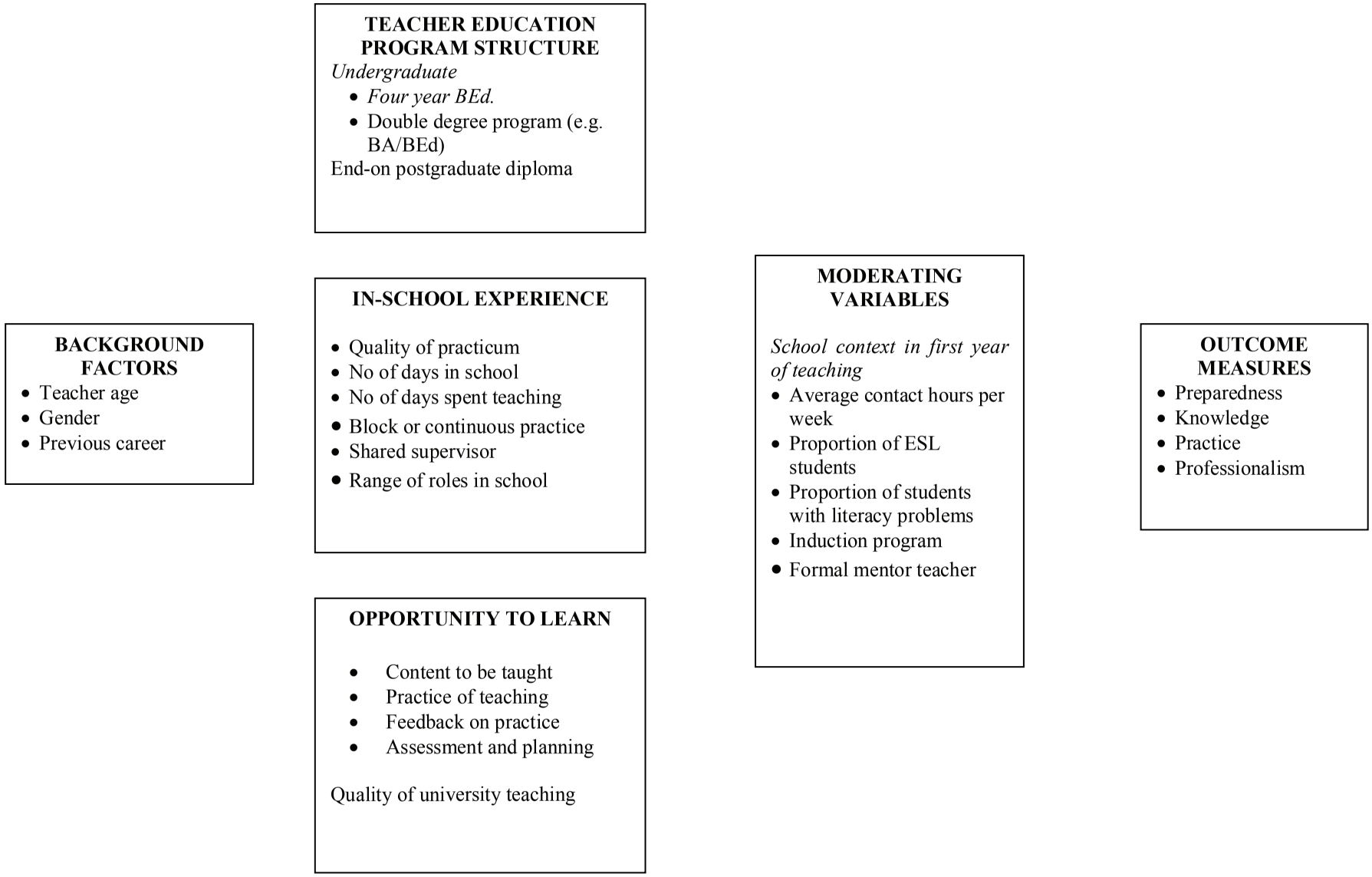
(We would have liked to include some measures of academic ability and achievement, but it was not possible to gain access to this kind of data in this study).

The structure of the course. This refers to whether the course is an undergraduate degree in education, an undergraduate double degree (education degree concurrent with a degree in another faculty), or a postgraduate qualification (taken after a first degree in a discipline related to subjects to be taught in school).

The nature and quality of in-school experience during the teacher education program. This set of variables includes:

a. The total number of days spent in schools during the program
b. The number of days spent teaching in schools during the program

Figure 20: Conceptual Framework: Graphical depiction of the relations between the key concepts predicting perceived outcomes of pre-service teacher education courses



d. Whether the practicum was organised in blocks of time (e.g. 3-4 weeks in schools), or on a continuous basis (e.g. 2-3 days per week)
e. Whether students shared their supervising teacher with another student or not.
f. The *range of experiences* and roles other than the traditional practice teaching with a supervising teacher
g. The *quality of supervision* during the practicum experience.

Opportunity to learn This set of variables includes opportunity to learn certain kinds of course content and to experience certain modes of learning how to teach, as well as *quality of university teaching*. These measures have been explained in more detail in the previous chapter. They include:

a. Opportunity to learn content knowledge and how it is taught
b. Opportunity to learn the practice of teaching.
c. Opportunity to learn via feedback from university staff
d. Opportunity to learn assessment and planning.

School context in the first year of teaching. School context refers to characteristics of the school where the respondent was teaching most frequently during 2004 that might have affected the extent to which they felt able to cope with the job. The variables included here were:

a. Average contact hours per week
b. Proportion of English as a Second Language (ESL) students
c. Proportion of students with English literacy problems.
d. Whether or not the school provided an induction program
e. Whether or not they were formally allocated a mentor

Measures of teacher education outcomes

Figure 20 also indicates the four measures of teacher education included in this study - *professional knowledge*, *professional practice*, *professional engagement and overall preparedness* for the first year of teaching. These measures and their sub-scales were described in detail in the previous chapter. They reflect what the profession believes beginning teachers needed to know and be able to do to provide quality opportunities for students to learn, regardless of where or how they were trained.

The analysis reported in this chapter is based mainly on one of the outcomes measures – teacher preparedness. This measure is based on an overall rating by teachers of the effectiveness of their teacher education program in preparing them to teach.

Analysis of factors associated with teacher levels of preparedness

The results reported in Chapter 3 indicated that there was significant variation across the universities in the reported effectiveness of courses on each of the outcome measures. The purpose of the following analysis is to shed some light on the factors that might be causing this variation.

The results reported in this section were obtained by using multiple regression analyses to estimate the strength of the linear relationship between measures of preparedness and the set

of independent variables in the conceptual framework. The order in which these variables were entered into the analyses was determined by the theory underlying the conceptual model described in ***Figure 20.*** The purpose of these analyses was to identify the relative strength of association between aspects of pre-service courses and preparedness, while controlling for the effect of a range of extraneous factors that may affect perceptions, but have little to do with the nature and quality of these courses.

Table 23 summarises the results of the regression analysis. ***Table 23*** shows the standardised regression coefficients and significance levels for each of the predictors in the conceptual model. The use of standardised coefficients permits easy comparison of the strength of associations within the model. Statistical significance is shown in the columns headed 'Sig.'. Statistically significant results – those where it is 95% likely that the coefficient is different from zero – are marked in bold in the tables.

Results

a) Teacher preparedness

Table 23 shows that the *opportunity to learn the content and how to teach it*, as defined above, had the strongest association (0.36) with perceptions of preparedness for teaching. These are the features of the BLM course that are most likely to explain why graduates rated it more highly. This finding replicates, almost exactly, what was found in a similar study of Victorian teachers (Ingvarson et al. 2005).

Opportunity to learn the practice of teaching, as defined above, had a moderately strong effect (0.21) on preparedness. These two variables account for most of the variation in reported preparedness across different university courses.

None of the measures of school experience during training were associated with variation in teacher preparedness. Nor were any of the background measures or measures of the school context during the first year of teaching.

b) Other outcome measures

Similar analyses were completed to identify which factors were most strongly associated with each of the outcome measures described in the survey study. The results of this analysis are summarised in ***Table 24.***

The message in ***Table 24*** is similar to that in ***Table 23***. The *opportunity to learn* variables are the variables most strongly related to perceived preparedness in terms of knowledge of content, knowledge of students, curriculum, classroom management, assessment and reporting, futures orientation, reflection on practice, and working with parents.

The number of asterisks in ***Table 24*** indicates the strength of association. ***Table 24*** indicates that *opportunity to learn the content and how to teach it* and *opportunity to learn about assessment and planning* are the two features of teacher education programs that are most consistently and strongly linked to the outcome measures. *Opportunity to learn the practice of teaching* is associated with overall perceptions of preparedness, knowledge of students, curriculum and reflection on teaching. Once again, these are the features of the BLM course that are most likely to explain why graduates rated it more highly on these outcome measures.

Table 23: Factors associated with reports of the overall effectiveness of pre-service teacher education program in preparing to be a teacher

	Standardized Coefficients	t	Sig.
	Beta		
(Constant)		-.739	.461
Q3: Gender (F=0 M=1)	-.037	-.606	.545
Q4: Age	.114	1.192	.235
Q5: Previous career (Yes=1 No=0)	-.170	-1.855	.065
Q13: Contact hours per week first year of teaching	.004	.063	.950
Q14: English second lang first year of teaching	-.019	-.326	.745
Q15: English literacy probs. first year of teaching	.045	.751	.454
Q16: School induction (Yes=1 No=0)	-.018	-.303	.762
Q19: Formal mentor at school (Yes=1 No=0)	.065	1.105	.271
Q22: Opportunity to learn content knowledge & how to teach it	**.358**	**4.237**	**.000**
Q22: Opportunity to learn the practice of teaching	**.206**	**2.357**	**.020**
Q22: Opportunity to learn via feedback from university staff & students	.082	1.045	.298
Q22: Opportunity to learn assessment & planning	.094	1.158	.249
Q27: Quality of university teaching	.054	.761	.448
Q6: Degree Type (PG=1 else=0)	.019	.333	.739
Q28: Days spent in schools during pre-service education program	.030	.222	.825
Q29: Days teaching in schools during pre-service education program	.034	.253	.800
Q30: Practicum done only as block (Yes=1 No=0)	.062	1.077	.283
Q31: Student partner for practicum (Yes=1 No=0)	-.005	-.089	.929
Q32: Practicum: Range of activities	-.037	-.556	.579
Q32: Practicum: Links between theory & practice	.043	.559	.577
Q33: Practicum: Quality of supervision	.055	.860	.391

Opportunity to learn '*how to assess student learning and plan curriculum units'* was strongly associated with all the outcome measures, except teacher perceptions of overall preparedness.

The effects of these 'opportunity to learn' variables were independent of the background characteristics of the new teacher, their in-school experiences during their pre-service course and in the school in which they worked as a teacher in their first year of teaching.

The effects of the four 'opportunity to learn' features of teacher education programs on the outcome measures were much stronger than the effects of structural features of the practicum. These features included: the number of days in schools; number of days teaching; whether done as a block of time (e.g. three weeks) or extended over time (e.g. 2-3 days per week); and, in the main, whether they worked with a fellow student. However, there is some indication in ***Table 24*** that features of the BLM approach to school experience were associated with some of the outcome measures. The extent to which the practicum made strong links between theory and practice was strongly related to a futures orientation. The range of activities during school experience was related to knowledge of students and the quality of supervision was related to a futures orientation.

Table 17 includes the adjusted *R-squared* values for each outcome measure in the model. Values range from 0.37 to 0.59 indicating that the conceptual model represent a reasonably good fit with the data.

Table 24: Factors affecting teacher perceptions of preparedness

	Overall Prepared-ness	Knowledge of content	Knowledge of students	Curriculum	Classroom management	Assessment & reporting	Futures Orientation	Reflection on teaching	Work with parents
	Sig.								
(Constant)									
Gender (F=0 M=1)									
Age									
Previous career (Yes=1 No=0)	*(-)								
Contact hours per week first year of teaching									
English second language students									
English literacy problem students					*				
School induction (Yes=1 No=0)									
Formal mentor at school (Yes=1 No=0)							*		
Opportunity to learn content knowledge & how it is taught	****	****	**	****	***	**	****		*
Opportunity to learn the practice of teaching	**		**	**				****	
Opportunity to learn via feedback from university staff									**
Opportunity to learn assessment & curric. planning		****	**	****	***	****	****	***	***
Quality of university teaching			**					**	
Degree Type (PG=1 else=0)									
Days spent in schools during pre-service program									
Days teaching in schools during pre-service education program									
Practicum done only as block (Yes=1 No=0)									
Student partner for practicum (Yes=1 No=0)									**
Practicum: Range of activities			**			*			*
Practicum: Links between theory & practice		*					****		
Practicum: Quality of supervision	.	*					** (-)		
Adjusted *R-square*	**0.48**	**0.55**	**0.44**	**0.59**	**0.48**	**0.54**	**0.58**	**0.53**	**0.37**

*** p<0.1, ** p<0.05, *** p<.01****p<0.001 (-)=NEGATIVE RELATIONSHIP**

Summary

Teachers who reported that they felt well prepared to meet the demands they faced in their first year of teaching, as defined by the Queensland standards, had completed courses that: gave them deep knowledge of what they were expected to help students learn and how students learned it, as well as skill in diagnosing students' existing levels of understanding of the content to be taught, planning activities that would promote further development and assessing the extent to which development had taken place. BLM graduates reported significantly greater opportunities to learn than Non-BLM graduates in these areas, as well as opportunities for active engagement in learning to teach via models of expert teaching and feedback about their practice.

These professional capabilities appear to remain the necessary, though not sufficient, foundations in preparing teachers to meet the wider demands of the job, from establishing a productive learning environment to working effectively with parents.

These results are consistent with recent research on the characteristics of effective programs for teachers' continuing professional learning. These researchers have also found that the substance of what teachers learn matters more than the form (Kennedy, 1998). The most effective professional learning programs, in terms of improved student learning outcomes, strengthen teachers' knowledge of the content they are expected to teach, how students learn that content, how to help students learn that content and how to diagnose student progress in learning that content. This kind of knowledge is essential to the development of pedagogical skill and preparedness. This study does not support an emphasis on developing skills in reflective practice and pedagogy over an emphasis first on the development of substantive professional knowledge as identified above.

These findings do not provide support for those who think that "school-based" teacher education is the answer. The kind of content knowledge identified in this study has pervasive and generative effects on teachers' capacity to manage the complex demands that teaching presents, as other researchers have demonstrated (Franke, et al. 1998). In other words, it is foundational, in the sense that areas such as pedagogical skill, classroom management, reflective practice and the capacity to provide a challenging and supportive learning environment depend fundamentally on possession of this kind of professional knowledge (Ball & Cohen, 1999). The reverse does not apply. Teacher education programs that might be highly "practical", in the sense of giving heavy emphasis to skills in classroom management for example, will not make up for a deficiency in the aspects of content knowledge identified in this study.

CHAPTER FIVE: THE PRINCIPAL SURVEY

The principal questionnaire was designed to address principals' perceptions of beginning teachers' professional knowledge and demonstrated teaching capabilities. It asked about the effectiveness of teacher education programs in preparing recent graduates for initial classroom teaching roles. It probed principals' perceptions of the effectiveness of key teacher education program components on first year teaching outcomes and in meeting teaching standards across several main groupings.

Data collection

Questionnaires were distributed to all principals in Queensland schools – approximately 1500. Principals were asked to complete the questionnaire with a particular teacher in mind, one who had completed a Queensland teacher education program in 2003 and one they had employed in 2004. Principals were also asked to provide an overall rating of the effectiveness of the teacher education programs that that teacher had completed. A total of 687 questionnaires were returned for analysis representing a response rate of approximately 45%.

The questionnaire form provided principals with a list of all teacher education courses in Queensland. Principals were asked to tick a box against the course that the teacher in question had attended, however, only about half (324) of those who responded ticked a box. This meant that only 324 questionnaires could be used in that part of the data analyses that made comparisons between BLM and non-BLM courses.

The principal survey was distributed in March 2005 to all schools employing registered teachers who had graduated from a Queensland-based teacher education program in 2003 and were teaching in Queensland schools in 2004. The Queensland Education Department, the Association of Independent Schools and the Catholic Education Commission organised the distribution of the questionnaires. Accompanying the questionnaire was a covering letter explaining the purpose of the study and a reply-paid pre-addressed envelope for its return. Follow up reminders were sent to principals who had not responded three weeks after the initial mail-out.

School characteristics

Principals who responded were mainly from government schools (76%) with the remaining representing Catholic (15%) and other Independent schools (10%). Responses came from primary schools (58%), secondary schools (24%), P-12 schools (8%), and the remainder in P-10 or "other" schools. This distribution of responses is similar to that of teacher respondents although there is no certainty that principals' comments pertain to the same teachers who participated in the teacher survey. Principals could report on more than one beginning teacher. If they did so, they were asked to complete a separate questionnaire for each teacher.

Universities where courses were completed

All Queensland institutions providing pre-service teacher education courses were represented in the principal data. However, as mentioned above, many principals' questionnaires were not able to be used in comparing BLM and non-BLM courses because they had not indicated which teacher education courses had been completed by first year teachers.

Measures of teacher preparedness

The principal questionnaire focused mainly on gathering their perceptions of the preparedness of new teachers in their school. Similar measures were used to those in Chapter 2. These measures included: *professional knowledge, professional practice, professional* . It called for principals' assessment of the effectiveness of a teacher's recently completed pre-service teacher education program in the light of teaching experiences during the first year of employment. As mentioned earlier, Queensland teaching standards were used as a framework for developing these outcome measures.

Professional knowledge scales

Principals were asked to indicate the extent to which they perceived that pre-service teacher education course had provided teachers with a good understanding of a number of aspects of professional knowledge. Factor analysis had confirmed two dimensions underlying these data - (1) *Professional knowledge about content and how to teach it* and (2) *Professional knowledge about students and how they learn.*

Professional knowledge about content and how to teach it

Figure 21 and Table 25 indicate principals' general confidence in teachers' preparedness in each dimension of the *Professional knowledge about content* scale. As can be seen there are no significant differences between principals' perceptions of the effectiveness of the BLM course and other Queensland teacher education course types in developing professional content knowledge. However, overall, principals with BLM graduates tended to view their preparedness just slightly more positively. They were more positive in their assessment of graduates' knowledge about current developments in their fields of teaching. As noted in ***Figure 21***, where results are shown by type of course, principals were most positive about the content knowledge of non-CQU graduate entry students. ***Figure 21*** shows the mean score (small circle) and the 95% confidence intervals (error bars) for the BLM and other types of courses. When the confidence intervals overlap it means, as a rule, that there is no statistically significant difference between courses.

Overall, principals' responses to questions *about content and how to teach it* indicated that most felt teacher education programs had provided students with moderate to good understandings in key dimensions of professional knowledge about content and how to teach it. Closer examination of responses to each item, however, show that 20-30% of principals consistently felt that teachers were poorly prepared to meet demands of teaching in their first year. Twenty-four percent (24%) of principals felt graduates had limited understanding of the QSA syllabuses they were expected to teach, 20% thought they were poorly prepared to use relevant resources across a range of content related areas, and 30% believed students were not well prepared to use findings from research to improve knowledge and practice. When asked about graduate preparedness in the content area/s in which they were qualified to teach, while principals felt that only a small proportion (15%) were poorly prepared, just on half (49%) felt that teachers were really well prepared for first year teaching roles. Even fewer principals (27.5%) believed that graduates had been very well prepared to implement the Queensland curriculum or to use relevant resources to support learning (35%).

That a slightly higher proportion of teachers felt that they were poorly prepared in content areas (30-45%) suggests that principals were either more realistic and/or generous in their

assessments of teacher capability than were the teachers themselves or they were reporting on different teachers. Experienced principals are likely to be understanding of the challenges of first year teachers and have modest expectations of their initial teaching competence.

Figure 21: Principals' perceptions of CQU and other graduates' professional knowledge about content and how to teach it.

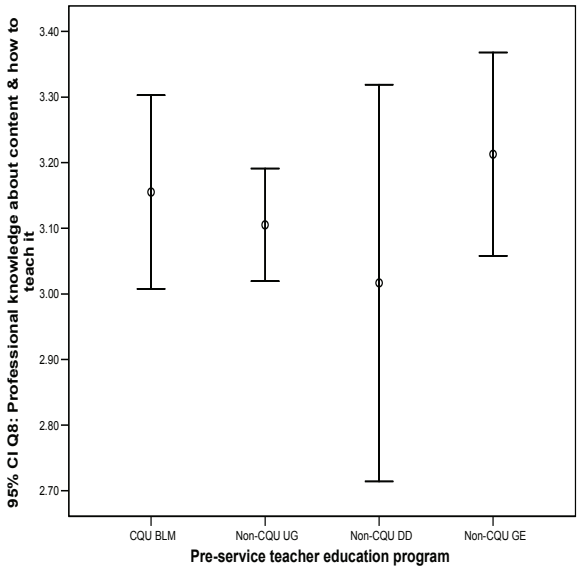


Table 25: Principals' perceptions of CQU and other graduates' professional knowledge about content and how to teach it

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
a) The content areas you were qualified to teach	3.29	.85	3.31	.77	.79
e) Current developments in your field of teaching	3.46	.70	3.24	.77	.04*
h) Resources to support your students' learning in the areas you are qualified to teach	3.11	.83	3.10	.78	.92
i) QSA syllabus documents in the areas you are qualified to teach	3.06	.80	3.00	.81	.57
j) How to use findings from research to improve your knowledge & practice	2.89	.68	2.90	.83	.97
Scale Score	**3.16**	**.59**	**3.12**	**.59**	**.68**

* *Sig* < .05. ** *Sig* < .01

Professional knowledge about students and how they learn

Principals' responses to questions about teachers' professional *knowledge of students and how they learn* were generally positive with little difference in perception of graduate competence as a function of teacher education program. Again, however, there was a trend for principals to view CQU students slightly more positively than other graduates, although the difference was not significant.

Table 26 compares principals' perceptions of graduate effectiveness for the BLM with all other teacher education courses and illustrates the slightly higher means for BLM graduates in each scale item. ***Figure 22*** shows BLM courses in comparison to other course types. Mean

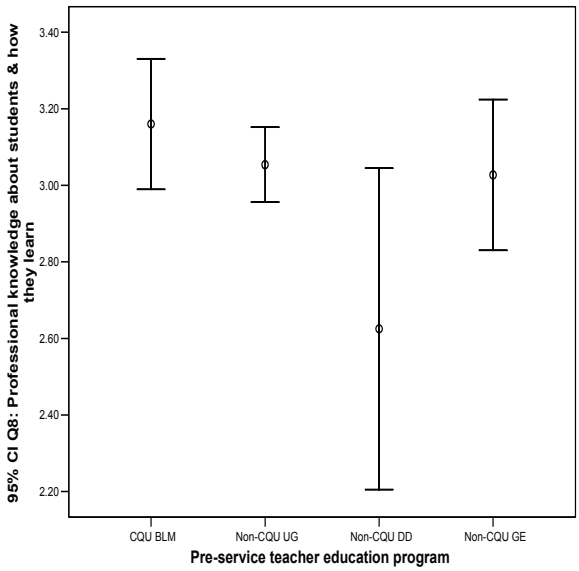
scores for principals' perceptions of the effectiveness of graduates' courses in building knowledge of *students' learning needs* indicate an overall perception of 'moderate' preparedness.

Table 26: Principals' perceptions of CQU and other graduates' professional knowledge about students and how they learn

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
d) Individual differences in student approaches to learning	3.28	.79	3.07	.84	.07
f) The effects of students' background characteristics on their learning	3.11	.81	2.98	.82	.27
g) How individual students learn & develop	3.27	.83	3.11	.83	.18
l) How cultural differences can affect communication in the classroom	2.97	.77	2.86	.85	.38
o) How to plan teaching strategies for different kinds of learners	3.14	.87	3.02	.85	.31
Scale Score	**3.16**	**.68**	**3.02**	**.70**	**.15**

* *Sig* < .05. ** *Sig* < .01

Figure 22: Principals' perceptions of CQU and other graduates' professional knowledge about students and how they learn



As seen above, overall, principals thought their beginning teachers were quite well prepared for teaching, but as in the case of professional knowledge, many principals were critical of teachers' preparation to work with students. About a quarter of principals felt that teachers in their schools had limited or no professional knowledge about students and how they learn or only moderately good understandings of student needs. A worrying 23% of principals felt graduates had little or no knowledge about individual differences in student approaches to learning, 25% believed they knew little about the effects of background characteristics on learning, 23% said graduates had little or no knowledge about students' development and learning, 30% said they knew little of ways cultural differences can affect learning, and 24% said teachers didn't know how to plan teaching for different kinds of learners. Particularly concerning, given the rapidly changing social context of schooling, was that just on half the principals said that graduates weren't prepared to deal with the unpredictable nature of teaching.

While principals were generally positive about graduates' teaching capabilities, they identified a worrying proportion of graduates who they felt were not at all well prepared to deal effectively with students' learning needs in their first year of teaching. Generally, principals' perceived BLM and other graduates' effectiveness in teaching about content or considering students' learning needs to be about the same. As noted, however, there was a slightly more positive perception of the professional preparation of BLM graduates and principals considered BLM teachers significantly better prepared on one dimension of the professional knowledge scale - knowledge of current developments in teachers' specific area of teaching.

Professional practice scales

Question 9 probed the extent to which principals believed that pre-service teacher education courses prepared first year teachers in a range of professional practice areas. As indicated earlier, factor analysis suggested that there were four dimensions underlying the items included in this section of the questionnaire:

- Professional practice to do with the curriculum
- Professional practice to do with classroom management
- Professional practice to do with assessment
- Professional practice to do with futures orientation

Overall, results showed that principals were generally quite confident about their teachers' *professional practice* capability in each dimension. Means and standard deviations shown in ***Table 27*** to ***Table 30*** indicate that principals generally believed that pre-service programs prepared students moderately well. In each scale, there is a trend for principals to view the BLM graduates' professional practice and preparedness for teaching slightly more positively. They were viewed significantly more positively ($p < .05$) in their ability to keep good records of students' progress.

Table 27: Principals' perceptions of BLM and all other graduates' professional practice to do with the curriculum

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
a) Design teaching & learning units/programs relevant to your students	3.35	.81	3.21	.79	.19
b) Communicate ideas & information clearly to your students	3.37	.70	3.29	.74	.44
c) Use effectively the principles of curriculum documents	3.22	.80	3.03	.89	.13
e) Set up learning activities to help your students achieve learning goals	3.37	.76	3.27	.78	.36
f) Develop questions to challenge your students & promote higher order thinking	3.14	.75	3.01	.87	.26
g) Locate suitable curriculum materials & teaching resources	3.36	.72	3.26	.82	.39
i) Opportunities for teaching literacy across the curriculum	3.14	.85	2.98	.87	.19
Scale Score	**3.28**	**.62**	**3.15**	**.65**	**.16**

* *Sig* < .05. ** *Sig* < .01

Table 28: Principals' perceptions of BLM and all other graduates' professional practice to do with classroom management

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
r) Enhance your students' confidence & self-esteem	3.19	.73	3.20	.85	.92
s) Use motivational strategies effectively	3.31	.75	3.19	.82	.26
t) Encourage appropriate student behaviour	3.14	.87	3.02	.86	.30
w) Incorporate effective classroom management strategies into your teaching	3.13	.83	2.98	.86	.23
x) Make your teaching relevant to your students' experience	3.20	.72	3.11	.81	.41
Scale Score	**3.19**	**.66**	**3.10**	**.70**	**.32**

* *Sig* < .05. ** *Sig* < .01

Table 29: Principals' perceptions of BLM and all other graduates' professional practice to do with assessment

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
n) Assess & monitor the progress of your students	3.25	.77	3.09	.81	.17
o) Use assessment to give effective feedback to your students	3.14	.79	3.02	.87	.33
p) Keep useful records of your students' progress	3.28	.80	3.03	.88	.04*
q) Make evidence-based judgements about student progress	3.17	.85	2.99	.84	.11
u) Develop assessment tasks that promote learning	3.16	.78	2.98	.86	.14
Scale Score	**3.19**	**.71**	**3.02**	**.74**	**.09**

* *Sig* < .05. ** *Sig* < .01

Table 30: Principals' perceptions of BLM and all other graduates' professional practice to do with futures orientation

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
y) Use findings from research to support your teaching	3.19	1.01	3.04	1.11	.34
z) Identify opportunities for changing existing school practices	2.95	1.11	2.72	1.07	.11
cc) Actively investigate classroom practices for the future	3.13	.93	2.90	.94	.09
Scale Score	**3.09**	**.85**	**2.89**	**.88**	**.10**

* *Sig* < .05. ** *Sig* < .01

While principals were generally satisfied with the graduate teachers' preparedness for professional practice, there was considerable concern about teachers' preparedness for teaching, although generally less so than in the professional knowledge areas. About a fifth to a quarter of principals felt teachers were poorly prepared for professional practice in areas relating to the *curriculum.* A worrying 27% felt that teacher education courses had left beginning teachers poorly prepared to teach literacy skills and 29% felt teachers were unprepared for numeracy teaching. When these results are examined for primary teaching only, where nearly all teachers are expected to be both literacy and numeracy teachers, they are the same for literacy, and slightly better, but still concerning for numeracy with 24% of principals feeling that primary teachers were unprepared to teach numeracy. Only about a quarter of principals felt that teachers were very well prepared for literacy and numeracy teaching. Encouragingly, most principals (89%) felt that teachers had been moderately to well prepared to use information and communications technologies across the curriculum.

Typical comments on teachers' difficulties with teaching key syllabus areas and especially literacy and numeracy are shown below:

- Teach students how to teach reading! There is not enough done to help understand literacy and the process of learning to read.
- I feel that there needs to be a greater emphasis in the teaching of reading incorporating knowledge of the phonetic hierarchy. Although pre-service teachers may have an overview of the various syllabus documents they would benefit from 'skills' lessons – in certain important areas. For me personally I find it alarming when I interview pre-service teachers and ask a question like "how would you approach teaching of reading in class?" and they have no idea of phonetic awareness or basic reading skills.
- In general maths/science teachers are trained better than English/SOSE teachers. The level of English presentation especially at most universities is actually bordering on disgraceful. It is hard to find a graduate who knows anything about poetry and most know only a little about novels and drama. I am at the stage where I won't interview a graduate from XXX – Best ones come from XXX.
- Pre-service teachers must be given explicit instruction in how to teach reading/writing etc. From my experience new teachers come into the classroom without this practical knowledge. Courses that are available to teachers (e.g. First Steps) must be given to student teachers.
- Less research/more practical experience. More intense knowledge of syllabus and the learning and teaching – how to teach e.g. reading, maths etc.
- Emphasis needs to be more on 'how to' rather than just 'the why' e.g. How to teach reading – phonics, sight words, whole language etc. How to teach maths i.e. Emphasis on pedagogy.
- More time in classrooms refining teaching practice. More curriculum knowledge and particularly how to plan integrated units. Literacy teaching – how to plan 2hr block, guided reading strategies, modelled writing, behaviour management strategies, general classroom management strategies.
- More detailed and more specific teaching of literacy and numeracy strategies – teaching of reading, writing and spelling. Focus teaching of the above requires the teacher to have a deep understanding of grammar, phonics, number concepts etc.

Principals also expressed concern about graduates' preparedness to deal with challenging and difficult classroom behaviours and create supportive, engaging and evidence-based learning environments. About a quarter of principals felt that teachers' courses had not prepared them well to deal with classroom management issues (26%), encourage appropriate behaviour (26%), develop assessment tasks (24%), assess and monitor progress (20%), use assessment as a basis for useful feedback (25%), make evidence based judgements (26%), encourage students to use critical thinking (29%), keep useful records of students progress (22%) or make evidence based judgements (26%). As one principal said:

> Planning still seems to be an issue i.e. long-mid-short term planning. The teacher identified previously didn't see it necessary and/or understand the process of planning, therefore is continually ill-prepared for the classroom, which results in behaviour management issues. So, more assistance, guidance and understanding of the 'how to plan' appropriately.

Another suggested some specific strategies to assist teachers become more confident with behaviour management and classroom management strategies such as:

> videoing and critiquing sample teachers' work in a framework such as productive pedagogies and role playing particular scenarios e.g. difficult parent etc. personality analysis/work on shortcomings

Like the teachers, a substantial number of the principals felt that courses had not equipped teachers for the important *future-oriented* issues. Principals felt that teachers were poorly prepared to identify opportunities for change (48%), use findings from research to support teaching roles (38%) and actively investigate classroom teaching practices for the future (33%).

There were no significant course-related differences in principals' perceptions of teachers' preparedness in any of these areas.

One of the most concerning teacher perceptions was that over half of all new graduates felt their courses had not prepared them effectively to deal with learning difficulties. A similar high level of principal concern about preparedness to deal with learning difficulties was also found. Although principals expressed slightly less reservation about teacher readiness in this area, 37% believed that first year teachers in their schools were not able to deal effectively with learning difficulties so that definite student outcomes were accomplished (Q9aa), 33% felt graduates were poorly prepared to provide flexible learning paths for students (Q9v), and 19% indicated they could not achieve intended learning outcomes (Q9bb). This comment from a principal was typical:

> More time in schools for extended periods. Cadetship/apprenticeship/intern model. It seems that pracs are organised around university periods rather than school terms/semester. I want a student teacher in my school on the first day of each term/semester, where there are mandatory L&D activities and the school vision/big picture is articulated to staff.

Professional engagement

The final areas of professional practice to be explored were working with parents, guardians and non teaching professionals (the *Working with parents and others* scale) and reflecting on the effectiveness of teaching, professional knowledge, learning needs, and development of learning culture at school (the *Reflection on own teaching* scale*)*.

Working with families and others

Principals were slightly more likely to view BLM graduates as better prepared across all professional practice areas and significantly better prepared than other graduates in their preparation for working with parents, other professionals and non-teaching staff ($p < .05$). ***Table 31 and Figure 23*** below indicate the similarities and differences between principals' perceptions of BLM graduates and all other graduates on the *Work with parents and others* of scales.

Across the board, principals were very concerned about the extent to which teachers' pre-service programs prepared them to work effectively with families and non-teaching professionals. Just 18.5% of principals said that graduates had been well prepared to work with families with 43% saying graduates had little or no preparation in this area. Similarly,

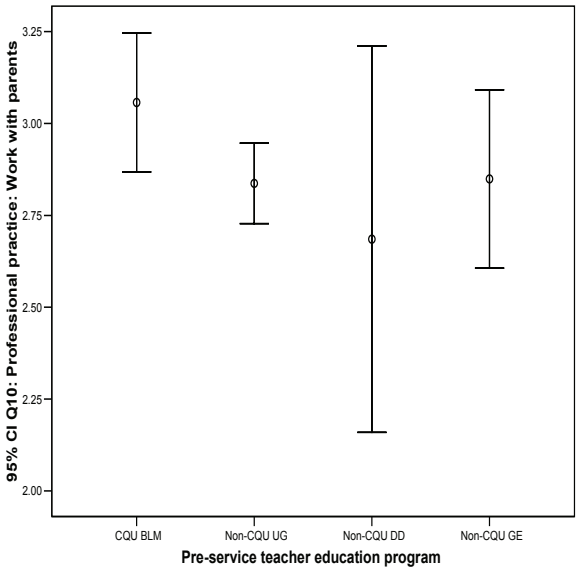
only 14% of principals felt that graduates were well prepared to work with other professionals and 52% felt that teacher education courses had given little or no attention to this area.

Table 31: Principals' perceptions of BLM and all other graduates' preparedness to work with parents and others

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
a) Work with parents or guardians	2.91	.83	2.72	.99	.16
b) Work with non-teaching professionals	2.95	.97	2.60	1.05	.01*
e) Use assessment to give effective feedback to parents or guardians	2.95	.79	2.83	.93	.16
Scale Score	**3.06**	**.76**	**2.83**	**.80**	**.04***

* *Sig* < .05. ** *Sig* < .01

Figure 23: Principals' perceptions of BLM and other graduates' preparedness to work with parents and others by course type.



Reflection on teaching

Table 32 illustrates the similarities in means and standard deviations for principals' perceptions of BLM graduates compared with other graduates. ***Figure 24*** shows principals' perceptions of BLM graduates' readiness to reflect on their teaching compared with that of non BLM graduates. As can be seen, there were no significant differences between principals' perceptions of BLM and other graduates on any of these items.

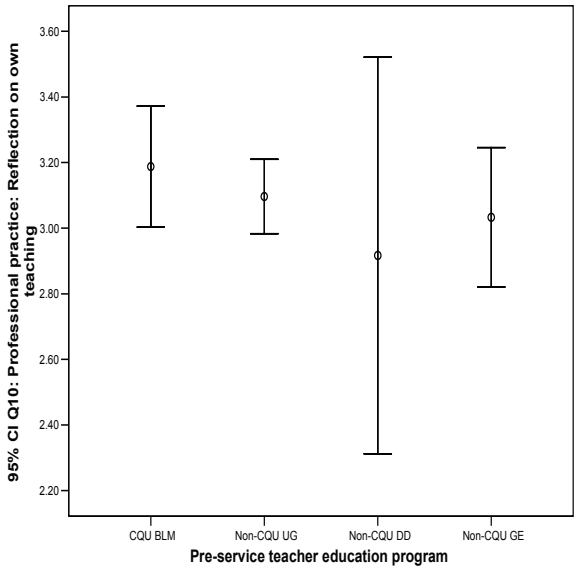
Principals expressed widespread concern about their first year teachers' readiness to reflect on their own teaching and identify their own professional learning needs. Twenty one (21%) percent of principals felt teacher education courses had provided limited or no preparation to help teachers reflect on the effectiveness of their teaching and 24.5% said that teachers were poorly prepared to identify their own learning needs. Thirty percent (30%) said that graduates had limited ability to contribute to the professional culture of the school in their first year of teaching.

Table 32: Principals' perceptions of BLM and all other graduates' preparedness to reflect on their own teaching

	BLM Group		Non-BLM Group		
Items	*M*	*SD*	*M*	*SD*	*Sig*
f) Reflect upon effectiveness of your teaching	3.23	.83	3.15	.91	.47
g) Reflect upon your professional knowledge	3.23	.85	3.14	.93	.46
h) Identify your learning needs	3.19	.85	3.06	.90	.31
i) Contribute to development of learning culture at school	3.09	.81	2.93	.97	.21
Scale Score	**3.19**	**.74**	**3.07**	**.81**	**.29**

* *Sig* < .05. ** *Sig* < .01

Figure 24: Principals' perceptions of BLM and other graduates' preparedness to reflect on their own teaching by course type



Overall effectiveness of the pre-service teacher education course

Principals were asked to give an overall rating of the effectiveness of the pre-service teacher education course in preparing graduates for the initial teaching experience on a five point scale: *Not at all effective, Somewhat ineffective, Somewhat effective, Effective and Very effective*. ***Table 33 and Figure 25*** summarise the principals' responses. where mean scores were below Four (Effective) for all courses.

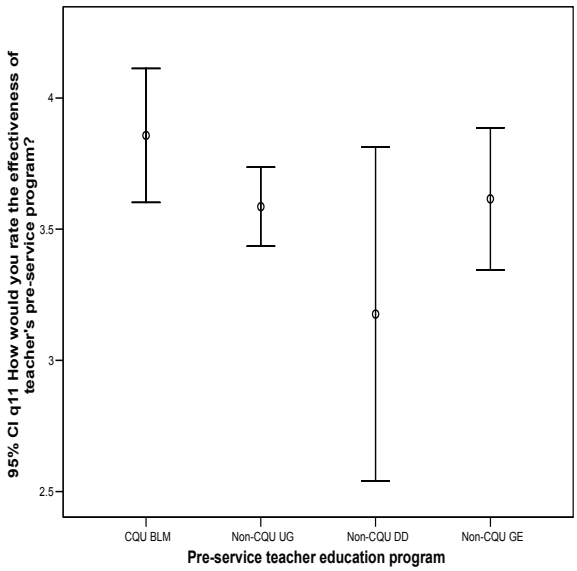
Overall, principals whose first-year-out teachers had graduated from the BLM were more positive about the effectiveness of that course in preparing graduates for initial teaching roles. Although this difference is statistically significant ($p < .05$), it needs to be kept in mind that the actual difference is that between 3.89 and 3.58 on a five point scale. In examining Table 3, the most appropriate comparison group is the non-CQU undergraduate group; that is, other four year teacher education programs. It can be seen that the error bars for the BLM and Non-BLM undergraduate groups overlap.

Table 33: Principals' perceptions of BLM and non BLM courses' effectiveness in preparing graduates for teaching in their first year (nb: five point scale)

	BLM Group		Non-BLM Group		
Item	*M*	*SD*	*M*	*SD*	*Sig*
Overall, how would you rate the effectiveness of this pre-service teacher education program in preparing them as a teacher?	3.89	1.04	3.58	1.05	.04*

* *Sig* < .05. ** *Sig* < .01

Figure 25: Principals' perceptions of course effectiveness for the BLM and other program types in preparing graduates for teaching in their first year.



Nineteen percent of principals assessed their first-year-out teachers' courses as being *Very effective* and 41% believed they were *Effective* preparation for beginning teaching roles.

Principal comments on teacher education programs

In the final section of the questionnaire principals were given the opportunity to make suggestions about ways to improve teacher education course outcomes. The following selection is a representative sample of principals' comments:

> A focus on 'apprenticeship' type training with more time spent with teacher mentors – such as is being done in internships. More methodology of teaching so that, on starting work, teachers have at least a minimum strategy in teaching specifics, on which they can build as experience broadens.
>
> More based in research not historical constructs of schooling. More futures orientated – look at new basics, KLA integration, IB curriculum and not just at the 8 KLAs.
>
> Pre-service programs need to involve more time in schools and include and 'intern' year – much like medicos.

> Less research/more practical experience. More intense knowledge of syllabus and the learning and teaching – how to teach e.g. reading, maths etc.
>
> More contact with advisors who work at the institution (not one off). More practical courses. Major emphasis on behaviour management.
>
> More on practical teaching skills from experienced classroom teachers i.e. get experienced teachers into universities on secondments. Limit sessions on theoretical background to education e.g. philosophy or sociology education – there must be some (first year teachers must come to us with some ideals) but e.g. 5 weeks on post modernism in education which one prac teacher described to me as a waste of time.
>
> I believe it would be of benefit to pre-service teachers to be in schools observing and working with small groups (under a teacher's direction) from the first year. In my 40 years of teaching I have heard the cry of many pre-service teachers who have said that they learn so much at their practicum. I firmly believe that there needs to be more opportunity for these young pre-service teachers to walk alongside a mentor, watching how they plan, how they cater for L.D. students, how they change plans to accommodate data driven teaching and how they assess units of work. The best way would be a little less theory and increase the practical. Another issue raised by secondary teachers is the need to have specialist teachers e.g. Science, maths, who have degrees in those areas.
>
> The more time in bigger blocks the better. We seem to rarely see lecturers visiting schools as we had some years ago – this was valuable for all.
>
> Careful screening of teachers with whom the students are placed. There should be some system whereby to have student teachers, teachers should be effective teachers. There needs to be a much closer relationship between training institutions and students – a training inst.-personnel should be directly (hands on) involved in a student's prac.

Comments specifically about the BLM

These comments are representative of those made by principals about the BLM:

> The CQU Internship is an excellent, brilliant addition to the 4th year program.
>
> Excellent program at CQU – have now employed 4 graduates some of whom did their practicum at this school or other school in our cluster.
>
> Model of delivery is excellent.
>
> CQU's internship model is ideal.
>
> The internship is invaluable as a pre-service strategy.
>
> I am very supportive of the 'internship' program as offered by the CQU. It is one of the best I have encountered.

> I believe the idea of CQU learning management programs are good because of extended practicums/regular school contact.

This last comment seems to encapsulate what is viewed by principals as the key to the success of the CQU BLM – extended practicums and regular school contact. They felt that short periods of contact 'don't give the student teacher the opportunity to see how students develop,' one principal wrote. The 'practicum "shot in the arm" technique doesn't work', argued another, 'there needs to be ongoing relationships with students and experienced teachers over time and in "chunks".' The CQU BLM internship model of ten weeks was identified as an example to all other pre-service programs of 'a hands-on insight into the job they [beginning teachers] are hoping to enter.'

The need to maintain strong links between schools and tertiary education providers was reinforced by a number of principals 'to allow teachers to teach people how to teach!' through an awareness, on the part of lecturers, of current teaching practices at work. One principal wrote about the success created by close cooperation between his school and the BLM program at the Noosa campus of CQU:

> The BLM practicum segment provides a wealth of hands-on knowledge and experiences for students. Noosa CQU has shown outstanding initiatives in developing cooperation with schools…that provides space for practical experience to such a high degree.

The importance of mentoring was also highlighted as important to pre-service education. Having quality teacher role models and mentors, to 'match the rhetoric to the reality', helps trainee teachers gain a full sense of the responsibilities of teaching. Principals spoke of the detailed training of mentors by CQU and the consequent benefits in terms of 'building strong professional relationships.' Another, when focussing on one of his own staff members (a CQU BLM graduate), wrote:

> This teacher is an excellent teacher and puts this down to her associate teacher who was also her lecturer for one curriculum subject. She says that all she learnt about the actual craft of teaching came from her time on prac. and the teacher's willing her to share and prepare creative, innovative lessons. She commented that what they learnt at uni was vague with no linking to practical aspects, only the 2 curriculum area lecturers were good and gave practical advice.

What this comment highlights is that while there is a very positive view of the BLM, there is still a level of inconsistency and a concern about the overall effectiveness of all teacher education programs. For example, principal's questioned the working knowledge of some lecturers, teaching in pre-service programs when they 'have never taught, or have taught less than two years or [are] retired principals who haven't been in a classroom.'

Summary

The data reported here is based on principals' perceptions only. There was a consistent trend across most of the outcome measures for principals to rate the BLM course slightly more highly than they rated other courses. It was only in terms of their overall rating of course effectiveness that there was a statistically significant difference in favour of the BLM.

While principals may have some confidence in making an overall rating, it is probably less likely that most would have detailed evidence related to many of the specific outcome measures used in the survey. Principals, especially those in larger schools, are not always intimately familiar with teachers' practice and perhaps other supervisors or mentors would have been in a better position to assess the capability of beginning teachers. Nonetheless, in this study, principal perceptions do present an overall trend in favour of the BLM.

While the distribution of ratings across a range of items indicates principals generally believed their teachers' courses prepared them satisfactorily for the first year of teaching, there was concern that preparation was less than adequate for some teachers in specific areas of professional knowledge and professional practice. In only eight of 58 items did over 40% of principals believe teachers had been well prepared. On no measure did more than half the principals feel that teacher education courses had prepared graduates well.

The very positive results from the teacher survey were not mirrored in principals' perceptions of course impact on professional knowledge and practice. Neither was the claim that new BLM graduates would be workplace ready and that their 'teaching prowess and expertise' would not need to develop over a long period of 'experience' supported by school principals. There was no evidence that the specific BLM focus on Futures orientation, Pedagogy, Networks and Partnerships and Essential Professional Knowledge were reflected in teachers' practice, as assessed by school principals.

Despite these issues, however, according to the principals, it is clear that the BLM did provide some obvious advantages in terms of the practical application of theoretical learning – most importantly, the internship model that provided practicums that are more extensive, effective mentoring programs and a closer cooperation with schools.

CHAPTER SIX: SUMMARY AND DISCUSSION OF FINDINGS

There were two main components to the evaluation of the Bachelor of Learning Management at Central Queensland University:

1. An observational study:

   This study involved classroom observations and interviews with 31 primary teachers who graduated in 2003 and taught in Queensland in 2004. It also included interviews with their principals. Eighteen of these primary teachers had a BLM from the Rockhampton or Noosa campuses of CQU and the remaining 13 teachers had qualifications from other Queensland teacher education programs.

2. A survey study: This included:

   a) a survey of all teachers who graduated from Queensland teacher education programmes in 2003 and taught in Queensland in 2004, and

   b) a survey of all school principals in Queensland about their perceptions of the preparedness of graduates from teacher education programs

1. The observational study

The 18 BLM graduates were consistently rated higher than the 13 non-BLM graduates on all eight standards-based measures of teacher performance included in the observational study. BLM graduates were rated significantly higher on standards to do with:

- Collecting and analysing information about students for the design of learning experiences
- Providing intellectually challenging learning experiences
- Assessing and reporting on student learning
- Making a contribution to professional teams
- Commitment to professional practice

More particularly, the BLM graduates were rated higher on all sub-elements of the standards and significantly higher than the non-BLM graduates on the following sub-elements:

- Knows the developmental stages of the students in the class
- Learning experiences cater for individual differences/students with special needs
- Uses technology for management of work priorities and commitments
- Contributes to the effective functioning of professional teams
- Reflects critically on professional practice
- Identifies areas for improvement
- Demonstrates a commitment to professional learning
- Participates in professional networks beyond school
- Participates in school governance and improvement
- Meets ethical, accountability and professional requirements.

The findings of the observational study need to be interpreted cautiously as the numbers of graduates is small and it was not possible to achieve a random sample of graduate teachers from non-BLM courses.

2a. Survey of graduate teachers

A total of 536 graduates from Queensland teacher education courses in 2003 completed a questionnaire in March 2005 about their preparation and their preparedness. A special feature of this study is that the graduate teachers surveyed had completed their first year of teaching and were just beginning their second. This gave them a sound basis on which to judge the effectiveness of their training for the demands of full time teaching.

[Note: The survey findings were presented as comparisons between BLM courses and non-BLM courses. 'Non-BLM' includes aggregated data from all teacher education courses in Queensland universities. There was significant variation across the teacher education programs on each of the measures used in this study.]

BLM graduates rated the overall effectiveness of their teacher education program in preparing them for the first year of teaching significantly higher than did graduates from all other teacher education programs. More specifically, BLM graduates rated themselves significantly better prepared for their first year of teaching on all the standards-based impact measures included in this study. These included:

- Knowledge of the content they were expected to teach and how to teach it
- Knowledge of students and how they learn
- Professional practice related to curriculum
- Classroom management
- Assessment and reporting
- Futures orientation
- Working with parents
- Reflection on teaching.

The questionnaire was designed so that it was possible to test the relative importance of a number of features of initial teacher education courses. The features of teacher education programs that related most strongly to graduate teachers' perceptions of preparedness were:

Content Focus: The extent to which teacher education courses gave graduates the opportunity to:

a) gain a deep understanding of the content knowledge they were expected to teach
b) make clear links between content or subject matter units and units about how to teach the content
c) make clear links between theoretical and practical aspects of teaching
d) develop a sound understanding of how students learn the specific content that they were expected to teach
e) learn how to probe students' prior understandings of content they were about to teach
f) learn how to present content in ways that build on students' existing understanding
g) learn methods of teaching specific to the content they were expected to teach.

Assessment of student learning: The extent to which teacher education courses gave graduates the opportunity to:

a) examine student work in relation to standards for student learning
b) learn how to diagnose students' achievement in relation to expected learning outcomes
c) plan and prepare units of work collaboratively
d) assess and monitor collaboratively, students' progress against standards for student learning
e) plan and assess in accordance with the QSA syllabus documents.

Active engagement in learning how to teach: The extent to which teacher education courses gave graduates the opportunity to:

a) see models of expert teachers in action
b) observe models illustrating new teaching practices
c) learn methods for reflecting on their teaching
d) practise analysing and reflecting on examples of their practice
e) use teaching standards to identify specific areas of their practice that he or she needed to develop
f) receive useful feedback about their teaching from their school-based supervisor.

These three factors were more strongly related to graduates' judgments about their preparedness during their first year of teaching than any other aspect of their teacher education course.

2b. Survey of principals

Principals rated the overall preparedness of teachers from the BLM teacher education course significantly higher than the preparedness of teachers from non-BLM courses.

However, although the BLM was generally rated more positively on the more specific measures, there were few significant differences, between principals' ratings of BLM and non-BLM trained teachers. These measures included:

- Knowledge of the content they were expected to teach and how to teach it
- Knowledge of students and how they learn
- Professional practice related to curriculum
- Classroom management
- Assessment and reporting
- Futures orientation
- Working with parents
- Reflection on teaching.

The one exception where there was a significant difference was on the measure, *Working with professionals and others.*

Discussion of findings

We approached this evaluation with a fair degree of scepticism. The teacher education field tends to be higher on rhetoric than substantiated evidence about what works and – from our initial reading of literature from Central Queensland University – it seemed the BLM developers had set a new benchmark for enthusiastic rhetoric.

> The BLM 'knowledge acquisition' model is 'built into' the sequence, pacing and structure of the program so that on graduation teachers ('learning managers') can do the job for which they are paid in ways that have the potential to *transform* the profession.
>
> The program produces skill-sets such as oral and written communication abilities; functional numeracy and competency in the use of information technology; problem solving and analytical and creative skills; the ability to work as a constructive member in teams; and personal integrity and responsibility. And of course, graduates can 'teach' – apply pedagogical strategies that achieve learning outcomes --- at the level of expertness required in the program. Graduates are 'workplace ready' and 'futures-oriented' educators who have a sense of social and educational change. . . . .
>
> 'Futures-oriented' is a mindset and a set of capabilities in graduate learning managers. The expectation is that each is enterprising, believing that he or she is contributing to a cause and making a real difference in learning outcomes in clients no matter the level or who they are. They have imagination about what is possible founded in theories of the future and professional capabilities dedicated to pedagogical strategies and learning outcomes. They are ambitious and anticipate rewards that outstrip the role of 'teacher'.

However, this confidence was matched by a willingness of the BLM developers to subject their approach to an independent evaluation. Given the findings of this evaluation, that confidence has proved to be well founded.

The brief for the evaluation was to focus mainly on the outcomes of teacher education, not methods or procedures. In terms of the outcome measures used in this study, the BLM approach is producing graduates who believe that they are better prepared for the first year of teaching than are graduates from other Queensland universities. This belief is supported by observational evidence that showed a sample of BLM graduates taught at a significantly higher standard than a sample of graduates from other Queensland universities. School principals also believed that BLM graduates were better prepared than other graduates.

Despite widespread debate, nationally and internationally and a considerable volume of research over recent years (Cochran-Smith & Zeichner, 2005), there are few clear answers to straightforward questions about the effectiveness of different approaches to teacher education. Wilson, Floden and Ferrini-Mundy (2001) and Wilson and Floden (2003) provide one of the most comprehensive reviews of the international literature. Their review was guided by five questions of key interest to US policy makers:

- What kinds of subject matter preparation, and how much of it, do prospective teachers need?

- What kinds of pedagogical preparation, and how much of it, do prospective teachers need?
- What kinds, timing, and amount of clinical training (”student teaching”) best equip prospective teachers for classroom practice?
- What policies have been used successfully to improve and sustain the quality of preservice teacher education?
- What are the components and characteristics of high quality alternative certification programs?

Only 64 studies met their criteria for inclusion in terms of quality and rigor, which is surprising given the scale of the teacher education enterprise. After reviewing these studies, they found it was still not easy to find definitive answers to these basic questions. Apart from the importance of subject matter preparation, the research results were often contradictory and confusing.

While the present evaluation was not designed specifically to address these questions, it has the potential to provide a beginning to more rigorous studies of teacher education in Australia. Such studies will depend on the development of more valid methods of measuring the outcomes of teacher education. This evaluation provides a start to that process by bringing together three types of independent evidence, but later studies should include more, such as student evaluations, examples of student work and development over time and videotapes.

Such developments will be of critical importance to the development of more effective and productive procedures for the assessment and accreditation of teacher education programs. One promising channel for this might be the establishment of a national system for accreditation through the new National Institute for Quality Teaching and School Leadership (NIQTSL), supported by state and territory Ministers of Education and teacher registration bodies.

Evaluating the BLM

What accounts for the positive results for the BLM in this evaluation – results that are consistent with claims made by CQU developers?

1. Emphasis on training in a core model of effective pedagogy

Developers of the BLM claim that the course places pedagogy in the foreground of teacher education. They argue that other courses place emphasis on curriculum development and leave the pedagogy, or ‘how to teach’ part, in the background.

> The BLM is a change of balance in teacher preparation between ‘curriculum’ and ‘pedagogy’, or the ‘what’ and the ‘how’[1]. An emphasis on ‘curriculum development’ tends to postpone the moment of implementation so that the ‘doing teaching’ element of the process is left to the individual teacher, later. In that conception of preparation, the ‘how to teach’ element is in danger of being thought of as a matter of subjective preference. Thus, each teacher graduate can, naturally, make it up by drawing on a host of elements such as ‘multiple

[1] See Smith, Richard (2000) ‘The future of teacher education: principles and prospects’. *Asia-Pacific Journal of Teacher Education***.** 28: 1, pp. 7-28 for the conceptual origins of the program.

> intelligences', coloured hats, Productive Pedagogies and New Basics, 'whole word' approaches and so on.
>
> This approach encourages a vast proliferation of teaching 'approaches' amongst teachers and it relegates pedagogy ---'teaching'--- to the realms of mystery. If every teacher has a few favourite, unique approaches to their work, the number of 'pedagogies in use' reaches astronomical proportions. Locating 'teaching skill' in the creative minds and actions of talented individuals is analogous to the work of poets but is also a mark of an immature profession. Any semblance of professional coherence is an oxymoron in this approach.

In contrast, the developers of the BLM present their students with a basic architecture common to effective teaching, or learning management, no matter what is being taught – the BLM Learning Design process (***Appendix 2***). They take steps to ensure there is a shared understanding of this architecture between the schools where students practice and the university. This architecture, or deep structure, of effective teaching provides students with a common framework that enables them to design pedagogical strategies that achieve learning outcomes. In the survey study, BLM graduates were more likely to report that they "experienced instruction in designing effective pedagogies" during their training.

The framework leads BLM students to begin with an assessment of their students in relation to what they are to learn – who are they, where are they now, what do they need and in what order do they need it, where should I begin? It proceeds to the setting of clear, worthwhile and challenging goals for learning - for these students, at this time and in this setting. Next comes the design and implementation of learning activities that will enable their students to attain those goals. Learning goals are clearly distinguished from learning activities. Clear plans are made for the evaluation of student learning in the light of these goals and activities. The next step is reflection on the student learning and the effectiveness of the learning activities before moving on to setting further worthwhile and challenging learning goals for these students, and so on. There is nothing startling about this model, but it provides a sound structure for student teachers that ensures that essential pedagogical questions are considered. Strong linkages between these components are a key feature of effective teaching.

The promotion of a consistently applied, 'deep structure' model of pedagogy, based on standards for effective teaching, appears to have born fruit. In the observational study, BLM graduates performed better than non-BLM graduates on the following standards:

- Collecting and analysing information about students for the design of learning experiences
- Providing intellectually challenging learning experiences, and
- Assessing & reporting on student learning.

2. Active engagement in learning how to use the model

According to the BLM developers, students are not only trained well to handle the core elements of effective teaching - they are regularly placed in school situations from the beginning of their training that give them the opportunity, and the responsibility, to apply those principles of effective pedagogy. It is apparent student teachers do this with teachers in schools who understand the same model. According to their reports on their preparation, BLM students have significantly more opportunities to learn the skills of teaching – within a

clear framework of what is good teaching practice. They are more actively engaged in the process of learning to teach. They are more likely to see models of expert teachers in action, to observe models illustrating new teaching practices, to receive useful feedback about their teaching from their school-based supervisor and to use teaching standards to identify specific areas of their practice that they need to develop. BLM graduates reported more opportunities to observe other teachers (apart from their supervising teachers) in their classrooms during the practicum than non-BLM graduates did.

Together with a clear theoretical rationale, these opportunities happen to be consistent with the essential components of any program for learning new skills. Skill, as in the original Nordic sense, refers to action with understanding and discernment. Each component of the training is essential, but insightful feedback and coaching about progress in implementing those skills appears to be the key. Without this component of skills training, research shows time spent on theory, modelling and practice will be wasted (Joyce & Showers, 1982). Grossman (2005) reports on the value of frameworks for providing more informed and discerning kinds of feedback for formative assessment to support pedagogical learning.

This research calls for a reassessment of the emphasis placed on reflection in teacher education unaccompanied by frequent opportunities to receive discriminating feedback from expert teachers. This study indicates that BLM students receive more of this kind of feedback from university staff and school-based supervisors. However, the present study, like similar studies we have completed recently (Ingvarson, Beavis and Kleinhenz, 2005a) and Ingvarson, Meiers and Beavis, 2005), indicates that arrangements for ensuring future teachers have plentiful opportunities for receiving timely, accurate and useful feedback as they learn to teach are generally rare.

3. Strong linkages between theory and practice

This feature of the BLM is closely related to the first two above. According to its developers:

> The BLM consciously and directly attempts to bridge the 'theory-practice' gap so often attributed to teacher education programs. The conceptual and procedural knowledge that is taught on-campus must be demonstrated by students in real-life settings such as schools. For example, if 'engagement' is an issue in on-campus courses, then there must be demonstrated teaching strategies that lead to 'engagement'.
>
> The model is illustrated in the algorithm developed for each course: one piece of assessment for the conceptual issues and the second piece for the demonstration of performance (in what are called 'portal tasks'). This means an assessment regime that deliberately sets out to ensure that all student teachers get to 'know' the field and be able to demonstrate applications of core concepts and procedures. This is conceptually and practically *essential* in the BLM model.

The evidence gathered in this evaluation supports these claims. As the findings for this study indicate, the most important aspect of teacher education courses, in terms of explaining the variation in preparedness of graduate teachers, was the extent to which courses had a content focus, as defined in this study. The BLM was rated significantly higher than other courses, not only in terms of opportunities to actively engage in learning pedagogy, but also in terms of opportunities to learn content and theory relevant to teaching it. This included

opportunities to: gain a deep understanding of the content knowledge they were expected to teach; make clear links between content or subject matter units and units about how to teach the content; make clear links between theoretical and practical aspects of teaching; develop a sound understanding of how students learn the specific content that they were expected to teach; learn how to probe students' prior understandings of content they were about to teach; learn how to present content in ways that build on students' existing understanding; and learn methods of teaching specific to the content they were expected to teach.

'Portal tasks' are an important means of building these links between university based course and work in schools in the BLM. According to the BLM developers:

> Portal tasks are structured so that students cannot escape the requirement of 'showing' their understanding and application of really important knowledge, especially 'pedagogical strategies'. Portal Tasks are not 'pracs' in a conventional sense, but structured experiences with stringent requirements linked to on-campus courses. Portal Tasks cannot be successful if the classroom teacher mentor ('learning manager') is not *fully aware of the agenda and committed to it professionally*[2].

Once again, the survey evidence supports this claim. BLM graduates were significantly more likely to say, about their school experience, that they linked their university units to the school experience component of the program, had assessment tasks that required them to act out concepts that they learned on campus, practiced concepts taught on campus and used specific educational research findings to support their work as developing teacher.

The BLM appears to place more emphasis on professional accountability. BLM graduates are required to demonstrate that they have the ability to promote student learning. This was confirmed by the survey where BLM graduates were much more likely to report that they collected outcomes evidence about their capacity to teach students while in schools during training. Although there were no similarly significant findings in the principals' perceptions of preparedness to promote student learning, there was a consistent trend to view the outcomes of the BLM more favourably.

4. An authentic partnership between schools, employing authorities and the university.

A distinguishing claim of the BLM course developers is the depth of effort that has gone into building a genuine partnership and shared responsibility for the conduct of the course.

> The partnership concept implies that employers and schools are genuinely 'partners' and are jointly involved in the conception of ideas and policies. To reiterate, a partnership with employers, schools and with each teacher mentor is the *core of the BLM* and the model will not function without it.

The survey findings confirm the value the BLM developers claim to place on partnership. BLM graduates rated the quality of supervision they received in schools more highly than non-BLM graduates. They were more likely to say that their supervising teacher:

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[2] Notice the wording: 'committed to it professionally'. Having a 'business-to-business' partnership is not necessarily the same as teachers and university staff liking it or believing in it. The message is that CQU pays its permanent casual staff and school-based mentors and supervisors to *teach and support the BLM* rather than personal views of what comprises teacher education.

- had a clear idea of what the university required them to do as part of their practicum
- use clear and explicit standards when reviewing their lessons
- provide feedback that helped them to improve their teaching
- use valid methods to assess their ability to teach
- use criteria/standards provided by the university for evaluating their teaching.

It is clear that there are stronger links between schools and the university than one finds with most practicum arrangements between universities and schools.

Consistent with this, statistics from the Higher Education Council reveal an interesting feature of Central Queensland University. While student to staff ratios in teacher education in most universities are about 20 to 1, at CQU the ratio is about 40 to 1. This is because the CQU allocates a much higher proportion of its budget to payments for sessional staff – experienced teachers in the schools who are trained to support the BLM course. BLM graduates were more likely to report that their tutors had recent experience in primary or secondary schools. Once again, this is a reflection of the CQU philosophy about the importance of building strong partnerships with schools.

5. Standards-based teacher education

A final feature of the BLM course is its focus on teaching standards. It appears to be a thoroughgoing example of standards-based teacher education. Every unit of study with the course now has to be justified in terms of how it enables students to develop toward meeting the Queensland teaching standards. In contrast, some units of study in the past tended to preserve a place in the course for the special field of interest of the academic concerned.

The survey indicates that BLM graduates were more likely to use teaching standards in planning and reflecting on their teaching. And their supervising teachers were also more likely to use them in assessing their teaching and providing feedback. Every BLM unit of study must contain specific details of pedagogical strategies and practices to be promoted, rather than generalized statements such as ‘Productive pedagogies’ or ‘New Basics’. Standards aim to provide future teachers with a clear idea of what they are expected to get better at, enabling courses to focus on what matters – supporting future teachers to learn how to teach. In the words of the BLM developers:

> The expectation is that BLM graduates will be both ‘workplace ready’ and ‘futures-oriented’. This means that Learning Managers are able to perform the roles of ‘teaching’ to a professional standard, guaranteed by the experiences that they have had in the four knowledge areas, the workplace, the mentoring they have received from classroom teachers who know the logic and content of the BLM and from the compulsory internship undertaken in the last year of the degree.

This evaluation indicates that the BLM course is making this expectation a reality.

Final comments

There are several current inquiries into teacher education at present in Australia. One of the key issues is the accreditation of teacher education. Unlike provision of preparation programs in most other established professions, teacher education has relatively weak forms of external assessment and accreditation by professional bodies at the state level. There is no equivalent of the Australian Medical Council, a national body that assesses and accredits initial medical training courses using visitation panels made up of experts in medical education and medical practice and ensures cross-fertilisation of ideas across the states. Nor is there any equivalent to the Teacher Training Agency in England with its capacity to adjust funding to providers on the basis of their capacity to prepare teachers well.

However, now that each state has a statutory authority responsible for teacher registration we are much closer to the situation that applied in medicine in 1985 where state Ministers of Health and state medical practitioner boards decided to support the establishment of the Australian Medical Council. The newly established National Institute for Quality Teaching and School Leadership would appear to be a suitable body to take up a parallel role in the field of education.

What are the lessons from this study for standards that might be used to accredit teacher education programs? It would be a mistake to assume that this study provides support for simply increasing the amount of time future teachers spend in schools during their training, or, worse, for moving responsibility for teacher education out of universities and into the schools. This study provides no support for simplistic, or cheaper, approaches to teacher education. Nor does it provide any support for those who argue that teacher education does not matter or is not needed.

The key finding in this evaluation is the central importance of ensuring that teacher education programs are strong in terms of a content focus, as defined in this study. This is fundamental professional knowledge for teaching, on which effective pedagogy depends. It is noteworthy here that the BLM is one of the few courses that has a unit of study titled, ‘Teaching Reading’.

The second, linked to this, is to ensure that teacher education courses make explicit the fundamental principles of sound pedagogy and the methods they will use to ensure future teachers will learn to implement them. This should not be interpreted as standardising teaching. The pedagogical framework and ‘Dimensions of Learning’ in the BLM provide a flexible tool that enables graduates to feel well prepared for the demands of teaching. Evidence for accrediting bodies should move from course rhetoric to demonstrated capacity to link theory to practice, as in the BLM.

The third is to ensure that the preparation of teachers is genuinely based on a partnership between the profession, employers and the universities, one that is reflected both in decision making and allocation of funding for teacher education.

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APPENDIX ONE: CENTRAL QUEENSLAND UNIVERSITY – BACHELOR OF LEARNING MANAGEMENT

Course duration: Four Years full time: able to be completed in three years

Course structure: 32 course units

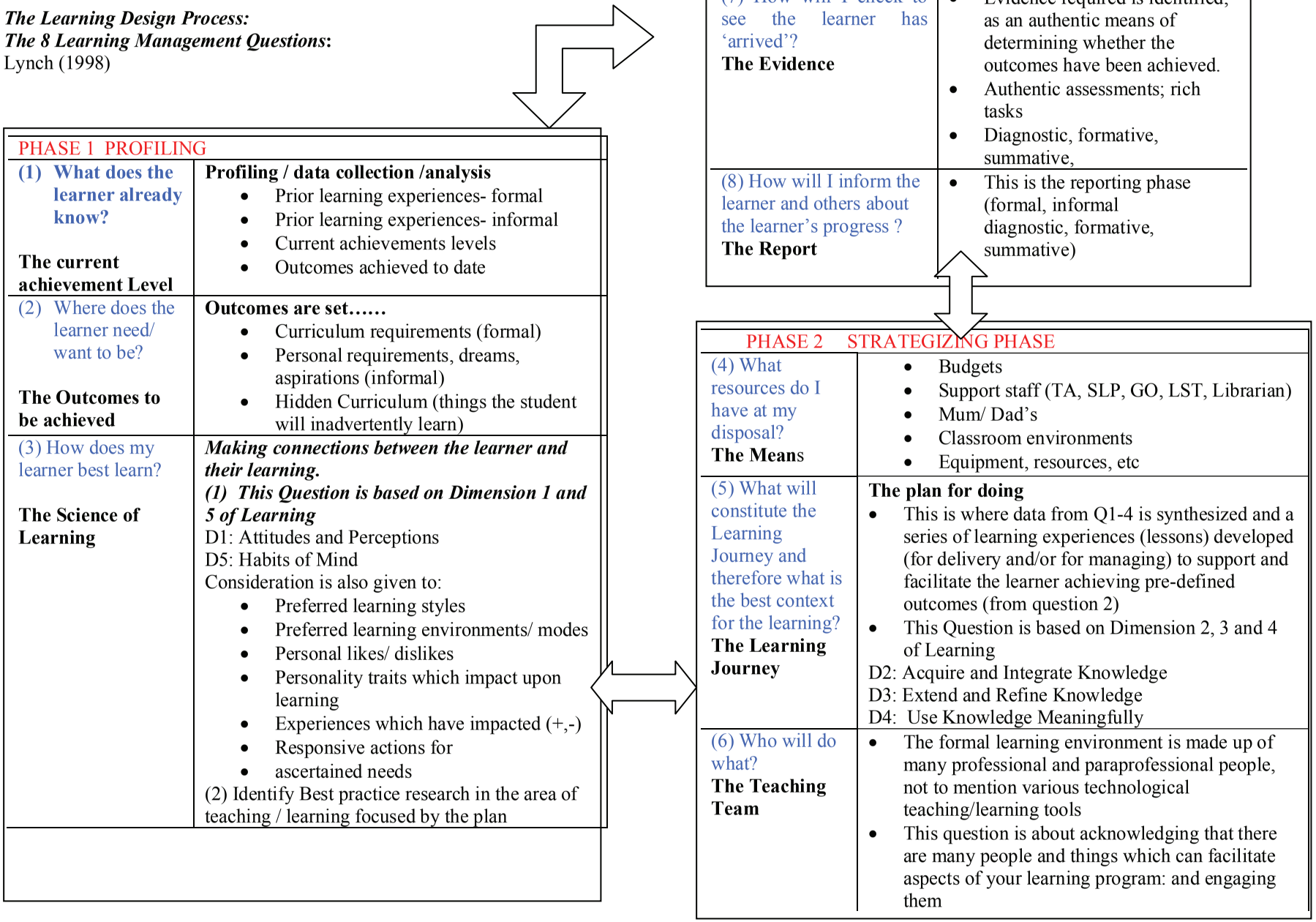
Year	Term	Units of Study	School experience
1	1	1. Learning Management – Introduction to the core concepts of learning management: Learning Design and Dimensions of Learning theory and practice 2. Networks and Partnerships – Introduction to the core concepts of networking and partnering 3. Health & Physical Education - Explores the HPE syllabus and ways of teaching this KLA without specialist assistance 4. The Arts – covers all areas of the Education Queensland Arts syllabus – visual arts, drama, dance, music, media 5. Competence in Numeracy and English – students must prove they are competent in both areas to graduate	1 whole day visit per week for 12 weeks – includes: • Working as a 'Learning Manager', one-on-one, with an assigned pupil to practice the notion of 'design with intended outcomes', • organising a community event within the school, • teaching Health & Physical Education
	2	1. Effective Teaching and Learning – Introduces students to the specifics of Learning Design and the elements of effective classroom practice (follows on from Learning Management) 2. Futures – This course is aimed at developing a futures orientation capability so graduates may play a part of re-engineering schooling and teaching practice. 3. Numeracy in the Classroom. Teaching and learning in the classroom in the Mathematics KLA. This course explores the syllabus and best practice as it relates to mathematics teaching. 4. Studies of Society and the Environment (Sustainable Communities). SOSE is unpacked as a KLA but also as a framework for interaction in an integrated classroom environment.	**Portal Task Experience 1** – 1 whole day visit per week for 10 weeks, plus a 10-day teaching block. • Students focus on developing capabilities that enable them to achievement learning outcomes in pupils
	3	2 Discipline units Specialisations in Early Childhood, Primary Curriculum	

Year	Term	Units of Study	School experience
2	1	1. Essential Professional Knowledge – Explores the notion of learning design in greater detail, providing strategies for graduates to cater for all typical and non-typical learners (Follows on from Effective Teaching and Learning) 2. Managing Diversity – unit on inclusive education 3. Literacy in the Classroom. This course explores best practice in literacy teaching and specifically how this is affected by the delivery of literacy in the early years 4. Science Curriculum & Pedagogy – This course examines the syllabus and how students need to develop the "thinking scientifically" approach in their learning experience design	Change of school placement. 12 days of observation at the beginning of the school year. **Portal Task Experience 2a** 1 day visit per week for 10 weeks, followed by a 15-day teaching block – • students work towards demonstrating the capability to achieve learning outcomes in all pupils
	2	1. Professional Knowledge & Practice - provides students with 'tools' for designing and delivering learning strategies to achieve learning outcomes and deals with strategies of pedagogical observation and critique using a coaching - feedback model. (Follows on from Essential Professional Knowledge) 2. Ensuring Student Success - This course explores success from a student perspective and focuses on assessment and reporting 3. English Curriculum & Pedagogy – literacy focussed towards middle and upper Primary 4. Technology Curriculum & Pedagogy. This course focuses on the design and delivery of technology based learning experiences and the inclusion of them as enhancements within transdiciplinary models of planning. 5. e.learning Manager. This course provides graduates with skilling commensurate to developing e-learning environments as a strategy for teaching and learning in the 21st century.	**Portal Task Experience 2b** 1 day visit per week for 10 weeks, followed by a 15-day teaching block. • Students work towards demonstrating the capability to achieve learning outcomes in all pupils
	3	2 Discipline units	

Year	Term	Units of Study	School experience
3	1	1. Professional Knowledge in Context. This course is a culminating course in the BLM program where graduates develop further skills associated with learning design and the notion of alternate teaching / learning paradigms. (Follows on from Professional Knowledge in Practice). 2. Building Learning Partnerships. This course addresses the creation of supportive learning environments for all children, with an emphasis on social and emotional needs and the development of a capacity for resilience. 3. Teaching Reading. This course is the final of the suite of compulsory courses that address literacy education and pedagogy. 4. Numeracy in Action. Numeracy in Action follows on from Numeracy in the Classroom and focuses on the teaching of further school mathematical concepts and processes.	Change of school placement. 12 days of observation at the beginning of the school year. **Portal Task Experience 3** 1 day visit per week for 9 weeks, followed by a 15-day teaching block. • Students demonstrate the capability to achieve learning outcomes in all pupils
	2	1. The Entrepreneurial Professional. This course explores the attributes of an entrepreneurial activity as it relates to education, teaching and learning in the Knowledge Economy, and provides opportunity for the application of these skills.	**Portal Task Experience 4** A 20-day supervised teaching block, followed immediately by **PTE 5 – the Internship** – a 30-day teaching block For the purpose of this program, PTE 4 & the Internship operate within a complete school term and are a fulltime experience. • This allows students to translate from student to competent professional practitioner. • The student is granted 'permission to teach' from the Board of Teacher Registration (BOTR), allowing them to act as a 'co-teacher' in an assigned class for the duration of the internship.

APPENDIX TWO: THE BLM LEARNING DESIGN PROCESS

The Learning Design Process:
***The 8 Learning Management Questions*:**
Lynch (1998)



PHASE 1 PROFILING	
(1) What does the learner already know? **The current achievement Level**	**Profiling / data collection /analysis** • Prior learning experiences- formal • Prior learning experiences- informal • Current achievements levels • Outcomes achieved to date
(2) Where does the learner need/ want to be? **The Outcomes to be achieved**	**Outcomes are set……** • Curriculum requirements (formal) • Personal requirements, dreams, aspirations (informal) • Hidden Curriculum (things the student will inadvertently learn)
(3) How does my learner best learn? **The Science of Learning**	***Making connections between the learner and their learning.*** ***(1) This Question is based on Dimension 1 and 5 of Learning*** D1: Attitudes and Perceptions D5: Habits of Mind Consideration is also given to: • Preferred learning styles • Preferred learning environments/ modes • Personal likes/ dislikes • Personality traits which impact upon learning • Experiences which have impacted (+,-) • Responsive actions for • ascertained needs (2) Identify Best practice research in the area of teaching / learning focused by the plan

PHASE 2 STRATEGIZING PHASE	
(4) What resources do I have at my disposal? **The Means**	• Budgets • Support staff (TA, SLP, GO, LST, Librarian) • Mum/ Dad's • Classroom environments • Equipment, resources, etc
(5) What will constitute the Learning Journey and therefore what is the best context for the learning? **The Learning Journey**	**The plan for doing** • This is where data from Q1-4 is synthesized and a series of learning experiences (lessons) developed (for delivery and/or for managing) to support and facilitate the learner achieving pre-defined outcomes (from question 2) • This Question is based on Dimension 2, 3 and 4 of Learning D2: Acquire and Integrate Knowledge D3: Extend and Refine Knowledge D4: Use Knowledge Meaningfully
(6) Who will do what? **The Teaching Team**	• The formal learning environment is made up of many professional and paraprofessional people, not to mention various technological teaching/learning tools • This question is about acknowledging that there are many people and things which can facilitate aspects of your learning program: and engaging them

PHASE 3 ASCERTAINMENT	
(7) How will I check to see the learner has 'arrived'? **The Evidence**	• Evidence required is identified, as an authentic means of determining whether the outcomes have been achieved. • Authentic assessments; rich tasks • Diagnostic, formative, summative,
(8) How will I inform the learner and others about the learner's progress ? **The Report**	• This is the reporting phase (formal, informal diagnostic, formative, summative)

APPENDIX THREE: RUBRIC BASED ON THE ACER FRAMEWORK OF TEACHING

Component 1: Collecting and analysing information about students for the design of learning experiences

Responses to questions in the pre-observation conference and performance in the classroom reflect:

Qld Stds	Element	Unsatisfactory	Basic	Proficient	Distinguished	Level
2.1	*1a: Knows the students' current level of proficiency in literacy or numeracy*	Teacher demonstrates little or no knowledge of students' levels of proficiency in literacy or numeracy.	Teacher demonstrates limited knowledge of students' levels of proficiency in literacy or numeracy.	Teacher demonstrates knowledge of groups of students' levels of proficiency in literacy or numeracy.	Teacher demonstrates thorough knowledge of individual students' levels of proficiency in literacy or numeracy.	
Evidence:						
1.2/1.4.1	*1b: Knows the students' prior knowledge and skill in the content to be taught*	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognises the value of understanding students' skills and knowledge, but displays this knowledge only for the class as a whole.	Teacher recognises the value of understanding students' skills and knowledge, and displays this knowledge for groups of students in the class.	Teacher displays understanding of skills and knowledge of individual students.	
Evidence:						
4.1	*1c: Knows the developmental stages of the students in the class*	Teacher displays minimal knowledge of cognitive developmental stages of the students in the class.	Teacher displays some knowledge of the cognitive developmental stages of the students in the class.	Teacher displays understanding of the cognitive developmental stages of groups of students in her class.	Teacher uses understanding of cognitive developmental stages of students in diagnosing the learning needs of individual students.	
Evidence:						
1.2/5.1	*1d: Knows the individual learning, needs of his/her students.*	Teacher is unfamiliar with the learning needs of individual students.	Teacher displays general understanding of the learning needs of students.	Teacher displays modest understanding of the learning needs of individual students.	Teacher demonstrates in-depth understanding of the learning needs of individual students.	
Evidence:						

1.3	*1e: Knows about students' interests, and cultural backgrounds.*	Teacher has little familiarity with students' interests and cultural backgrounds, and does not indicate that such information is valuable.	Teacher recognises the value of understanding interests and cultural backgrounds, but displays this knowledge only for the class as a whole.	Teacher displays knowledge of students' interests and cultural backgrounds for groups of students in the class.	Teacher displays knowledge of students' interests and cultural backgrounds for each student, including those with special needs.	
Evidence:						

Overall Component Score: _____

Component 2: Planning learning goals and experiences

Responses to questions in the pre-observation conference and performance in the classroom reflect:

Qld Stds	Element	Unsatisfactory	Basic	Proficient	Distinguished	Level
1.0/3.0	*2a: Demonstrates understanding of the content/skills being taught*	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic knowledge of the relevant content/skills.	Teacher displays sound knowledge of the content and integrates some ideas, concepts and information across curriculum area	Teacher displays deep knowledge of the content and integrates several ideas, concepts and information across curriculum areas.	
Evidence:						
2.1	*2b: Demonstrates understanding of how students learn the content/skills*	Teacher demonstrates little understanding of pedagogical issues involved in student learning of the content/skills.	Teacher demonstrates basic knowledge of pedagogy appropriate to learning the content/skills.	Teacher demonstrates pedagogical practices consistent with research and best practice on how students learn the content/skill.	Teacher demonstrates extensive knowledge of practice and skill in anticipating and dealing with student learning difficulties.	
Evidence:						
3.1	*2c: Selects topics that enable students to develop understanding of key concepts/skills*	Topics selected provide few opportunities to learn important concepts/skills in the subject.	Topics selected provide limited opportunities to learn important ideas and concepts/skills.	Topics selected provide many opportunities to learn important ideas and concepts/skills	Topics selected provide rich opportunities to learn and interrelate educationally significant concepts and/or skills.	
Evidence:						
1.1	*2d: Establishes goals and experiences based on relevant course documentation, curriculum frameworks and school policy*	Learning goals and experiences are unclear and there is little evidence that course documentation, curriculum frameworks and school policy have been used.	Some learning goals and experiences are clear and linked to relevant course documentation, curriculum frameworks and school policy	Most learning goals and experiences are clear and based on relevant course documentation, curriculum frameworks and school policy	All learning goals and experiences are clear and based on relevant course documentation, curriculum frameworks and school policy	

Evidence:						
7.5	*2e: Uses assessment results to guide program planning, delivery and assessment*	Teacher makes no use of student assessment in planning goals and learning experiences.	Teacher makes limited use of assessment information in planning goals and learning experiences, but the information is derived from only one source.	Teacher makes good use of assessment information in planning goals and learning experiences, although this information is derived from more than one source.	Teacher makes effective use of assessment information in planning goals and learning experiences, and this information is derived from a variety of sources.	
Evidence:						
1.2/2.1/ 4.1	*2f: Uses knowledge about students' learning needs, prior knowledge, and interests to inform planning of learning goals and experiences*	There is no clear connection between the goals and learning experiences and students' learning needs, prior knowledge, or interests.	Learning goals and experiences are suitable to the learning needs, prior knowledge, and interests of some students	Learning goals and experiences are suitable to the learning needs, prior knowledge, and interests of most students	Learning goals and experiences are suitable to the learning needs, prior knowledge, and interests of virtually all students, including those with special needs	
Evidence:						
2.2	*2g: Selects appropriate teaching and learning resources*	Selects resources that are inappropriate to the goals and to students' stage of development in literacy and numeracy	Teacher selects resources that are partially appropriate to the goals of the lesson and to students' stage of development in literacy and numeracy	Teacher selects resources that are appropriate to the goals of the lesson and to the students' developmental stages in literacy/numeracy	Teacher selects and modifies or develops resources that are appropriate to the goals of the lesson and to the students' developmental stages in literacy/numeracy	
Evidence:						

Overall Component Score: _____

Component 3: Providing intellectually challenging learning experiences in the classroom

Responses to questions in the pre-observation conference and performance in the classroom reflect:

Qld Stds	Element	Unsatisfactory	Basic	Proficient	Distinguished	Level
2.0	*3a: Activities encourage the development of literacy and/or numeracy*	Activities do not promote the development of students' literacy and/or numeracy skills.	Students engage in limited development of literacy and/or numeracy skills through the classroom activities.	Students engage in moderate development of literacy and/or numeracy skills through the classroom activities.	Most students engage in in-depth use or development of literacy and/or numeracy skills.	
Evidence:						
3.1	*3b: Learning experiences enable students to examine the central ideas of a topic, problem or issue*	Learning experiences enable only a superficial exploration of the topic.	Learning experiences enable a mix of superficial and deeper means of exploring the topic.	The learning experiences enable most students to engage in examining the central ideas of the topic.	The learning experiences enable virtually all students to engage in refining and extending their understanding of the topic	
Evidence:						
3.2	*3c: Students question and share ideas and knowledge*	Students have no opportunity to initiate questions and/or share their ideas and knowledge	A few students initiate questions and/or share their ideas and knowledge.	Many students initiate questions and/or share their ideas and knowledge.	Most students initiate their own questions and/or share their ideas and knowledge.	
Evidence:						
3.3	*3d: Students use higher-order and critical thinking skills to solve problems and/or construct new meanings and understandings*	There is no evidence of student thinking or analysis during the lesson.	There is limited evidence of student thinking or analysis during the lesson.	There is evidence of thinking or analysis during the lesson on the part of many students.	Virtually all students engage in higher-order thinking during the lesson.	
Evidence:						
3.2	*3e: Classroom questioning and discussion as a vehicle for learning*	Teacher ignores or misses opportunities to use questioning to develop	Teacher attempts to use questioning and responses to student ideas in	Teacher successfully uses questioning and responses to student ideas in	Teacher encourages students to express their ideas and responds in ways	

		understanding or to build on student ideas in classroom discussion.	discussion to develop understanding, but with uneven results.	discussion to develop understanding, with positive results.	that lead students to elaborate their ideas and explore the topic in greater depth.	
Evidence:						
4.2	*3f: Integration of ideas, concepts and information across curriculum areas and/or with life beyond school.*	Learning experiences are devoted to a single idea or concept, with no attempt to broaden the content or to relate it to life beyond school..	Teacher attempts to relate the lesson to information from other disciplines or with life beyond school, but with limited success.	Teacher successfully relates the lesson to information from other disciplines or life beyond school.	The lesson seamlessly incorporates ideas and concepts from across disciplines and/or life beyond school.	
Evidence:						
5.1	*3g: Learning experiences cater for individual differences/students with special needs*	Learning experiences are not differentiated for students with different needs.	Teacher attempts to differentiate learning experiences for students, but with limited success.	Teacher successfully differentiates learning experiences for different groups of students.	Teacher differentiates learning experiences for individual students, including those with special needs.	
Evidence:						

Overall Component Score: _____

Component 4. Assessing and reporting on student learning

Qld Stds	Element	Unsatisfactory	Basic	Proficient	Distinguished	Level
2.4	*4a: Gathers and records evidence during the lesson to determine student development in literacy or numeracy*	There is no evidence that the teacher is using the lesson to gather evidence about student development in literacy or numeracy	Teacher uses lesson activities to gather evidence about development in literacy or numeracy of a few students..	Lesson activities yield evidence about many students' development in literacy or numeracy.	Lesson activities yield evidence about most students' development in literacy or numeracy.	
Evidence:						
7.1, 7.2	*4b: Plans for assessing student learning*	Teacher has no clear plan for assessing student learning, lacking an alignment with goals, criteria for how student work will be assessed or an approach for collecting evidence.	Teacher has a partial plan for assessing student learning, with incomplete alignment with goals, some criteria for how student work will be assessed and a partial approach for collecting evidence.	Teacher has a clear plan for assessing student learning, including methods aligned with goals, criteria for how student work will be assessed and a plan for collecting evidence.	Teacher has a clear plan for assessing student learning, including methods aligned with goals, criteria for how student work will be assessed and a plan for collecting evidence. The plan also provides a mechanism for students to receive feedback on their work.	
Evidence:						
7.3	*4c: Uses a variety of assessment strategies*	Teacher plans to use only a single approach to assessing student learning.	Teacher plans more than one approach to assessment, but they are divorced from the instructional process.	Teacher plans more than one approach to assessment, and integrates them into the instructional process.	Teacher's plan for student assessment includes not only a range of approaches but opportunities for students to engage in self- and peer-assessment.	
Evidence:						
7.1	*4d: Integrates assessment with teaching and*	Teacher does not integrate assessment in teaching, either through learning tasks that	Teacher occasionally integrates assessment in teaching, using some learning	Teacher regularly integrates assessment in teaching, using learning tasks that provide	Teacher uses assessment in a sophisticated manner in teaching, through extended	

	learning	provide evidence of student understanding or making students aware of the assessment criteria.	tasks that provide evidence of student understanding. Students are aware of only some of the assessment criteria used to evaluate their work.	evidence of student understanding. Teacher informs the students of the assessment criteria used to evaluate their work.	performance tasks student involvement in establishing the assessment criteria, and self-assessment by students.	
Evidence:						
7.0	*4e: Uses informal classroom interaction and discussion to monitor student understanding and provide feedback*	Teacher creates few opportunities during lesson activities to monitor student understanding and provide feedback.	Teacher uses some opportunities during lesson activities monitor student understanding but misses opportunities to provide helpful feedback.	Teacher creates several opportunities to monitor student understanding and provide helpful feedback to students. .	Teacher creates many opportunities to monitor student understanding and regularly provides rapid, accurate and helpful feedback to students.	
Evidence:						

Overall Component Score: _____

Component 5: Creating a safe and supportive learning environment

Responses to questions in the pre-observation conference and performance in the classroom reflect:

Qld Stds	Element	Unsatisfactory	Basic	Proficient	Distinguished	Level
Evidence:						
9.1, 9.3	*5a: Establishes clear standards of student conduct*	No standards of conduct have been established, and student conduct is poor.	Standards of conduct have been established, but are reflected unevenly in student behaviour Teacher's response to misbehaviour is uneven.	Clear standards of conduct have been established, and students comply with the expectations for behaviour. Teacher responds successfully to student misbehaviour.	Standards of conduct are clear. Teacher's response to misbehaviour is subtle and preventive; most students assume responsibility for their own conduct.	
Evidence:						
9.1	*5b: Creates a safe learning environment in which student views are valued.*	The learning environment is unsafe, with students not venturing their views that may not be accepted as "correct."	Teacher encourages students to express their views, but with only limited success.	Students advance their views, with no apparent fear of ridicule or criticism.	Students advance their views, with no apparent fear of ridicule or criticism. Students themselves ensure that all views are valued.	
Evidence:						
9.1	*5c: Ensures respectful interactions*	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or development differences among students.	Classroom interactions, between teacher and students and among students, reflect general warmth and caring, and are respectful of the cultural and developmental differences between groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring towards individuals and sensitivity to students' cultures and levels of development. Students themselves ensure maintenance of high levels of civility among members of the class.	
Evidence:						
9.3	*5d: Establishes efficient classroom routines*	Classroom routines and procedures are either non-existent or inefficient, resulting in the loss of much	Classroom routines and procedures have been established but function unevenly or inconsistently,	Classroom routines and procedures have been established and function smoothly, with little loss of	Classroom routines and procedures are seamless in their operation, and students assume considerable	

		learning time.	with some loss of learning time.	learning time.	responsibility for their smooth functioning.	
Evidence:						
9.3	*5e: Uses the physical environment to support learning*	The physical environment is either unsafe or inaccessible for some students, and does not support the intended learning.	Teacher's classroom is safe, and essential learning is accessible to most students, but the physical environment only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical environment well to support the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students, including those with special needs.	

Overall Component Score: _____

Component 6: Maintaining relationships with the wider community

Responses to questions of the teacher in the post-observation conference and responses to questions by principals and supervisors reflect:

Qld Stds	Element	Unsatisfactory	Basic	Proficient	Distinguished	Level
10.1	*6a: Forges relationship with families and caregivers*	Teacher provides minimal information to parents and does not respond (or responds insensitively) to parent concerns.	Teacher adheres to the school's required procedures for family communication. Responses to parent concerns are minimal.	Teacher communicates with parents on a regular basis and is available as needed to respond to parent concerns.	Teacher's relationship with parents is sensitive and proactive, anticipating potential difficulties.	
Evidence:						
10.3	*6b: Develops partnerships with community agencies*	Teacher avoids involvement with business, industry, or community agencies.	Teacher participates in activities with business, industry, or community agencies when initiated by others.	Teacher initiates partnerships with business, industry, or community agencies for the benefit of own students.	Teacher takes a leadership role in the school in initiating partnerships with business, industry, or community agencies.	
Evidence:						
10.3	*6c: Promotes the school in the community*	Teacher avoids involvement with business, industry, or community agencies.	Teacher participates in activities to promote the school with business, industry, or community agencies when initiated by others.	Teacher initiates activities to promote the school and partnerships with business, industry, or community agencies for the benefit of own students.	Teacher takes a leadership role in the school in promoting the school and initiating partnerships with business, industry, or community agencies.	
Evidence:						

Overall Component Score: _____

Component 7: Making a contribution to professional teams

Responses to questions of the teacher in the post-observation conference and responses to questions by principals and supervisors reflect:

Qld Stds	Element	Unsatisfactory	Basic	Proficient	Distinguished	Level
11.1	*7a: Sets work related goals and priorities*	Has difficulty identifying work-related goals and managing work commitments	Identifies work related goals and meets work requirements satisfactorily	Manages workload efficiently	Manages workload efficiently and effectively	
Evidence:						
11.1	*7b: Uses technology for management of work priorities and commitments*	Has difficulty using technology to manage work priorities and commitments	Uses technology to manage work priorities and commitments	Uses technology efficiently in managing work priorities and commitments	Uses technology efficiently and effectively in managing work priorities and commitments	
Evidence:						
11.2	*7c: Contributes to the effective functioning of professional teams*	Teacher's relationships with colleagues on professional teams are negative or self-serving.	Teacher's relationships with colleagues on professional teams are characterized by support and cooperation	Teacher is recognised for contributing useful information and ideas to the work of professional teams.	Teacher assumes a leadership role in relationships with colleagues on professional teams.	
Evidence:						
11.3	*7d: Works with other professionals, paraprofessionals, teacher aides and other community - based personnel*	Does not seek to work with other professionals, paraprofessionals, teacher aides and other community-based personnel	Cooperates with the work of professionals, paraprofessionals, teacher aides and other community-based personnel	Seeks to involve other professionals, paraprofessionals, teacher aides and other community - based personnel in managing and monitoring student learning	Builds strategic partnerships with other professionals, para-professionals, teacher aides and other community-based personnel	

Overall Component Score: _____

Component 8: Demonstrating a commitment to professional practice

Responses to questions of the teacher in the post-observation conference and responses to questions by principals and supervisors reflect:

Qld Stds	Element	Unsatisfactory	Basic	Proficient	Distinguished	Level
12.1	*8a: Reflects critically on professional practice*	Teacher does not know if a lesson achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which learning goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support that judgment.	Teacher makes an accurate and insightful assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.	
Evidence:						
12.1	*8b: Identifies areas for improvement*	Teacher has no suggestion as to how the lesson could be improved.	Teacher makes general suggestions as to how to improve the lesson.	Teacher makes a few specific suggestions as to how the lesson could be improved.	Teacher offers specific alternative approaches, and probable successes of the different approaches.	
Evidence:						
12	*8c: Demonstrates a commitment to professional learning*	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and takes a leadership role in making such opportunities available to colleagues.	
Evidence:						
12.2	*8d: Participates in professional networks beyond school*	Teacher makes no effort to participate in professional networks.	Teacher participates in professional networks when invited by others to do so.	Teacher makes an effort to initiate involvement in professional networks across Queensland.	Teacher initiates professional networks across Queensland and invites colleagues to join the effort.	
Evidence:						

12.3	*8e: Participates in school governance and improvement*	Teacher makes no effort to participate in school governance.	Teacher participates in school governance when invited by others to do so.	Teacher actively participates in school governance and improvement activities.	Teacher initiates projects in school governance improvement and convinces others to participate.	
Evidence:						
12.4	*8f: Meets ethical, accountability and professional requirements*	Teacher's actions do not comply with minimal requirements for accountability or professionalism	Teacher adheres to the school's requirements for ethical, accountable and professional behaviour in most respects	Teacher's behaviour is consistently ethical, accountable and professional. Teacher willingly provides accounts of professional practice and opportunities for collegial observation.	Teacher demonstrates very high standards for professionalism. Takes a lead in opening up practice with colleagues and building an accountable professional community in the school	
Evidence:						

Overall Component Score: _____