AMFIE 2013
Policy Innovations in Education
Scaling Up Teacher Training

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Australia has nationally agreed teacher standards from Graduate teachers to Lead Teachers – 4 levels and three domains.

The standards are developed by national agency – federally funded – AITSL

The graduate standards have to be used to develop University teacher education programs – only Universities do teacher education courses.

The standards have to be mapped and referenced for all professional learning programs – a range of providers can deliver eg. Intel Teach Programs are registered by state teacher accreditation agencies.

Support for teachers supervising professional experience of graduating teachers.

Does your Country have national ICT competency standards for teachers that guide professional development programmes for pre-service and in-service training?
To what extent are these national standards adopted, i.e. curriculum integration, teachers’ performance evaluation?

Nationally agreed, state based implementation.

Incorporation of standards is mandatory for graduate teacher education programs – self accredited by Universities.

Adoption is phased in for teacher professional learning as they become due for accreditation.

Teacher performance evaluations are done annually for new teachers by their Principals.

Existing teachers have different conditions

- Accreditation of professional learning programs is a state responsibility.
- Registration of Teachers is also a state responsibility.
What strategies and mechanisms are being or used to monitor, assess, and continuously enhance teacher competencies in the effective and innovative use of ICT to foster students’ 21st century skills?

- ICT embedded teaching and learning materials eg. Intel Skoool
- Inquiry based and collaboration driven learning eg: Murder under the Microscope – investigative game.
- Self assessment frameworks and tools
- Scootle Community – digital platforms for sharing content of experiential value
- Initiating or Joining networks – physical and virtual – without much gatekeeping
- Online modules for professional learning
- Partnerships with Intel, Microsoft, Electroboard, Telstra etc.
- Webinars and videoconferencing with teachers and students as needed.
What types of support are provided to encourage sustainable innovative practices among teachers?

- Teacher Features – showcasing examples of practice uploaded by teachers
- Implementation Toolkits and self-assessment tools are being used well.
- Networks of teacher accreditation bodies formed to share experiences
- A literacy and numeracy test for graduating teachers has been introduced
- Impressive downloads of Illustrations of Practice (from Google analytics)
- Social media used to disseminate and monitor comment/sentiment

Is there evidence of the impact of these activities (i.e. behaviour/attitude, quality, literacy, student learning outcomes)?

- Online activities indicate stronger awareness, flow and activity in conversations and interactions
- Research initiated to examine uptake, practice change and other impacts.
- Readiness frameworks - @ school level or within professional groups
- Analytics – Scootle platform provides page views, login times, durations, funnel flows, search terms, learning paths created, heat maps etc.
- Some evidence of learner engagement and comment available; correlation to student outcomes not yet possible due to the number of variables, and suitable research methods for causation and prediction.
Thank you

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