

Quality Teaching to support the NSW Professional Teaching Standards

Part B – Putting the NSW Professional Teaching Standards and the
NSW Quality Teaching model into practice



Part B

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Introduction and purpose

This document, *Quality Teaching to support the NSW Professional Teaching Standards Part B: Putting the NSW Professional Teaching Standards and the NSW Quality Teaching model into practice* is to be used with *Quality Teaching to support the NSW Professional Teaching Standards Part A: Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model*.

The document focuses on planning and implementing school-wide professional learning. The professional learning activities outlined here are designed for classroom teachers, including early career teachers, their colleagues, mentors and supervisors, and school leaders. The activities use the NSW Quality Teaching (QT) model as a framework to support demonstration of NSW Professional Teaching Standards (PTS) at the key stage of Professional Competence.

The professional learning activities are intended to be undertaken in “a learning community that values professional growth and uses teamwork to improve the quality of everyone’s teaching ... where collegial support focuses on quality teaching, teacher professionalism and ethical practice; establishes strong, positive and professional relationships for sharing knowledge, understandings and skills between new teachers and their colleagues ... and ... builds a foundation for professional learning by developing capacity to self-evaluate and critically reflect on practice.”¹

The professional learning activities align to the Department’s *Professional Learning Continuum*.² The Continuum describes professional learning programs and strategies to guide the development of classroom teachers and those who support their work. The Continuum identifies the NSW Quality Teaching model as underpinning all stages of professional learning.

This document supports two areas of the *Continuum* that relate specifically to classroom teachers and school leaders.

The suggestions and activities that emphasise “**making a difference in your school**” are directed at principals and school leaders.

The professional learning activities provided that emphasise “**making a difference in your classroom**” are for early career teachers and their colleagues.

The professional learning activities provided that emphasise “**making a difference in the classroom next door**” are for supervisors and leaders of professional learning.

The professional learning activities presented in this document are a guide only. Teachers and professional learning teams are encouraged to adapt the activities presented here to Professional Teaching Standards and Quality Teaching elements other than those nominated, according to their own needs.

Important Note

This document does not address all of the Professional Teaching Standards at Professional Competence.

¹ NSW Department of Education and Training. *Supporting the induction of new teachers: Guidelines for schools* (2004) p 5.

² <https://www.det.nsw.edu.au/proflearn>

Section 1

Making a difference in the school

Making a difference in the school



This section is designed for principals and school leaders to use as a guide to planning the professional learning component of the school plan. The focus is on developing professional learning that addresses the NSW Professional Teaching Standards at the key stage of Professional Competence, using the NSW Quality Teaching model as a tool for critical reflection and discussion.

Whole School Planning for Professional Learning

The most effective school professional learning plan directly links teachers' professional learning to targeted improvements in student learning outcomes based on a range of evidence.

"School planning is a continuous, iterative process best understood as cyclical, developmental and adaptive, directed at improved teaching and learning".

NSW Department of Education and Training. Office of Schools. *School Planning and Reporting: The Implementation Cycle 2006-2008*

Processes in planning whole school professional learning



Whole school planning for professional learning

Review

Review the school's professional learning needs with your school's professional learning team.

Refer to the Department's policies and publications on professional learning and the provision of support for early career teachers, listed in Resources and References.

Use the *Framework for School Development and Accountability* for school planning, review, reporting and self evaluation. Follow the "School Planning" link on: <https://detwww.det.nsw.edu.au/directorates/schoimpro/sda/sda.htm>. The link to school self evaluation is particularly pertinent here (https://detwww.det.nsw.edu.au/directorates/schoimpro/sda/sch_eval_01.htm).

Where are we now? How do we know? What evidence do we need to gather?

Identify and collect data that will provide information about student learning in your school:

- Collect student performance data such as National Assessment Program – Literacy and Numeracy data available for Years 3, 5, 7 and 9 from 2008, School Certificate (SC) and Higher School Certificate (HSC) as the starting points for identifying student achievement at your school.
- Build a broad picture of student engagement in the school by collecting other data such as attendance, participation in extra-curricular activities, suspension and retention rates.
- Gather information from staff on student learning. Discuss with the staff how their knowledge of their students can inform the school's evaluation of student learning.

- Explore other tools for capturing student needs and their attitudes to learning. Consider using student surveys and focus groups.

Analyse relevant data

Analyse all relevant data to identify specific areas for improvement in student learning.

A demonstration of how to analyse student performance data using School Measurement Assessment and Reporting Toolkit (SMART) can be found at <https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/smart.htm>.

Ensure that the information gained from the analysis is in a form that can directly inform planning. For example, the school's results may indicate that, compared to performance in other areas of literacy, your students need to improve their achievement in writing.

Consider how teacher professional learning can meet these needs.

- How can you match staff expertise to student needs? Identify existing strengths and capacities of your staff to begin the process of meeting identified student needs.
- Identify staff professional learning needs through focus groups, meetings and surveys.

Use the Quality Teaching Implementation matrix to map the school's engagement with the Quality Teaching model. Go to <https://www.det.nsw.edu.au/proflearn/areas/qt/>.

Use staff and student surveys based on the Quality Teaching model to gauge staff and student attitudes. Go to <https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/surveys.htm>.

Other surveys, including the *Quality of School Life* surveys, are also available at this site.

Explore parent attitudes to student learning in the school. Discuss with the school's P&C how best to go about this.

Critically review and analyse the information gathered with the professional learning team to identify areas for teacher professional learning.

Set targets – *Where do we want to be?*

"Outcomes are best described in ways that can be measured and evaluated through the collection of data or through observation."

From *School Planning: Guidance to assist schools in developing school plans*.

From the review and analysis of the collected information ask:

- What teaching and learning challenges are indicated?
- What clear student learning goals should the school adopt?
- What expected outcomes or targets are appropriate?
Expected outcomes or targets should:
 - be evidence-based and linked to student learning (as a result of the evidence gathered during the analysis of student assessment data and school evaluations conducted during the year)
 - be developed in consultation with the school community
 - be consistent with DET's priorities
 - reflect state, regional and local requirements and contexts
 - appear within the school plan as clearly identifiable targets
 - inform the identification of school priority areas.

- How does the school plan address the Professional Teaching Standards and Quality Teaching as professional learning priorities? (see *DET Office of Schools Plan*)
- How does the school plan connect goals for student learning to the professional learning of all teachers using the Quality Teaching model and the Professional Teaching Standards?
Consider:
 - What expertise already exists among your staff?
 - Who can lead professional learning in the school?
 - How can your team develop teacher professional learning that includes information about requirements and procedures for accreditation and maintenance of accreditation in the NSW Professional Teaching Standards?
 - How can you most effectively address the professional learning needs of early career teachers?
 - What opportunities should be included in the school plan for staff to engage in strategic, structured professional learning informed by the Quality Teaching model?
 - What milestones can you establish for monitoring and evaluating the achievements of the school plan?

Identify strategies – *How do we get there?*

When developing professional learning strategies to achieve school outcomes or targets consider the following suggestions:

- Promote a collaborative professional learning culture by establishing mechanisms for staff to regularly evaluate their own professional learning and changes in teaching practice.
- Develop school structures such as timetable models to support teachers to regularly reflect on, review and refine teaching practice.
- Plan teacher professional learning to directly address identified student learning needs using the Quality Teaching model.
- Include a focus on Quality Teaching and Professional Teaching Standards to support new teachers in the school's induction program.
- Establish mechanisms for staff to map their professional learning against student learning outcomes as well as the NSW Professional Teaching Standards.
- Allocate additional resources and staffing, where necessary, to facilitate professional learning.
- Develop strategies for literacy, numeracy, and ICT integration across the curriculum that are underpinned by Quality Teaching and that address specific Professional Teaching Standards.

Implement the plan

The implementation phase of the plan is dynamic. Implementation of the identified strategies will continuously feed back into and inform ongoing evaluation.

Evaluate – *How will we know when we get there?*

Consider the kinds of evidence you will need to gather to evaluate the effectiveness of your professional learning programs.

These suggestions are a guide.

- Regularly and systematically analyse and evaluate agreed collected and systemic data to measure student gains in targeted KLAs.
- Regularly evaluate the school's induction program to monitor its effectiveness in supporting early career teachers to meet the Professional Teaching Standards.
- Gather information about school pedagogy strengths and areas for development.
 - Use the Quality Teaching staff and student surveys.
 - Develop evaluation tools and use feedback mechanisms such as those for critiquing teaching programs and student work.
 - Scan programs, units of work and assessment tasks and map each of these for evidence of the dimensions and elements of the Quality Teaching model.
- Evaluate the implementation of the Quality Teaching model by surveying staff and setting up staff focus groups.
- Collect and analyse data from sources such as classroom observations and assessment reviews that use the coding processes in *Quality teaching in NSW public schools: A classroom practice guide* and *Quality teaching in NSW public schools: An assessment practice guide*.
- Analyse student achievement data to inform professional learning plans using the Quality Teaching model.

Section 2

Making a difference in your classroom



The professional learning activities outlined in this section are designed for classroom teachers, particularly early career teachers, who are working towards or maintaining accreditation at the key stage of Professional Competence in the NSW Professional Teaching Standards.

The activities are for teachers, individually and in teams, to engage in professional learning that:

- offers a high degree of personal relevance;
- has flexible, self-managed pathways;
- uses evidence-based problem solving;
- offer a significant degree of challenge;
- is based on workplace practice and analysis; and
- provides pertinent feedback.³

For the sake of emphasis, each activity focuses on one Element of the Professional Teaching Standards. However, it should be noted that other Elements of the Professional Teaching Standards will be addressed when teachers undertake these activities. While the professional learning activities designed for classroom teachers appear in sequence from Element 1 to Element 5, they can be used in any sequence according to the professional learning needs of the teacher or team.

Teachers, mentors and supervisors can use the activities described here as opportunities to collaboratively design other professional learning activities that address different teaching standards and place emphasis on different dimensions and elements of the Quality Teaching model.

Taking part in these professional learning activities will also support teachers towards demonstration of the standards of Element 6: *Teachers continually improve their professional knowledge and practice.*

³ NSW Department of Education and Training. *The Professional Learning Continuum* (2006)
www.det.nsw.edu.au/proflearn

Professional learning for classroom teachers

Before engaging in the professional learning activities, obtain a copy and develop an understanding of:

- *NSW Institute of Teachers Professional Teaching Standards* (2004)
www.nswteachers.nsw.edu.au
- *Quality teaching in NSW public schools: Discussion paper* (2008)
- *Quality teaching in NSW public schools: An annotated bibliography* (2008)
- *Quality teaching in NSW public schools: A classroom practice guide* (2006)
- *Quality teaching in NSW public schools: An assessment practice guide* (2006)
www.det.nsw.edu.au/proflearn/areas/qt/

Find out about professional learning programs available in your region. A good place to begin your search is the *InPrincipal* pages on the DET's Intranet. Go to: **<https://detwww.det.nsw.edu.au/inprincipal/>** and navigate your way to your region's professional learning programs.

For information about the professional learning programs offered by the NSW DET state and regional offices as well as universities, professional teacher associations and other approved training bodies, go to the Professional Learning Exchange: **www.det.nsw.edu.au/proflearn/areas/plp/ple/index.htm**

Discuss with your supervisor how the Quality Teaching model and the NSW Professional Teaching Standards are incorporated or could be incorporated into your school-based induction program.

www.det.nsw.edu.au/proflearn/areas/qt/

Activity 1

Reflecting on a lesson

Introduction and purpose	<p>The purpose of this activity is to critically reflect on a lesson, with emphasis on the deep knowledge that is addressed in the lesson.</p> <p>The 2004-2007 research study entitled <i>Systemic Implications of Pedagogy and Achievement in NSW public schools</i> (SIPA) examined the effectiveness of teaching practice that aligns with the NSW Quality Teaching model (QT). The findings of the study clearly show that student achievement improves when students' learning experiences are focused on intellectual quality with clear and high expectations of the work required of students.⁴</p>
Target audience	Classroom and early career teachers
Link to Professional Teaching Standards at Professional Competence	<p>Element 1</p> <p><i>Teachers know their subject content and how to teach that content to their students</i></p> <p>Standards</p> <p>1.2.1 <i>Teachers apply and use knowledge of the content/discipline(s) through effective, content-rich, teaching activities and programs relevant to the stage</i></p> <p>1.2.3 <i>Teachers design and implement contextually relevant teaching and learning sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act</i></p>
Link to Quality Teaching elements	<p>Intellectual quality: deep knowledge, deep understanding, problematic knowledge, higher-order thinking, metalanguage, substantive communication</p> <p>Quality learning environment: explicit quality criteria, high expectations</p> <p>Significance: background knowledge, cultural knowledge, knowledge integration, connectedness</p>
Activity materials	<p><i>Quality Teaching to support the NSW Professional Teaching Standards Part A: Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model.</i></p> <p>Worksheet: <i>Guided reflection</i></p> <p><i>Quality teaching in NSW public schools: A classroom practice guide</i></p> <p>Copy of current unit of work or lesson plan</p>
Related materials and resources	<p><i>An Evidence Guide for Accreditation at Professional Competence.</i> NSWIT (2005)</p>

⁴ Amosa, W., Ladwig, J.G., Griffiths, T., and Gore, J.M. (2007). Equity effects of Quality Teaching: Closing the gap. Paper presented at the Australian Association for Research in Education Annual Conference. Freemantle.

Activity 1

Reflecting on a lesson

Process

1. Refer to pages 16 and 17 in Part A: *Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model*. Read Professional Teaching Standards 1.2.1 and 1.2.3 and the associated Quality Teaching focus questions and suggestions.
2. Focus on a unit of work that you are currently teaching, with a particular class or stage group in mind. Think about the lesson that you have most recently taught.
3. Use the four key questions from *A classroom practice guide* to guide your reflection on the lesson. These questions can also be found on page 13 of Part A.
What do I want the students to learn?
Why does the learning matter?
What do I want the students to do or produce?
How well do I expect them to do it?
4. Record your reflections on the Worksheet: Guided reflection.

Activity 1 Worksheet

Guided reflection

Questions	Notes
What did I want the students to learn?	
<p>What key concept/s did I want the students to learn (identified from syllabus outcomes and content)? (DK)</p> <p>How was the focus on the key concept/s sustained in the lesson? (DK)</p>	
How did students know when they had achieved the outcomes? (DU)	
What opportunities were given for students to challenge and question knowledge? (PK)	
When in the lesson were students required to organise, re-organise, analyse, synthesise or evaluate knowledge and information? (HOT)	
At what points in the lesson did I explicitly teach about language and how it works in a text to give meaning? (M)	
How did I sustain interaction about the substance of the lesson with students? (SC)	
Why did the learning matter?	
<p>How did the learning connect to the deep knowledge of the topic? (DK)</p> <p>How did the learning experience/s link to students' background knowledge and cultural knowledge? (BK) (CK)</p>	
How did the learning in this lesson connect to the previous lesson and the lesson to follow? (DK)	
How was the learning linked to the world beyond the classroom? (C)	
How did the lesson demonstrate links between and within subjects and KLAs? (KI)	

Activity 1 Worksheet

Guided reflection

Questions	Notes
What did I want the students to do or produce?	
How did students demonstrate their deep understanding of the key concept/s? (DU)	
What tools and resources were provided to students to facilitate deep knowledge and deep understanding? (DK)(DU)	
What opportunities were students given to elaborate their understanding through sustained reciprocal communication? (SC)	
How well did I expect them to do it?	
How did the students know what a quality product or performance should look like? (EQC)	
How were high expectations for student product and/or performance communicated throughout the lesson? (HE)	

How did the lesson demonstrate standards 1.2.1 and 1.2.3?

What might I do differently next time?

Activity 2

Reflecting on a lesson in a team

Introduction and purpose

This activity addresses aspects of classroom practice that require the development of expertise in getting to know your students and communicating in a way that assists you to enhance their learning.

It is important to keep in mind that all effective lessons have a sustained focus on deep knowledge and provide opportunities for students to demonstrate deep understanding in ways that engage them in higher order thinking.

Findings from the research study, *Systemic Implications of Pedagogy and Achievement (SIPA)* indicate that sustained collegial activity focused on teaching practice is linked to improved teaching practice. Furthermore, the SIPA findings confirm that when teachers take responsibility for their students' learning there is a positive effect on learning outcomes.⁵

The activity draws on features of the *Lesson Study* approach at www.qtp.nsw.edu.au/ResourceDocuments/Lesson_study_discussion_paper.pdf.

For further explanation of the *Lesson Study* approach see Activity 6.

Target audience

Classroom and early career teachers and those who support their professional learning

Link to Professional Teaching Standards at Professional Competence

Element 2

Teachers know their students and how they learn

Standards

2.2.1, 2.2.4, 2.2.5

Link to Quality Teaching elements

Intellectual quality: deep knowledge, deep understanding, higher order thinking, problematic knowledge, metalanguage, substantive communication

Quality learning environment: engagement, high expectations, social support, student direction

Significance: background knowledge, cultural knowledge, inclusivity, connectedness, narrative

Activity materials

Quality Teaching to support the NSW Professional Teaching Standards Part A: Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model.

Worksheet: *Reflection and discussion*

Quality teaching in NSW public schools: A classroom practice guide

Related materials and resources

An Evidence Guide for Accreditation at Professional Competence. NSWIT (2005)

⁵ Gore, J.M., and Ladwig, J.G. (2006). *Professional development for pedagogical impact*, Australian Association for Research in Education Annual Conference. Adelaide.

Activity 2

Reflecting on a lesson in a team

Process

Refer to pages 18 to 21 of *Part A: Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model*. Read Standards 2.2.1, 2.2.4, 2.2.5 and the associated Quality Teaching focus questions and suggestions.

Choose a lesson or lesson sequence from an existing unit of work to focus your critical reflection and professional dialogue on demonstration of the chosen standards of Element 2.

1. Discuss with your colleagues how students' backgrounds and prior experience can make the learning in this unit important and meaningful for students. Use the focus questions and suggestions based on the Quality Teaching model to guide discussion.
2. Review the lesson sequence taking into account the discussions and advice of your colleagues.

Consider:

- How can I find out the relevant background information about my students?
- How will I incorporate this knowledge into my lessons?

3. Organise to video or have your colleagues observe you teaching at least one lesson of the lesson sequence.
4. Teach the lesson.
5. With colleagues, review one of the observed lessons. Use the Worksheet: *Reflection and Discussion* to focus your critical reflection and dialogue.
6. Discuss whether the Quality Teaching elements of *deep knowledge, deep understanding, higher order thinking, problematic knowledge, metalanguage, substantive communication, engagement, high expectations, social support, background knowledge, cultural knowledge, and inclusivity* were highly evident in the lesson.
7. Review Standards 2.2.1, 2.2.4 and 2.2.5. Discuss with your colleagues the extent to which the lesson contributed towards demonstration of these standards.
8. Discuss how the rest of the lesson sequence might be refined so that the Quality Teaching elements are more highly evident and standards more effectively demonstrated.
9. Refine, with your colleagues, the lesson sequence according to your discussions and reflections.

Activity 2 Worksheet

Reflection and discussion

Professional Teaching Standard	Quality Teaching	Notes
2.2.1 Apply knowledge of the impact of social, ethnic, cultural and religious background factors to meet the learning needs of all students.	How did the learning experience/s draw on students' background knowledge, cultural knowledge and out-of-school knowledge? (BK) (CK) What cultural knowledge was incorporated into the lesson/s and learning resources? (CK) What knowledge was presented as open to question? (PK) Was the work challenging for all students? (HE) How were activities designed to allow all students to experience success? (SS)	
2.2.4 Apply knowledge and understanding of students' skills, interests and prior achievements and their impact on learning.	What aspects of the lesson built on students' background knowledge? (BK) To what extent were students engaged in sustained conversations (oral, written or artistic) about the ideas they were encountering? (SC) What opportunities were students given to negotiate some aspect of their learning, e.g. ways to demonstrate their learning; the way they might carry out the activity; the criteria by which they would be assessed? (SD) What different pathways were students given to demonstrate their understanding? (SD)	
2.2.5 Demonstrate the capacity to apply effective strategies for teaching: <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours. 	How was a focus on deep knowledge sustained throughout the lesson? (DK) What opportunities were students given to demonstrate their understanding during the lesson? (DU) How were students required to organise, apply, analyse, synthesise or evaluate knowledge? (HOT) How was background and cultural knowledge incorporated in learning activities through reference to family, community, previous experience or popular culture? (BK) What opportunities were provided for students to apply school knowledge in real-life contexts or problems? (C) Was language named and analysed for how it works in texts for a variety of purposes and audiences? (M) To what extent was narrative used to enrich student understanding of the substance of the lesson? (N)	

Reflection and discussion

Which of the three standards of Element 2 were best demonstrated in the lesson?

What were the major challenges in addressing these three standards in this lesson?

How could the standards that were not clearly demonstrated in this lesson be planned for in future lessons?

Activity 3

Planning a lesson sequence

Introduction and purpose	<p>This activity builds on a teacher's knowledge and understanding of the Quality Teaching model as it applies to classroom and assessment practice. The emphasis in this activity is on designing a coherent, well-structured lesson sequence.</p> <p>The 2004-2007 research study, <i>Systemic Implications of Pedagogy and Achievement</i> (SIPA) found that overall, when time and effort are committed to curriculum development and planning by teachers, the quality of their classroom practice improves.⁶</p>
Target audience	Classroom and early career teachers
Link to Professional Teaching Standards at Professional Competence	<p>Element 3</p> <p><i>Teachers plan, assess and report for effective learning</i></p> <p>Standards</p> <p>3.2.2, 3.2.3, 3.2.5</p>
Link to Quality Teaching elements	<p>Intellectual quality: deep knowledge, deep understanding, problematic knowledge, higher order thinking, metalanguage and substantial communication</p> <p>Quality learning environment: explicit quality criteria, engagement, high expectations, social support, student direction</p> <p>Significance: background knowledge, cultural knowledge, inclusivity, connectedness</p>
Activity materials	<p><i>Quality Teaching to support the NSW Professional Teaching Standards Part A: Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model</i></p> <p>Relevant NSW Board of Studies syllabus and support documents</p> <p>Worksheet A: <i>Planning guide</i></p> <p>Worksheet B: <i>Applying the Quality Teaching model to lesson design</i></p> <p><i>Quality teaching in NSW public schools: A classroom practice guide</i></p> <p><i>Quality teaching in NSW public schools: An assessment practice guide</i></p>
Related materials and resources	<p><i>An Evidence Guide for Accreditation at Professional Competence.</i></p> <p>NSWIT (2005)</p>

⁶ Gore, J.M., and Ladwig, J.G . (2006). Professional development for pedagogical impact, Australian Association for Research in Education Annual Conference. Adelaide.

Activity 3

Planning a lesson sequence

Process

Refer to pages 22 to 25 of Part A. Read Professional Teaching Standards 3.2.2, 3.2.3, 3.2.5 and the associated Quality Teaching focus questions and suggestions. For a full description of the Quality Teaching elements referred to in this activity see the relevant pages in *A classroom practice guide* and *An assessment practice guide*.

Read and consider the four key questions below, with suggestions that might inform the design of the lesson sequence you are planning.

Use *Worksheet A: planning guide* while planning this lesson sequence and record your planning notes. When you have answered these questions to your own satisfaction, consider which standards you have addressed. Note them on *Worksheet A*.

What do I want the students to learn?

Organise key concepts or big ideas, identified from the syllabus, into related sequences.

Design activities that require sustained focus on the key concepts or ideas.

Design learning experiences that build skills and processes that support students to grasp the key concepts.

Why does the learning matter?

Plan learning activities that connect students to the key concepts of the lesson sequence.

Plan learning activities that have relevance for students and link learning to out-of-school contexts.

Organise learning resources and activities that reflect and value the diversity of students in your classroom.

Design learning activities that link to prior learning and students' background knowledge.

What do I want the students to do or produce?

Provide activities that require students to address the full range of concepts and skills necessary for a full understanding of the learning program.

Design activities that allow all students to contribute and collaborate. Include team work, active listening and constructive feedback in classroom activities.

Design and implement multiple pathways for students to demonstrate their achievement of learning outcomes, e.g. performances, journals, portfolios, models, presentations, including technology.

How well do I expect them to do it?

Provide explicit criteria for the quality of student work, directly related to achievement of syllabus outcomes.

Ensure activities present serious challenges for all students.

Clarify for students what a quality product or performance looks like by using work samples, annotated exemplars or models.

Use *Worksheet B: Applying the Quality Teaching model to lesson design* to map the evidence of the Quality Teaching elements in the learning experiences in the lesson sequence.

Activity 3 Worksheet A

A planning guide

Focus questions	Notes	Element 3 Related PTS*
<p>What do I want the students to learn?</p> <p>What key concepts or big ideas from the syllabus are identified?</p> <p>How are the learning experiences designed so that key concept/s relate to each other?</p> <p>How are learning experiences designed to require a sustained focus on the key concepts or ideas?</p> <p>What learning experiences build skills and processes to help students grasp the key concepts?</p>		
<p>Why does the learning matter?</p> <p>What activities will help students grasp the essential learnings of the lesson sequence?</p> <p>What opportunities will students have to relate their learning to situations beyond the classroom?</p> <p>How do the learning experiences make links between students' background knowledge and new knowledge?</p>		
<p>What do I want the students to do or produce?</p> <p>How will students demonstrate their understanding of the key concepts?</p> <p>What products or performances will be most meaningful for students and how can they have some control over the product or performance?</p> <p>How do the learning experiences allow all students to engage and participate?</p>		
<p>How well do I expect them to do it?</p> <p>What criteria are students given for the quality of work expected from them?</p> <p>Are these criteria related to achievement of syllabus outcomes?</p> <p>How will students demonstrate their achievement of syllabus outcomes?</p> <p>How do students know what a quality product or performance looks like?</p> <p>How does the work challenge all students?</p>		

* PTS – Professional Teaching Standards

Activity 3 Worksheet B

Applying the Quality Teaching model to lesson design

Intellectual quality

Element	What does it look like in the lesson sequence?	Notes
Deep knowledge (DK)	Relevant syllabus content is organised and focused in such a way that a small number of ideas or key concepts are clearly established, as well as the relationships between and among concepts.	
Deep understanding (DU)	Students are given opportunities to demonstrate a profound and meaningful understanding of central ideas or key concepts, and the relationships between and among them.	
Problematic knowledge (PK)	Knowledge is presented as socially constructed and open to question. Students are required to address multiple perspectives or solutions within a subject or KLA.	
Higher-order thinking (HOT)	Students are regularly engaged in activities that require them to organise, re-organise, apply, analyse, synthesise and evaluate knowledge and information.	
Metalanguage (M)	At key points students are required to name and explore language and how it works to construct texts, knowledge and power.	
Substantive communication (SC)	The program is designed to require students to elaborate their understanding in a sustained and substantive fashion (in oral, written or artistic forms).	

Activity 3 Worksheet B

Applying the Quality Teaching model to lesson design

Quality learning environment

Element	What does it look like in the lesson sequence?	Notes
Explicit quality criteria (EQC)	Students are provided with explicit criteria for the quality of work they are expected to produce. These criteria are referred to regularly and students are clear on how these criteria will be used in assessing their work.	
Engagement (E)	Activities are designed to seriously engage students in their own learning. Activities are designed such that students can be expected to display sustained interest.	
High expectations (HE)	Activities in the unit present serious challenges to all students, and encourage them to take risks in demonstrating their learning.	
Social support (SS)	The classroom atmosphere promotes positive support for learning and mutual respect among teachers and students. Students are given opportunities to support each other in their learning.	
Student direction (SD)	Students exercise some control over the selection of activities related to their learning, and the means and manner by which these activities are carried out.	

Activity 3 Worksheet B

Applying the Quality Teaching model to lesson design

Significance

Element	What does it look like in the lesson sequence?	Notes
Background knowledge (BK)	The sequence regularly and explicitly builds on students' background knowledge, in terms of prior school knowledge and out-of-school knowledge. Students are required to make links between prior knowledge and new knowledge.	
Cultural knowledge (CK)	Lessons and tasks value and incorporate the cultural knowledge of diverse social groupings.	
Knowledge integration (KI)	The sequence is designed so that students are required to make meaningful connections between different topics and/or between different subjects.	
Inclusivity (I)	Activities are planned to include and publicly value all students across the social and cultural backgrounds represented in the classroom.	
Connectedness (C)	Key parts of the sequence are designed to make learning meaningful and important, and be applied to real-life problems or contexts. Students are given opportunities to share their work with audiences beyond the classroom and school.	

Activity 4

Teaching the lesson sequence

Introduction and purpose	This activity addresses aspects of classroom practice that require the development of expertise in communicating with your students in a way that assists you to enhance their learning. While all the standards of Element 4 are included in this activity it is strongly advised that you focus on a maximum of two of the Element 4 standards for a single lesson observation.
Target audience	Classroom and early career teachers and those who support their professional learning
Link to Professional Teaching Standards at Professional Competence	Element 4 <i>Teachers communicate effectively with their students</i> Standards Two of 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5
Link to Quality Teaching elements	Intellectual quality: deep knowledge, deep understanding, higher order thinking, substantive communication Quality learning environment: explicit quality criteria, engagement, high expectations, social support Significance: background knowledge, knowledge integration, connectedness, narrative
Activity materials	<i>Quality Teaching to support the NSW Professional Teaching Standards PartA: Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model.</i> Worksheet A: <i>Observation notes</i> Worksheet B: <i>Coding sheet</i> <i>Quality teaching in NSW public schools: A classroom practice guide</i>
Related materials and resources	<i>An Evidence Guide for Accreditation at Professional Competence.</i> NSWIT (2005)

Activity 4

Teaching the lesson sequence

Process

1. Refer to pages 26 to 29 of Part A: *Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model*. Read Professional Teaching Standards 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5 and the associated Quality Teaching focus questions and suggestions. Select a maximum of two Element 4 standards each time you engage in this activity.
2. Choose a lesson from a previously planned lesson sequence or unit of work (you could use a lesson from the sequence developed in Activity 3).
3. Negotiate, schedule and plan for a colleague or your supervisor to observe you teaching the lesson and provide feedback in terms of the selected Professional Teaching Standards and Quality Teaching suggestions. This could then be used as part of the *Structured conversation* that is outlined in Activity 5.
4. Before the lesson observation, negotiate with your colleague or supervisor whether you would like the lesson to be described in terms of what they observe for each of the selected Professional Teaching Standards, using Worksheet A *Observation notes* OR to be coded, using Worksheet B *Coding sheet*.
5. After the lesson observation, work with your colleague or supervisor, using *A classroom practice guide*, to reflect on the extent to which the Quality Teaching elements of *deep knowledge, deep understanding, higher-order thinking, substantive communication, explicit quality criteria, high expectations, social support, background knowledge, knowledge integration, connectedness* and *narrative* were evident in the lesson.
6. Reflect on the extent to which your lesson addressed the selected Professional Teaching Standards in Element 4.
7. Use the feedback and advice from your colleague or supervisor to identify areas for development, and to collaboratively plan further professional learning to improve and refine classroom and assessment practice.

Note

It is important to reiterate that the purpose of *A classroom practice guide* is to support teacher professional learning and practice. The coding process described in the guide should only be used where teachers have agreed to its use in relation to their work. The guide is not intended to be used for the purpose of teacher assessment. Any use for this purpose has the potential to undermine its value in supporting teacher professional learning and dialogue. (*Quality teaching in NSW public schools: A classroom practice guide* p 9.)

Activity 4 Worksheet A

Observation notes

Professional Teaching Standard	Quality Teaching	Notes
4.2.1 Explain goals, content, concepts and ideas clearly and accurately to students.	How are key concepts made explicit to students? (DK) How are these concepts and guidelines referred to in the lesson? (DK) To what extent are students provided with explicit criteria for the quality of work they are to produce? (EQC)	
4.2.2 Use questions and classroom discussion effectively to probe students' understanding of the content.	How well do questions probe student understanding? (DU) How do questions and classroom discussion allow students to demonstrate their understanding of central ideas and the relationships between these ideas? (DU) How are students engaged in substantive communication about the ideas and concepts of lessons? (SC) What questions are students asked that have multiple answers or possibilities? (DU) Are students asked to justify their responses and/or evaluate information from a variety of sources? (HOT)	

Activity 4 Worksheet A

Observation notes

Professional Teaching Standard	Quality Teaching	Notes
4.2.3 Respond to student discussion to promote learning and encourage other students to contribute.	<p>To what extent are students regularly engaged in sustained conversations about the ideas they are encountering? (SC)</p> <p>How are students encouraged to take risks in their learning and class discussion? (HE)</p> <p>What aspects of the classroom environment provide support for students to confidently express ideas and opinions? (SS)</p> <p>How do classroom activities encourage students to organise, re-organise, apply, analyse, synthesise or evaluate knowledge and information? (HOT)</p>	
4.2.4 Design and facilitate a variety of purposeful group structures that facilitate student engagement to make content meaningful.	<p>What opportunities are students given to substantively communicate about the substance of their learning? (SC)</p> <p>To what extent do lessons include and publicly value the participation of all students across the social and cultural backgrounds represented in the classroom? (I)</p> <p>How are learning experiences designed to seriously engage all students in the lesson? (E)</p>	
4.2.5 Create, select and use a variety of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to students.	<p>What teaching strategies are used to deepen students' understanding of key concepts and develop relevant skills? (DU)</p> <p>How is ICT integrated in the learning to enhance student understanding of the key concepts of the lesson? (KI)</p> <p>What activities connect classroom knowledge with issues beyond the classroom? (C)</p> <p>How are students required to draw on their out-of-school knowledge? (BK)</p>	

Activity 4 Worksheet B

Coding sheet

Element	What does it look like in the classroom?	Notes	Code
Deep knowledge (DK)	The knowledge addressed in the lesson is focused on a small number of key concepts and the relationship between and among concepts.		
Deep understanding (DU)	Students are given the opportunity to demonstrate a profound and meaningful understanding of central ideas and the relationships between and among them.		
Higher-order thinking (HOT)	Students are regularly engaged in activities that require them to organise, re-organise, apply, analyse, synthesise and evaluate knowledge and information.		
Substantive communication (SC)	The lesson is designed to allow students many opportunities to engage in sustained conversations (in oral, written or artistic forms) about the ideas and concepts they are encountering.		
Explicit quality criteria (EQC)	Students are provided with explicit criteria for the quality of work they are expected to produce. These criteria are regularly referred to and students are clear on how they can achieve highly in this program.		
Engagement	Students are deeply involved in pursuing the substance of the lesson. They display sustained interest and attention.		
High expectations (HE)	Activities provide challenging work to all students. Students are encouraged to take conceptual risks.		
Social support (SS)	The classroom atmosphere promotes positive support for learning and mutual respect among teachers and students. Students are given opportunities to support each other in their learning.		

Activity 4 Worksheet B

Coding sheet

Element	What does it look like in the classroom?	Notes	Code
Background knowledge (BK)	The lesson explicitly builds on students' background knowledge, in terms of prior school knowledge, as well as other aspects of their personal lives.		
Knowledge integration (KI)	The lesson demonstrates links between and within subjects or topics.		
Connectedness (C)	A key part of the lesson is designed so that knowledge learned is applied to a real-life problem or within real-life contexts.		
Narrative (N)	The lesson employs narrative to enrich students' understanding of the key concepts.		

Feedback and Reflection

Further professional learning

Activity 5

Focusing on classroom management

Introduction and purpose

Both the NSW Professional Teaching Standards and the NSW Quality Teaching model emphasise well-presented and content-rich learning experiences within a challenging learning environment to support effective classroom management. Findings from the 2004-2007 research study, *Systemic Implications of Pedagogy and Achievement* (SIPA) confirm that all students, regardless of background and prior achievement, achieve well when given challenging work that is high in intellectual quality.⁷

This activity is based on the *Structured conversation* approach. Using a *Structured conversation* provides a safe opportunity to work with a small team of colleagues to reflect on and refine classroom practice. It is important to remember that the purpose of a structured conversation is not simply to discuss (in this case) a lesson but to have a respectful, in-depth, insightful discussion about teaching and learning. The formalised structure of the conversation provides the “space” you may need to meet the challenge of critically reflecting on teaching practice.

In this activity one person acts as a facilitator to keep the discussion on track and to ensure that no evaluative statements or questions are made until the feedback phase of the conversation. The facilitator ensures that each speaker makes reference to Standard 5.2.5 of the Professional Teaching Standards, *Teachers manage student behaviour through engaging students in purposeful and worthwhile learning activities*, and suggestions based on the NSW Quality Teaching model.

Target audience	Classroom and early career teachers and those who support their professional learning
Link to Professional Teaching Standards at Professional Competence	Standard 5.2.5 <i>Teachers manage student behaviour through engaging students in purposeful and worthwhile learning activities</i>
Link to Quality Teaching elements	Intellectual quality: deep knowledge, deep understanding Quality learning environment: explicit quality criteria, engagement, high expectations, students’ self-regulation, social support, student direction Significance: background knowledge, cultural knowledge, inclusivity, connectedness
Activity materials	<i>Quality Teaching to support the NSW Professional Teaching Standards Part A: Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model.</i> Worksheet: <i>Structured conversation</i> Copy of lesson or lesson sequence from a unit of work
Related materials and resources	Tools for professional dialogue www.annenberginstitute.org/tools/index.php <i>An Evidence Guide for Accreditation at Professional Competence.</i> NSWIT (2005)

⁷ Amosa, W., Ladwig, J.G., Griffiths, T., and Gore, J.M. (2007). *Equity effects of Quality Teaching: Closing the gap.* Paper presented at the Australian Association for Research in Education Annual Conference. Freemantle.

Activity 5

Focusing on classroom management

Process

This activity works best with a small group of 4-6 teachers. It takes approximately 40 minutes. The activity is most effective when team members have observed the lesson that is being presented.

1. Refer to pages 32 and 33 of Part A: *Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model*. Read Standard 5.2.5 and the associated Quality Teaching focus questions and suggestions.
2. The group sits in a circle or around a table. The teacher, or “presenter” whose work is being discussed, describes the lesson and is then asked clarifying and probing questions in order to deepen their thinking about the degree to which they achieved their intended outcomes in the lesson. In this activity the focus is on the extent to which the requirements of Standard 5.2.5 and the relevant elements of the Quality Teaching model are being addressed in the lesson.
3. Colleagues use feedback questions and comments to clarify what the presenter intended to achieve in the lesson or sequence.
4. The presenter asks colleagues for suggestions of how to more effectively put into practice Standard 5.2.5 and the identified elements of the Quality Teaching model, with a view to enhancing classroom management.
5. As a follow-up to this session participants suggest answers to the following:
 - a. What challenges remain to demonstrate Standard 5.2.5?
 - b. What suggestions from this activity will help?

Activity 5 Worksheet

Structured conversation – a focus on Standard 5.2.5

Phase	Roles	Process
1. Introduction (2 mins)	Facilitator	<p>Outlines the process.</p> <p>Introduces the presenter, who is the teacher whose lesson/s will be discussed.</p>
2. Outline (8 mins)	Presenter: Teacher whose work will be discussed	<p>Describes the lesson or lesson sequence planned in reasonable detail. Provides an outline of how the lesson or sequence uses the teacher's understanding of how to <i>"manage student behaviour through engaging in purposeful and worthwhile learning activities"</i>.</p> <p>The teacher might also hand out a written lesson plan or part of a program.</p>
3. Clarifying and probing questions (8 mins)	<p>Colleagues: Anyone in the group can ask clarifying then probing questions.</p> <p>Presenter answers.</p>	<p>Ask questions to get a clear picture of how the lesson addressed Standard 5.2.5. For example:</p> <ul style="list-style-type: none"> • "What did you want the students to learn?" • "Why did that matter for the students?" • "How was the learning relevant to your students?"
4. Positive Feedback (8 mins)	<p>Colleagues: take turns around the circle taking about a minute each. If feedback has been given by someone then pass. The facilitator may allow second turns if time permits. Be specific and detailed in this phase.</p>	<p>Feedback must be in terms of Standard 5.2.5 or relevant Quality Teaching elements. For example "That issue you chose to explore connects well to the students' world and gave purpose to the activity."</p>
5. Possible Directions (8 mins)	<p>As above but start with a different person this time and maybe go in reverse order</p>	<p>Questions again should ONLY be in terms of Standard 5.2.5 and the Quality Teaching elements or dimensions, and should leave decisions in the hands of the presenter. For example "What could you do differently to engage those students who were off-task for part of the lesson?"</p>
6. Open Discussion (8 mins)	<p>Anyone – contributions limited to 2 minutes maximum</p> <p>The facilitator may start this phase by asking if the presenter has any questions.</p> <p>The facilitator thanks all participants and makes concluding remarks.</p>	<p>During this stage the presenter can ask clarifying questions of any colleagues, e.g. "Can anyone suggest how I could more effectively use students' prior knowledge in the lesson?"</p> <p>Participants discuss what works well for them and might work in this lesson or sequence. They can also discuss how good ideas could be used in different subjects, for different stage groups or individual students.</p>



Section 3

Making a difference in the classroom next door



The professional learning activities outlined here present suggestions for supervisors, mentors and those leading the professional learning of classroom teachers, particularly early career teachers who are working towards or maintaining accreditation in the Professional Teaching Standards at the key stage of Professional Competence.

Leaders of effective professional learning develop a common language for describing quality teaching practice. They engage their staff in professional dialogue and critical reflection. They facilitate opportunities for staff to learn from each other in an environment that values sharing, risk-taking and teamwork.

"A learning community that values professional growth and uses teamwork to improve the quality of everyone's teaching creates a positive and supportive learning environment for the new teacher." (Supporting the induction of new teachers: Guidelines for schools p 5, NSW DET, 2004)

Leading professional learning in teams

The following suggestions are a guide for those supervisors, mentors and other school leaders who are facilitating the professional learning of their colleagues.

- Plan professional learning within the school's induction program for new teachers to know, understand and apply the NSW Professional Teaching Standards and the NSW Quality Teaching model.
- Identify where the Professional Teaching Standards and Quality Teaching are addressed in the school plan. Plan with colleagues how the Quality Teaching model could be used by your faculty, stage or collegial group to support the achievement of school targets.
- Create opportunities for teachers, especially early career teachers, to observe and work collaboratively with colleagues who model effective teaching and learning practices.
- Plan for, negotiate, schedule and participate in teaching observations, team teaching and feedback discussions with early career teachers.
- Regularly review, analyse and provide feedback on teaching programs and student learning outcomes with colleagues, especially early career teachers, using the Professional Teaching Standards and the Quality Teaching model as reference guides.
- Survey staff professional learning needs using the Quality Teaching staff surveys at: **<https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/surveys.htm>**
- Promote discussion about improved student learning outcomes in terms of changed classroom and assessment practice.
- Work with the Professional Learning Team to consider implementing the professional learning activities in this section.
- Encourage collegial lesson observations using *A classroom practice guide* and arrange to observe lessons for demonstration of the Professional Teaching Standards at Professional Competence.
- Promote an action learning approach to investigate challenges in improving classroom and assessment practice as identified by individuals, teams and the school.

Activity 6

Lesson study

Introduction and purpose	<p>The process outlined here is a team-based professional learning strategy adapted from the <i>Lesson Study</i>⁸ approach. Lesson study is a collaborative activity that involves a small team of teachers with the aim of gaining a deeper understanding of how students learn. Teachers share resources and ideas as they plan, design, teach, evaluate and refine lessons for a unit of work. Reports generated from the lesson study experience can be shared with other teachers interested in implementing a similar professional learning process.</p> <p>It is important that opportunities are provided for early career and classroom teachers to collaboratively plan a lesson and then observe a colleague teach the lesson. Refer to Activity 2 in this section for early career and classroom teachers which relates to standards in Element 2.</p>
Target audience	Supervisors and professional learning leaders of stage, faculty or collegial teams
Link to Professional Teaching Standards at Professional Competence	<p>Element 2</p> <p><i>Teachers know their students and how they learn</i></p> <p>Standards</p> <p>2.2.5, 2.2.6</p>
Link to Quality Teaching elements	<p>Intellectual quality: deep knowledge, deep understanding, higher order thinking, problematic knowledge, metalanguage, substantive communication</p> <p>Quality learning environment: explicit quality criteria, engagement, high expectations, social support, student direction</p> <p>Significance: background knowledge, cultural knowledge, inclusivity, connectedness, narrative</p>
Activity materials	<p><i>Quality Teaching to support the NSW Professional Teaching Standards Part A: Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model.</i></p> <p>Unit of work</p> <p><i>Quality teaching in NSW public schools: A classroom practice guide</i></p>
Related materials and resources	<p>Lesson Study as a framework for professional learning: A discussion paper (AGQTP in NSW "Taking professional standards into practice" Discussion paper, May 2006)</p> <p>www.qtp.nsw.edu.au/ResourceDocuments/Lesson_study_discussion_paper</p> <p>For literacy teaching guides go to the Department of Education and Training Curriculum K-12 website: www.curriculumsupport.education.nsw.gov.au/policies/literacy/material/guides/index.htm</p> <p><i>An Evidence Guide for Accreditation at Professional Competence.</i> NSWIT (2005)</p>

⁸ www.qtp.nsw.edu.au/ResourceDocuments/Lesson_study_discussion_paper.pdf

Activity 6

Lesson study

Process

The sequence outlined here is addressed to the professional learning leader and the classroom teacher who is prepared to be observed teaching the first lesson.

1. Refer to pages 20 to 21 of Part A: *Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model*. Read Standards 2.2.5, 2.2.6 and the associated Quality Teaching focus questions and suggestions.
2. Choose an existing program or unit of work that provides a focus for addressing Standards 2.2.5 and 2.2.6.
3. With your colleagues, use available evidence to identify a student learning need and associated learning goal from the unit of work.
4. As a group, plan and develop a lesson sequence that focuses on the learning goal, with learning experiences that actively engage students. Use the Quality Teaching elements of *deep knowledge, deep understanding, higher order thinking, problematic knowledge, metalanguage, substantive communication, explicit quality criteria, engagement, high expectations, social support, student direction, background knowledge, cultural knowledge, inclusivity, connectedness* and *narrative* to inform the learning experiences.
[For a full description of the Quality Teaching elements referred to in this activity see the relevant pages in *Quality teaching in NSW public schools: A classroom practice guide*.]
5. Review the learning experiences and consider:
 - What evidence of *deep knowledge, deep understanding, problematic knowledge, metalanguage, substantive communication, engagement, high expectations, social support, student direction, background knowledge, cultural knowledge, inclusivity, connectedness* and *narrative* can you see in the planned lesson/s?
 - How could the students' learning needs be better addressed by focusing more closely on these elements?
6. Work with colleagues to refine the lesson/s to strengthen any of the identified elements.
7. Discuss with the team before the lesson observation whether the observer should code the lesson using the Coding sheet in Appendix 1 of *A classroom practice guide* or simply describe what they observe for each of the relevant Quality Teaching elements. Alternatively, the team may choose to design a classroom observation template to suit their needs.
8. Teach the lesson while others observe (either in real time in the classroom or from a video taken of you teaching the lesson).
9. After the observed lesson the team meets to reflect on the lesson observation and to review, revise and reframe the lesson, or subsequent lesson, with particular emphasis on the Quality Teaching elements under discussion.
10. Refine the lesson or subsequent lesson in terms of the feedback and discussion from the observer/s.
11. Have another team member teach the refined lesson, or subsequent lesson, to another class while you observe.
12. Provide relevant feedback. Use this feedback to reflect on and refine further lessons to support the demonstration of the Standards 2.2.5 and 2.2.6.

Note

It is not possible to “observe” the Quality Teaching elements of engagement, social support, students' self-regulation and inclusivity in a written plan, as these elements are a part of the social interaction that can be observed only in the classroom. However, activities certainly can be planned that will maximise the potential for these elements to be observed in the classroom.

Activity 7

Reviewing and planning teaching programs

Introduction and purpose

Think-pair-share

This activity provides an opportunity to build collaborative planning and professional learning practice.

When planning and reviewing programs and units of work, members of the team engage in the valuable process of professional discussion, reflection and evaluation. Like Activity 3, the activity outlined here is based on the four key questions used when planning with the Quality Teaching model. The activity uses a “backward design” approach to planning learning experiences based on identifying desired learning outcomes and evidence of student learning. The emphasis of this activity is on collaborative planning.

The 2004-2007 research study, *Systemic Implications of Pedagogy and Achievement (SIPA)* found that overall, when teachers commit time and effort into curriculum development and planning, the quality of their classroom practice improves.⁹

Target audience

Supervisors and leaders of professional learning of stage, faculty or collegial teams

Link to Professional Teaching Standards at Professional Competence

Element 3

Teachers plan, assess and report for effective learning

Standards

3.2.1, 3.2.3, 3.2.4 and 3.2.5

Link to Quality Teaching elements

Intellectual quality: deep knowledge, deep understanding, problematic knowledge, higher-order thinking, substantive communication, metalanguage

Quality learning environment: explicit quality criteria, high expectations, student direction

Significance: background knowledge, cultural knowledge, knowledge integration, connectedness, narrative

Activity materials

Quality Teaching to support the NSW Professional Teaching Standards Part A: Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model.

Unit of work or teaching program

Relevant NSW Board of Studies syllabus and support documents

Quality teaching in NSW public schools: A classroom practice guide

Quality teaching in NSW public schools: An assessment practice guide

Related materials and resources

An Evidence Guide for Accreditation at Professional Competence. NSWIT (2005)

Understanding by Design, Wiggins, G. and McTighe, J. (2005)

Heatherton: Hawker Brownlow

⁹ Gore, J.M., and Ladwig, J.G. (2006). *Professional development for pedagogical impact*, Australian Association for Research in Education Annual Conference. Adelaide.

Activity 7

Reviewing and planning teaching programs

Process

1. Refer to pages 22 to 25 of Part A: *Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model*. Read Professional Teaching Standards 3.2.1, 3.2.3, 3.2.4 and 3.2.5 and the associated Quality Teaching focus questions and suggestions.
2. Consider the links between the Professional Teaching Standards in Element 3 *Teachers plan, assess and report for effective learning* and the Quality Teaching elements of *deep knowledge, deep understanding, problematic knowledge, higher-order thinking, metalanguage, substantive communication, explicit quality criteria, high expectations, student direction, background knowledge, cultural knowledge, knowledge integration, connectedness* and *narrative*.
3. Ask staff to organise themselves into pairs to review a current program or unit of work.
4. Use Activity 7 Worksheet: *Reviewing and planning teaching programs* to guide the review.
5. Ensure that each pair uses the relevant syllabus/es to identify how existing programs may be improved or changed.
6. On completion of the review ask each pair to share their findings with their colleagues in a formalised meeting. After feedback, discussion and direction from the whole group, each pair finalises revised programs or units of work within an agreed timeframe.

Reviewing and planning teaching programs

1 What do we want the students to learn?

Consider:

- What key concepts are identified from syllabus outcomes and content?
- How do the identified key concepts relate to each other?
- How is the focus on key concepts sustained in a way that deepens student understanding?
- What are the essential learnings that we want our students to come away with from this unit of work?
- How is the learning connected to what students already know and are able to do?
- What are the important skills and related processes that students need to learn in this unit?
- How are the skills and processes clearly connected to the key concepts or big ideas?

Organise:

- related key concepts from the syllabus in a sequence that draws the content of the syllabus together
- resources that support the identified learning
- learning experiences that build on what students already know and connect to the new learning
- learning experiences that build skills and processes identified from the syllabus to help students grasp the key concepts.

2. Why does the learning matter?

Consider:

- How does the learning connect to the key concepts of the unit?
- How does the learning have meaning in the world beyond the classroom?
- How does the learning link to prior learning and to students' background knowledge?
- How can we incorporate the cultural knowledge of social groups in our programs?
- How does the learning in one experience link to the learning in another?

Organise learning resources and experiences that:

- connect the content to the identified essential learning and key concepts
- link to prior learning
- reflect and value the diversity and backgrounds of students in your classroom
- link the learning to the world beyond the classroom.

Reviewing and planning teaching programs

3. What do we want the students to do or produce?

Consider:

- How will students demonstrate their deep understanding of key concepts?
- How will students demonstrate their skills and command of important processes?
- Is the assessment tied to key concepts from the syllabus?
- Which products or performances will be most relevant and meaningful to students?
- How do the learning experiences in the plan reinforce and reflect the key concepts identified from the syllabus?

Plan learning experiences and assessment tasks that:

- directly relate to the key concepts identified from the syllabus
- address the full range of concepts and skills required for a full understanding of the learning program
- allow all students to contribute and collaborate
- provide multiple pathways for students to demonstrate their achievement of learning outcomes.

4. How well do we want them to do it?

Consider:

- High expectations for student performance and/or product.
- How will students know what a quality product or performance looks like?
- How will they know when they have achieved the outcomes?

Plan learning experiences and formal and informal assessment tasks that:

- provide students with explicit quality criteria directly related to learning and syllabus outcomes
- provide students with annotated exemplars, work samples and models so that all students know what is expected for a high quality product or performance.

Activity 8

Analysing assessment tasks in teams

Introduction and purpose	<p>Effective and informative assessment practice involves teachers using a variety of assessment strategies, across the teaching and learning program, that give students opportunities in varying contexts to demonstrate what they know, understand and can do in relation to syllabus outcomes.</p> <p>This activity focuses on reviewing assessment tasks as a means to start professional conversations about effective classroom and assessment practice with your team. Analysing assessment tasks provides a useful starting point for teachers to evaluate the effectiveness of their communication with students about what students are expected to do or produce.</p> <p>Teacher teams may choose to focus on only one or two Professional Teaching Standards of Element 4, depending on their needs. Teacher teams may also choose to incorporate other elements of the Quality Teaching model than those that are suggested here. The <i>Quality teaching in NSW public schools: An assessment practice guide</i> is a useful guide for analysing assessment tasks.</p>
Target audience	Supervisors and leaders of professional learning of stage, faculty or collegial teams
Link to Professional Teaching Standards at Professional Competence	<p>Element 4</p> <p><i>Teachers communicate effectively with their students</i></p> <p>Standards</p> <p>4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5</p>
Link to Quality Teaching elements	<p>Intellectual quality: deep knowledge, deep understanding, higher-order thinking, substantive communication</p> <p>Quality learning environment: explicit quality criteria, high expectations, social support</p> <p>Significance: background knowledge, knowledge integration, connectedness, narrative</p>
Activity materials	<p><i>Quality Teaching to support the NSW Professional Teaching Standards Part A: Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model.</i></p> <p>A selection of assessment tasks</p> <p>Worksheet: <i>Analysis and discussion</i></p> <p><i>Quality teaching in NSW public schools: An assessment practice guide</i></p> <p>Coding sheet: (p 50, <i>Quality teaching in NSW public schools: An assessment practice guide</i>)</p>
Related materials and resources	<p><i>An Evidence Guide for Accreditation at Professional Competence.</i> NSWIT (2005)</p> <p><i>Principles of Assessment and Reporting</i></p> <p>Department of Education and Training Curriculum K-12 website: http://www.curriculumsupport.education.nsw.gov.au/timetoteach/assess/princep_assess.htm</p> <p><i>Assessment for Learning</i> Curriculum Corporation (2008). Website: http://cms.curriculum.edu.au/assessment/about.asp</p>

Activity 8

Analysing assessment tasks in teams

Process

1. Select an assessment task that your faculty, stage team or collegial group considers to be a representative or model task.
2. Ask the team to divide into groups to review the task with a focus on the Professional Teaching Standards of Element 4.
3. Refer to page 26 to 29 of Part A: *Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model*. Read Professional Teaching Standards 4.2.1 to 4.2.5 and the associated Quality Teaching focus questions and suggestions. Your team may decide to focus on one or two of these standards or other Quality Teaching elements. Consider the links between the Professional Teaching Standards and the Quality Teaching elements of *deep knowledge, deep understanding, higher-order thinking, substantive communication, explicit quality criteria, high expectations, social support, background knowledge, cultural knowledge, knowledge integration, connectedness and narrative*. [Refer to the relevant pages of *An assessment practice guide* for a full description of the Quality Teaching elements as they apply to assessment practice.]
4. Each group evaluates the task using *Worksheet 8: Analysis and discussion*. The group should also refer to the relevant pages of *An assessment practice guide* to evaluate the degree to which the task exhibits the Quality Teaching elements. For example, to evaluate the extent to which deep knowledge is addressed in the task, turn to page 14 of *An assessment practice guide* (2006).
5. Use the coding sheet on page 50 of *An assessment practice guide* if you wish to code your assessment task against the scales in the guide.
6. **The group might decide that other Quality Teaching elements are also relevant to the task they are analysing.** Code for these elements on the same Coding sheet in *An assessment practice guide*.
7. Each group discusses how the task could be enhanced and the standard could be demonstrated by more closely addressing the relevant Quality Teaching elements.
8. The groups come together to share evaluations with the rest of the team and make suggestions to refine the task.

Analysis and discussion

Professional Teaching Standards at Professional Competence	Quality Teaching – questions for group discussion
4.2.1 Explain goals, content, concepts and ideas clearly and accurately to students.	<ul style="list-style-type: none"> Is the knowledge being addressed organised around a small number of key concepts drawn from the syllabus? (DK) Are significant concepts, including skills and processes, identified from the syllabus and made explicit to students? Are students provided with explicit guidelines regarding learning goals, content and concepts? (DK) Are these concepts and guidelines used as regular reference points in the assessment task? (DK) To what extent are students provided with explicit criteria for the quality of work they are to produce? (EQC)
4.2.2 Use questions and classroom discussion effectively to probe students' understanding of the content.	<ul style="list-style-type: none"> Do questions allow students to demonstrate a profound and meaningful understanding of key concepts and the relationships between these concepts? (DU) Does the task require students to engage in sustained and substantive communication about the ideas and concepts of lessons? (SC) Are questions posed that have can have multiple answers or possibilities? (SC) Are students asked to justify their responses and/or evaluate information from a variety of sources? (HOT)
4.2.3 Respond to student discussion to promote learning and encourage other students to contribute.	<ul style="list-style-type: none"> Are students provided with opportunities to construct meaning from information and to evaluate, manipulate and transform information? (HOT) Does the assessment task encourage students to take conceptual or performance risks in expressing their understanding? (HE) Are tasks structured in such a way to extend communication by having students read or view and react to each other's suggestions, writing, artworks, or performances? (SC)

Analysis and discussion

Professional Teaching Standards at Professional Competence	Quality Teaching – questions for group discussion
<p>4.2.4 Design and facilitate a variety of purposeful group structures that facilitate student engagement to make content meaningful.</p>	<ul style="list-style-type: none"> ☐ Are learning tasks designed flexibly to allow students to collaboratively plan, solve problems and present findings in groups? (SS) ☐ How are learning experiences structured to challenge all students and build success? (HE) ☐ How are roles within groups negotiated to enhance inclusion and support for all students and to ensure joint ownership of tasks? (E)
<p>4.2.5 Create, select and use a variety of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to students.</p>	<ul style="list-style-type: none"> ☐ Does the task require students to draw on the knowledge they have gained in out-of-school contexts? (BK) ☐ Are explicit connections made between ICT-based tasks and the key concepts being explored? (KI) ☐ Does the task require students to employ narrative to make content meaningful to students and to enrich their understanding? (N) ☐ Does the task require students to connect classroom knowledge with issues beyond the classroom in ways that create personal meaning and highlight the significance of the knowledge for students? (C)

Activity 9

Analysing student work samples

Introduction and purpose	<p>The purpose of this activity is use student work samples and assessment results to evaluate assessment tasks and learning experiences and inform further planning.</p> <p>The four categories described here and by which student work samples are judged, are adapted from the <i>Student Performance Scoring Manual</i> produced for the Systemic Implications of Pedagogy and Assessment in NSW public schools (SIPA) research project.¹⁰</p> <p>Note</p> <p>It is important to ensure that all student work is treated with respect.</p>
Target audience	Supervisors and leaders of professional learning of stage, faculty or collegial teams
Link to Professional Teaching Standards at Professional Competence	<p>Element 3</p> <p><i>Teachers plan, assess and report for effective learning</i></p> <p>Standard 3.2.10</p> <p><i>Use student assessment results to evaluate teaching and learning programs and inform further planning</i></p>
Link to Quality Teaching elements	<p>Intellectual quality: deep understanding, problematic knowledge, higher- order thinking, substantive communication</p>
Activity materials	<p><i>Quality Teaching to support the NSW Professional Teaching Standards Part A: Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model.</i></p> <p>Copy of assessment task</p> <p>Student work samples from the task</p> <p>Worksheet: <i>Analysing student work samples</i></p> <p><i>Quality teaching in NSW public schools: An assessment practice guide</i></p>
Related materials and resources	<p><i>An Evidence Guide for Accreditation at Professional Competence.</i> NSWIT (2005)</p> <p><i>Consistent Teacher Judgement</i> materials are available from DET's Curriculum Support website at</p> <p>http://www.curriculumsupport.education.nsw.gov.au/consistent_teacher/consist_support.htm</p> <p><i>Principles for Assessment and Reporting in NSW Government Schools.</i> NSW DET (1996). Website:</p> <p>http://www.schools.nsw.edu.au/learning/k-6assessments/principles.php</p>

¹⁰ Adapted from Newmann et al's *Authentic Achievement scales* described in Newmann and Associates (1996) *Authentic Achievement: Restructuring school for intellectual quality*. San Francisco: Jossey Bass

Activity 9

Analysing student work samples

Process

1. Refer to pages 24 and 25 of Part A: *Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model*. Read Professional Teaching Standard 3.2.10 and the associated Quality Teaching focus questions and suggestions and consider the links between the Quality Teaching elements and Standard 3.2.10. [Refer to the relevant pages of *An assessment practice guide* for a full description of the elements and how they apply to assessment tasks.]
2. The team divides into groups to analyse student work samples.
3. Use Worksheet: *Reviewing student work samples* to record group notes for each work sample.

Each group evaluates a work sample in relation to standard 3.2.10 and the associated Quality Teaching elements of *deep understanding*, *problematic knowledge*, *higher-order thinking* and *substantive communication*. The team may wish to analyse the student work samples for evidence of other elements of the Quality Teaching model such as *metalanguage*, *connectedness*, *knowledge integration* or *background knowledge*.

4. Use Activity 9 Worksheet to focus the analysis of the student work sample.
5. When groups have completed their analysis they share their findings with the whole group.
6. The group then collaboratively refines the assessment task or learning experience that produced the work sample. Use the focus questions to guide your work.
 - a. Did the task or learning experience require students to demonstrate deep understanding?

How can we improve the task so that students have more opportunity to demonstrate deep understanding?

- b. Did the task or learning experience require students to interpret, analyse, synthesise or evaluate ideas or information in the set tasks?

How can we increase opportunities for students to engage in higher-order thinking in tasks and learning experiences? (Use websites on Bloom's taxonomy for suggestions.)

- c. Did the task or learning experience require students to treat knowledge as open to question, and from multiple perspectives?

How can we refine the task to require students to treat knowledge as problematic?

- d. Did the task or learning experience require students to elaborate their understanding with argument or elaborated reasoning?

How can we refine the task to require students to respond in a substantive and elaborated way?

Activity 9 Worksheet

Analysing student work samples

Focus questions for student work sample	Notes
What key concept/s is the student addressing? (DK)	
To what extent does the work sample demonstrate a deep understanding of the key concept/s? (DU)	
To what extent does the student treat knowledge as problematic and open to social, political, cultural and historical influence? (PK)	
To what extent does the student work sample show evidence of interpretation, analysis, synthesis or evaluation? (HOT)	
To what extent does the student demonstrate an elaborated communication that is clear and coherent, rich in detail, qualification and argument? (SC)	

Activity 10

Analysing student assessment information

Introduction and purpose

“Assessment is the process of identifying, gathering and interpreting information about students’ learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.”¹¹

The purpose of this professional learning activity is:

- to analyse student work samples using Quality Teaching focus questions and
- to use student assessment information to evaluate a lesson sequence in a unit of work to inform ongoing teaching and learning.

Target audience

Supervisors and leaders of professional learning of stage, faculty or collegial teams

Link to Professional Teaching Standards at Professional Competence

Element 3

Teachers plan, assess and report for effective learning

Standard 3.2.10

Use student assessment results to evaluate teaching and learning programs and inform further planning.

Link to Quality Teaching elements

Intellectual quality: deep understanding, problematic knowledge, higher-order thinking, substantive communication

Activity materials

Quality Teaching to support the NSW Professional Teaching Standards Part A: Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model.

Unit of work [with a focus on the lesson sequence that produced the student work samples]

A selection of student work samples that demonstrate:

Below, above or at expectations for a point in time.

Worksheet A: *Analysing student assessment information*

Quality teaching in NSW public schools: An assessment practice guide

Worksheet B: *Refining the lesson sequence*

Related materials and resources

An Evidence Guide for Accreditation at Professional Competence. NSWIT (2005)

Principles for Assessment and Reporting in NSW Government Schools. NSW DET (1996). Website:

<http://www.schools.nsw.edu.au/learning/k-6assessments/principles.php>

Assessment for Learning Curriculum Corporation (2008). Website:

<http://cms.curriculum.edu.au/assessment/about.asp>

¹¹ *Principles for Assessment and Reporting in NSW Government Schools.* NSW DET (1996). Website: <http://www.schools.nsw.edu.au/learning/k-6assessments/principles.php>

Activity 10

Analysing student assessment information

Process

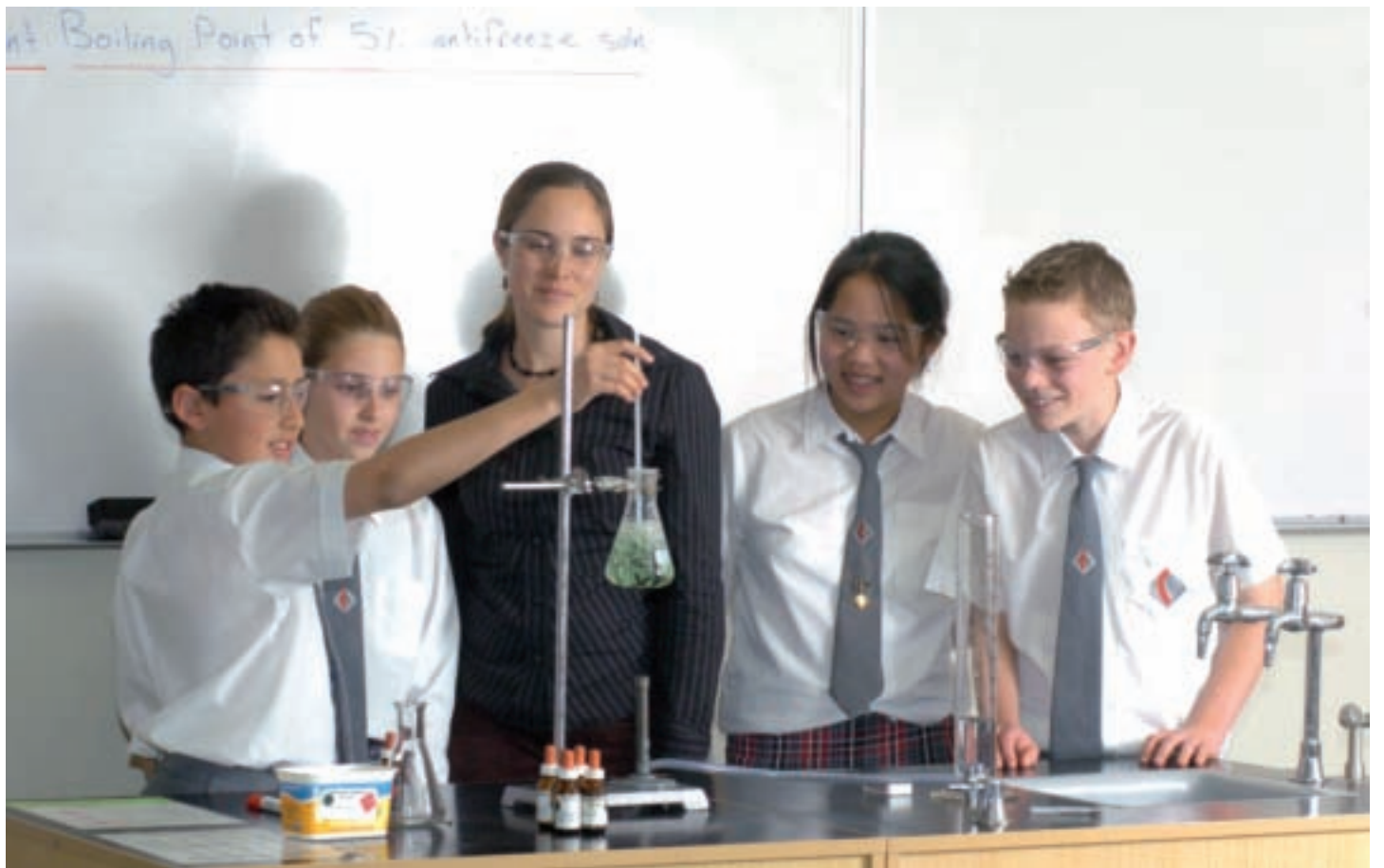
1. Refer to pages 24 and 25 of Part A: *Linking the NSW Professional Teaching Standards and the NSW Quality Teaching model*. Read *Professional Teaching Standard 3.2.10* and the associated Quality Teaching focus questions and suggestions. Consider the links between the Quality Teaching elements referred to in the suggestions and Standard 3.2.10.
2. Each group/pair identifies the lesson sequence in the unit of work that produced the student work samples.
3. Each group analyses the student work samples using the questions below, found on *Worksheet A: Analysing student assessment information*, to focus analysis.
 - To what extent do students demonstrate an understanding of the key concept/s?
 - To what extent do students explore different perspectives or underlying assumptions about knowledge?
 - To what extent do students interpret, analyse, synthesise or evaluate ideas or information?
 - To what extent do students elaborate their understanding in a sustained and substantial fashion?
4. Small groups share with the whole team their analyses of the work samples in terms of the Quality Teaching focus questions listed above. Discussion should focus on what students have done well and what needs to be developed further.
5. Groups then discuss how student achievement can inform on-going teaching and learning.
6. As a follow-up activity team members undertake to refine the identified lesson sequence in light of the extent of student achievement based on the Quality Teaching questions.
7. Groups use *Worksheet B: Refining the lesson sequence* to focus the work of raising the level of intellectual quality in the lesson sequence.

Analysing student assessment information

Quality Teaching – focus questions	Evidence of the extent of student achievement [How do we know?]
<p>To what extent do students demonstrate an understanding of the key concept/s? (DK) (DU)</p> <p>[For <i>Deep knowledge and Deep understanding</i> see pages 14–17 of <i>An assessment practice guide</i>]</p>	
<p>To what extent do students explore different perspectives or underlying assumptions about knowledge? (PK)</p> <p>[For <i>Problematic knowledge</i> see pages 18–19 of <i>An assessment practice guide</i>]</p>	
<p>To what extent do most students effectively interpret, analyse, synthesise or evaluate ideas or information? (HOT)</p> <p>[For <i>Higher-order thinking</i> see pages 20–21 of <i>An assessment practice guide</i>]</p>	
<p>To what extent do students elaborate their understanding in a sustained and substantial fashion? (SC)</p> <p>[For <i>Substantive communication</i> see pages 24–25 of <i>An assessment practice guide</i>]</p>	

Refining the lesson sequence

Quality Teaching – focus questions	Notes/Comments	How can we raise the level of intellectual quality in the lesson sequence?
<p>1. What key concept/s were the students required to learn? (DK) (DU)</p> <p>[For <i>Deep knowledge</i> and <i>Deep understanding</i> see pages 14–17 of <i>An assessment practice guide</i>]</p>		
<p>2. What knowledge was presented as open to question, and with multiple perspectives and/or conflicting interpretations? (PK)</p> <p>[For <i>Problematic knowledge</i> see pages 18–19 of <i>An assessment practice guide</i>]</p>		
<p>3. How were students required to organise, reorganise, apply, analyse, synthesise or evaluate knowledge and information? (HOT)</p> <p>[For <i>Higher-order thinking</i> see pages 20–21 of <i>An assessment practice guide</i>]</p>		
<p>4. How were students required to elaborate their understanding of the key concept/s and content in a sustained and substantive fashion? (SC)</p> <p>[For <i>Substantive communication</i> see pages 24–25 of <i>An assessment practice guide</i>]</p>		



Resources and References

Support materials for the NSW Quality Teaching model

Phase 1: Introducing Quality Teaching

NSW Department of Education and Training *Quality teaching in NSW public schools: Discussion paper* (2008)

NSW Department of Education and Training *Quality teaching in NSW public schools: Starting the discussion* (2003)

NSW Department of Education and Training *Quality teaching in NSW public schools: An annotated bibliography* (2008)

NSW Department of Education and Training *Quality teaching in NSW public schools: A DVD introduction* (2006)

Phase 2: Classroom practice

NSW Department of Education and Training *Quality teaching in NSW public schools: A classroom practice guide* (2006)

NSW Department of Education and Training *Quality teaching in NSW public schools: Continuing the discussion about classroom practice* (2006)

NSW Department of Education and Training *Quality teaching in NSW public schools: Continuing the discussion about classroom practice: Lesson extracts K–10* (2006)

Phase 3: Assessment practice

NSW Department of Education and Training *Quality teaching in NSW public schools: An assessment practice guide* (2006)

NSW Department of Education and Training *Quality teaching in NSW public schools: Continuing the discussion about assessment practice* (2006)

NSW Department of Education and Training

Professional Support for New Scheme Teachers: Achieving Accreditation at Professional Competence: A guide for NSW government schools (2007)

Office of Schools Plan 2006–2008 (2006)

The Professional Learning Continuum (2006)

Accreditation of New Scheme Teachers in NSW Government Schools Policy (2005)

Procedures for Managing Probationary Teachers (2005)

Accreditation of New Scheme Teachers at Professional Competence Procedures (April 2008)

NSW Institute of Teachers

Professional Teaching Standards (2004)

Teacher Accreditation Manual, incorporating An Evidence Guide for Accreditation at Professional Competence (2005)

Websites

NSW Department of Education and Training

Professional Learning and Leadership
Development Directorate

www.det.nsw.edu.au/proflearn

Accreditation of New Scheme Teachers in NSW
Government Schools Policy

**[www.det.nsw.edu.au/policies/employment/
recruit/tchr_acred/PD20050165.shtml](http://www.det.nsw.edu.au/policies/employment/recruit/tchr_acred/PD20050165.shtml)**

Accreditation of New Scheme Teachers in NSW
Government Schools Procedures

**[www.det.nsw.edu.au/policies/employment/
recruit/tchr_acred](http://www.det.nsw.edu.au/policies/employment/recruit/tchr_acred)**

NSW Institute of Teachers

www.nswteachers.nsw.edu.au

NSW Board of Studies

www.boardofstudies.nsw.edu.au

Professional Teachers Council NSW

www.ptc.nsw.edu.au



For further support with professional learning and the NSW Quality Teaching model, please contact:

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© June 2008

Professional Learning and Leadership
Development Directorate



ISBN 9780731385492
SCIS 1335243

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