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Developing a common understanding of a teacher competency framework through video analysis : experiences of Victorian regional independent middle school teachers

Christopher J. Brown
Edith Cowan University

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DEVELOPING A COMMON UNDERSTANDING OF A TEACHER COMPETENCY FRAMEWORK THROUGH VIDEO ANALYSIS: EXPERIENCES OF VICTORIAN REGIONAL INDEPENDENT MIDDLE SCHOOL TEACHERS

Christopher Brown

Grad. Dip. (Ed. Admin.), B. Ed. (Prim.), Dip. T. (Prim.)

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USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

ABSTRACT

This study was deliberately focussed upon the careful examination of a model of professional learning for Middle School teachers, which has at its core, a Teaching and Learning Framework depicting essential elements of effective teaching practice. Set within the context of Middle School classrooms in a Regional Independent school, the intent was to research the impact of the framework on the professional learning of a group of teachers. Research was also undertaken to investigate the effectiveness of feedback and analysis structured around the framework, using video recordings taken from classroom observations.

A group of eight Middle School teachers participated actively in the study to determine how the use of video-stimulated reflective processes might affect improvements in their practice and professional learning. Professional learning opportunities were examined and explored in terms of the impact of the observation and feedback cycle on individual teacher's progress and against rubric levels within the framework.

At a time when the issue of the tenuous links between professional learning and school improvement is at the forefront of the educational agenda in schools and school systems, it is of significant importance to be able to reflect on a range of models designed to improve teaching, and in turn student learning outcomes in schools. The Teaching and Learning Framework including its subsequent feedback and professional learning processes investigated within this study served to add valuable perspectives to these links.

Participants in the study were required to analyse video-recordings of literacy lessons against selected elements from within the school's Teaching and Learning Framework. Semi-structured and focus group interviews were then conducted to examine and triangulate the data generated in relation to the research question. The data provided considerable insight into the potential impact of teacher competency frameworks on the school improvement agenda, notions of teacher effectiveness and preferred professional learning models.

The findings of the research essentially emerged as four distinct themes, these being the critical importance of developing shared understandings of teacher competency frameworks, use of such

frameworks to support analysis and reflection, capacity of these frameworks to inform and guide practice, and the potential for them to be used as tools for the purposes of moderation and differentiation of practice.

The study provided insight into the role teacher competency frameworks might play in scaffolding and directing teacher professional learning. To frame quality professional learning, the study contends that competencies and professional practice standards related specifically to them, should be explored with a view to providing developmental pathways for teachers to enhance and refine their practice. Such professional learning models need to afford opportunities for teachers to engage in purposeful video analysis and reflection so as to promote professional dialogue in and around problems of practice.

The study also makes a valid contribution to the school improvement agenda in proposing that teacher competency frameworks and video reflection remain as central components in professional learning models designed to develop more effective teaching, more effective teachers and hence, more effective schools.

DECLARATION

I certify that this thesis does not, to the best of my knowledge and belief:

i.   incorporate without acknowledgment any material previously submitted for a degree or diploma in any institution of higher education;

ii.   contain any material previously published or written by another person except where due reference is made in the text; or

iii. contain any defamatory material.

I also grant permission for the Library at Edith Cowan University to make duplicate copies of my thesis as required.

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Date:

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Introduction

Chapter one introduces the reader to the elements contained within this research study. The first section provides detail regarding the background of the study, placing it within a context for the reader. The next section elaborates upon the significance of this research, justifying its importance within a conceptual framework. Subsequent sections within this introduction have been included to provide an overview of the research question and an outline of the research itself.

Background

The Evolution of the Teaching and Learning Framework

This study is positioned within the context of the approach taken to teacher professional learning (and student learning) within an independent school in regional Victoria. The school has at its core an explicit School Focus Statement:

> Throughout a student's time at school, our focus is to maximise their competence, skills and capacity so that, at the end of school, when they stand on the threshold of their future, they can choose their 'heart's desire' (2006, p. 463).

This focus extends to the work undertaken by, and with the teaching staff, in the area of professional learning and development. To maximise the competence and capabilities of the staff, a framework was developed to focus teachers' efforts towards improving their professional practice, and in turn student learning outcomes. The development of the Teaching and Learning Framework was undertaken by members of the school's Senior Leadership Team.

Over the course of 2005 – 2006 the school implemented the use of the Classroom Literacy Observation Schedule (CLOS) (Louden, Rohl, Barratt-Pugh, Brown, Cairney, Elderfield et al., 2005) to observe literacy teachers and staff working in other subject disciplines. The CLOS (Louden et al., 2005) was shown to be empirically valid for classroom observation of a group of selected teachers' pedagogical practices and provided the school with a valuable tool for examining what constituted effective practice. Within this timeframe, similar research was being

undertaken in Victoria with the Middle Years Research and Development (MYRAD) Project, Centre for Applied Education and Research (CAER, 2002) and the Principles of Learning and Teaching P-12 Flagship Strategy 1: Student Learning (DEECD, 2006).

As with the CLOS, these research projects were undertaken to structure and focus the professional learning of staff working in Victorian schools. The principles, while not standards or curriculum statements "do however provide an effective basis for discussions about pedagogy amongst teachers who are jointly responsible both for delivering the curriculum and ensuring that their students reach the standards expected" (DEECD, 2006, p.2).   As stated in the documentation, the principles explore some of the understandings as to what constitutes meaningful student and teacher learning. In contrast, the aim within my own school was to develop a Teaching and Learning Framework, which would enable standards of professional practice to deliver on the School Focus.

In more simple terms, the school's Senior Leadership Team wanted to refine a framework for teaching which could identify those aspects of a teacher's practice, with possible links to improved staff and student learning. The focus was upon empirical studies and theoretical research which could assist the team to be able to define more specifically what teachers should know and be able to do in the exercise of their profession (Danielson, 1996). Danielson's (1996) framework was developed in response to nationally prominent educational organisations in the USA setting standards primarily for pre-service teachers. More than any other organisation, her work was influenced by the National Board for Professional Teaching Standards (NBPTS). The NBPTS was formed to offer teachers the equivalent of advanced board certification in medicine. Danielson (1996, p. 9) notes parallel development between frameworks for teaching, as well as in student learning and assessment, and she contends that "the use of frameworks, whether to define and describe exemplary student performance, or to define and describe excellence in teaching, has produced powerful side effects" (1996, p. 9) namely in establishing performance criteria around what teachers should know and be able to do. The appeal of this framework rests in its offer of a structure to assess a teacher's practice and is the key focus of this study, to organise and support improvement efforts. Opportunity exists for self- assessment and expert assessment against the framework.

The school's Teaching and Learning Framework has at its core the work of Danielson (1996); however, it has also been framed in relation to the Standards of Professional Practice as mandated by the Victorian Institute of Teaching (VIT). The CLOS framework provided an initial impetus; however, it was more focused upon effective teaching practices in early year's literacy teaching.

The Standards of Professional Practice, ratified by the then Minister for Education and Training, Ms Lynne Kosky, have become the standards of professional practice for full registration for teachers in Victoria. They describe the characteristics of effective teaching and establish the essential components of teachers' knowledge and practice (VIT, 2006). In synthesising Danielson's Components of Professional Practice: Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities with the VIT Standards of Professional Practice: Professional Knowledge, Professional Practice and Professional Engagement, the school's Teaching and Learning Framework was formed.

This Teaching and Learning Framework (Appendix 1) has Professional Practice at the centre. The Essential Elements of Effective Teaching and Learning in this framework comprise:

1. Planning for Teaching and Learning (pre-lesson).
2. Safe and Challenging Learning Environment.
3. Range of Strategies to Engage Students in Effective Learning.
4. Feedback and Assessment.
5. Reflecting on Teaching and Learning (post-lesson).

These Essential Elements overlay reference to professional knowledge of pedagogy, content and students. Professional commitment and responsibility also form part of the framework in and around expectations for staff to plan for and engage in professional learning (Appendix 2).

As in the case of CLOS (Louden et al., 2005) the MYRAD (CAER, 2002), the Victorian Principles of Learning and Teaching POLT (DEECD, 2006) and Danielson's Framework for Teaching and Enhancing Professional Practice (Danielson, 1996) to the greatest extent possible; each model has been grounded in a body of research that seeks to identify principles

of effective professional practice and classroom organisation (see Appendix 2.1 for further elaboration in Figures 1.1, 1.2. 1.3 and 1.4.) Some of this research is validated; that is, it is grounded in experience, with formal research data to support it. Some, however, "is theoretical; that is it is not (yet) or cannot be supported by empirical data. In these cases, such frameworks are based on recommendations from theoretical research on cognition and on practices that are recommended but not yet rigorously tested in classrooms" (Danielson, 1996, p.21). Within this study, an opportunity exists to examine the professional growth and learning of a group of Middle School teachers in relation to their understanding of the Essential Elements of Effective Teaching and Learning as defined in the school's own Teaching & Learning Framework which has evolved as a synthesis of each of these models **(Figure 1.0)**.

Figure 1.0 Evolution of the Teaching and Learning Framework
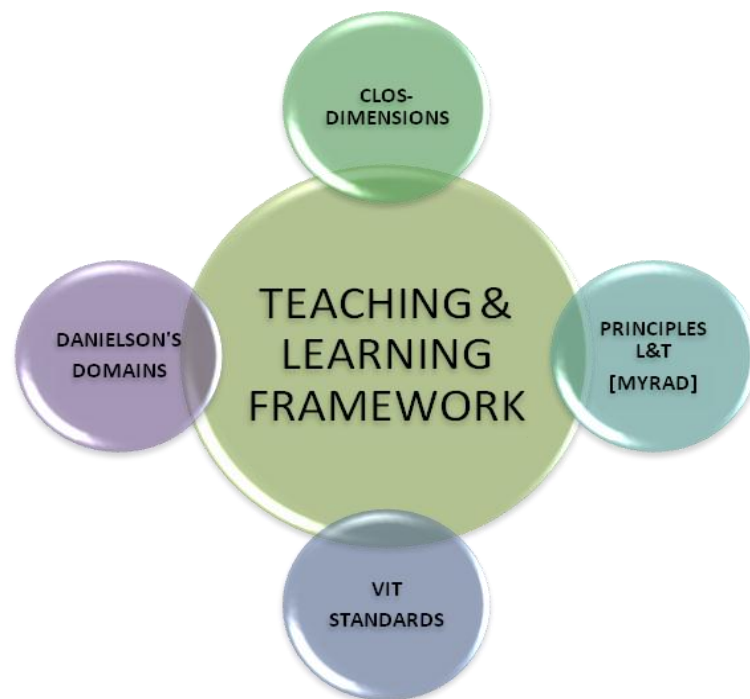
A further component within the framework relates to the designation of levels of performance as Professional Practice Standards (Appendix 3). Each element of a component has four levels of performance: beginning, approaching proficient, proficient and distinguished. Within the context of this study, the levels of performance will be used to assess current practice in particular domains; however, they will be integral to a process of professional learning and reflection linked to maximising the competence, skills and capacity of the staff.

Professional Learning in the Middle School

Having selected a Teaching and Learning Framework designed to give explicit guidance as to what teachers should know and be able to do in the quest to maximise their own learning, and that of their students, what form should the professional learning model take? According to Elmore (2004) a consensus view exists, which is related to the practice of professional development:

> However focussed and wherever enacted, [it] should embody a clear model of adult learning that is explained to those who participate. Those who engage in professional development should be willing to say explicitly what new knowledge and skill educators will learn as a consequence of their participation, how this new knowledge and skill will be manifested in their professional practice, and what specific activities will lead to this learning(p. 95).

Elmore (2004) contends that professional development in the consensus view should be designed to develop the capacity of teachers to work collectively on problems of practice within their own schools. This is derived from the assumption that learning is essentially a collaborative rather than an individual activity and that educators learn more powerfully in tandem with colleagues who are struggling with the same problems. The emphasis and essential purpose of professional development should be the improvement of schools and school systems

The model of professional learning to be undertaken as part of this research has the Teaching and Learning Framework as its core. Elmore (2004) alludes to the contention that effective professional development focuses on enacted practice:

> The combination of academic content and pedagogy into classroom
> delivery that is responsive to issues of student learning in specific settings
> – requires that the physical location of the learning be as close as possible
> to where the teaching itself occurs. (p. 97)

This consensus view is consistent with professional learning approaches related to individuals or small groups of teachers engaging in the observation of actual teaching.

A number of researchers (Elmore, 2004; Stigler & Hiebert, 1999) discuss the difference, which exists between this consensus view of professional learning and how it might become embedded in the institutional structure of schools. Stigler and Hiebert (1999) identify a flaw in the methods for improving teaching based on the view that in the USA "the teaching profession does not have enough knowledge about what constitutes effective teaching, and teachers don't have a means of successfully sharing such knowledge with one another" (p. 12). This lends weight to the argument that to elevate teaching to a more professional status there is a need to develop shared understandings and capacity around standard practices, which in fact hold the wisdom of the profession. For any model of professional learning to be effective it must build a research and development system to enable teachers to study their practice "to begin the long, steady process of improving standard practice within the profession" (p. 176). In the context of the current research, specific processes and protocols will be put in place to enable teachers to reflect on the Essential Elements for Teaching and Learning within this framework and feedback provided against the Professional Practice Standards.

Conceptual Framework

The significance of this study is linked to the conceptual framework upon which it is based and the contribution it may make to the school improvement agenda, teacher professional learning models and developing notions as to what constitutes teacher effectiveness.

The school improvement agenda continues to gain momentum both in Australia and overseas. Increased accountability for schools and teachers remains part of contemporary educational debate and is evidenced in the current focus on school performance standards. In Australia,

the launch of the My School website typifies this commitment as described by the Chair of the

Australian Curriculum Assessment and Reporting Authority (McGraw, 2010):

> The *My School* website has been developed by the Australian Curriculum,
> Assessment and Reporting Authority (ACARA), an independent authority
> that is responsible, among other things, for publishing nationally
> comparable data on Australian schools …
>
> The *My School* website provides detailed information about almost 10,000
> schools in Australia. It uses a new index of student and school
> characteristics, developed specifically for the purpose of identifying schools
> serving similar student populations. This enables schools' results on
> national tests to be understood in a fair and meaningful way, and enables
> schools seeking to improve their performance to learn from other schools
> with statistically similar populations.
>
> By providing extensive information on Australian schools, the *My School*
> website introduces a new level of transparency and accountability to the
> Australian school system. (p. 3)

Such transparency and accountability is also characterised by the work of City, Elmore,

Fiarman and Teitel (2009) in developing the concept of instructional rounds:

> Our work in schools is about bridging the knowledge gap between
> educators and their practice. The rounds process is an explicit practice that
> is designed to bring discussions of instruction directly into the process of
> school improvement. By practice, we mean something quite specific. We
> mean a set of protocols and processes for observing, analysing, discussing
> and understanding instruction that can be used to improve performance at
> scale. (p. 3)

The rounds model is framed upon a specific set of ideas about how practitioners can work

together to solve common problems of practice. City et al. (2009, p. 4) contend; however, that

"What educators don't have are explicitly shared practices, which is what distinguishes

educators from other professionals." They also conclude and advocate for the adoption of

common practices "disciplined by protocols and routines, organised around the core functions of

schooling in order to create common language, ways of seeing, and a shared practice of

improvement" (2009, p.4).

This study is embedded within the context of school improvement and will investigate possible

causal links between the understanding and the use of teacher competency frameworks to drive

school improvement.

In addition to the concept of school improvement, the conceptual framework for this research is

also linked explicitly to teacher professional learning. The review of the research literature in

Chapter Two provides distinctions between professional development and professional learning. In making distinctions between the two, professional learning is more concerned with and focussed upon pedagogy and teacher beliefs as to how children learn. This form of professional learning is then transformed into practice "where teachers' choices about content and instructional strategies, directly impact on the quality of learning for students" (Long, 2009, p.16). The literature has also been examined to identify principles linked to effective professional learning programs and models, as well as exploring links between such programs and approaches and their influence on teacher practice and student performance.

Teacher effectiveness is the third component of the conceptual framework which underpins this research. School improvement and teacher professional learning models would logically seem to have teacher effectiveness at their core. A further review of the literature in Chapter Two seeks to explore and establish links between effective teaching and effective student learning. As an adjunct to this, the chapter also examines the notion of teacher evaluation validity within a standards-based evaluation system, where teacher competency frameworks might be employed to evaluate teacher effectiveness.

Purpose of the study

The purpose of this study is to examine teacher understanding of a teacher competency framework in relation to the following conceptual elements: school improvement, teacher professional learning and teacher effectiveness. In addition to this examination, the study also seeks to establish potential links between the understandings of such a framework and improved classroom practice.

Research Question

The body of this research focussed on the degree to which a group of Literacy teachers developed common understandings of a teacher competency framework. Such understandings were developed through a video-stimulated reflective process. Focus was then placed on the

impact of such shared or common understandings of this particular framework upon teacher professional learning and both school and teacher effectiveness.

The research question has been framed to investigate:

How does the use of a video-stimulated reflective process affect understanding of a Teaching and Learning Framework in a group of Middle School Literacy teachers?

Outline of the study

Chapter Two presents a review of the available literature, which focuses on the literature that relates to the current body of knowledge linked to the research question. First, the review encompasses key assertions related to links between effective teaching and effective student learning. Second, the literature specific to models of professional learning is examined within the context of making explicit links to developing understanding of Teacher Competency Frameworks. The power and function of reflective practice is also reviewed within the context of the use of video as a reflective and instructive research tool. Finally, a focus is directed upon the available literature related to teacher evaluation validity within a standards or competency based evaluation system.

Chapter Three focuses on the theoretical framework of this study. It has been formulated to consider the use of an adult learning context to develop understanding of a Teaching and Learning Framework. Adult learning theory (andragogy) forms the basis of the teacher professional learning to be undertaken, supported by the use of learning technologies. Chapter Four discusses the methodology used in this research including its design and data gathering procedures. Chapter Five elaborates upon the data collection process. Chapters Six and Seven discuss and analyse the findings, and highlight a number of research conclusions to emerge from the study. Areas for further research are also explored.

Summary

This chapter has established the context within which the research will occur. The first section provided background information regarding the evolution of the Teaching and Learning Framework as a specific teacher-competency tool designed and used within the research setting. Section two outlined the significance of this study and the conceptual framework upon which it is based. It also identified the contribution it may make to the school improvement agenda, teacher professional learning models and developing notions as to what constitutes teacher effectiveness. Section three detailed the explicit purpose of the study and the research question being investigated.

A reasoned discussion and overview of the relevant literature is presented in the following chapter, identifying a number of the key themes related to the research question.

Chapter 2

Review of the Literature

Introduction

A review of the literature relevant to the research is presented in this chapter. The review focuses on a number of areas of interest central to the conceptual framework of the study. First, key assertions related to causal links between effective teaching and effective student learning are discussed. The second section considers the literature specific to various models of teacher professional learning and professional development; and the hypothesis that they may be linked to developing understandings of Teacher Competency Frameworks. Thirdly, literature related to reflective dialogues and the use of video as a reflective tool is examined within the context of the use of teacher competency frameworks. Finally, the literature review examines teacher evaluation validity within standards-based evaluation systems.

A central tenet within the research question is the assertion that effective teaching does in fact have a positive impact on student learning. Such notions of effectiveness are then represented in the development of a rubric of professional practice standards contained within a competency framework. Teacher professional learning models are examined in terms of their capacity to influence and change understanding of these elements, linked to what teachers should know and be able to do in their quest to improve the quality of instruction in classrooms.

Effective Teaching and Effective Student Learning

During the 1950s and 1960s in the USA, questions were raised as to the importance of schools and teachers in relation to the teaching and learning process. One such United States report in 1966, entitled Equality in Educational Opportunity (Coleman et al., 1966) involved more than 640 000 students and concluded the following: "Taking all these results together, one implication stands above all: that schools bring little to bear on a child's achievement that is

independent of his background and general social context" (p. 235). Research such as this was a devastating commentary on the perceived lack of potential for schools and teachers to positively impact upon student achievement. In general, these results were interpreted as strong evidence that schools, and by inference the teachers within them, made little difference in the academic lives of students.

Since the 1960s, a significant number of studies have provided evidence in support of a different conclusion. Such studies as discussed by Marzano (2003) demonstrate that effective teachers and hence effective schools, can make substantial difference in the achievement of students. In the last couple of decades, the picture as to what constitutes effective teaching has become much clearer. Again, according to Marzano (2007, p. 1) "Among elements such as a well-articulated curriculum and a safe orderly environment, the one factor that surfaced as the single most influential component of an effective school is the individual teachers within that school." Additionally, many studies have quantified the influence an effective teacher has on student achievement that is relatively independent of anything else that occurs in the school (Haycock, 1998; Marzano, 2003; Nye, Konstantopoulos, & Hedges, 2004). Of these studies, the one undertaken by Nye et al. (2004) is the most compelling, because it involved random assignment of students to classes controlled for factors such as: previous achievement, socioeconomic status, ethnicity, gender and class size. The study involved 79 elementary schools in 42 school districts in Tennessee.

Among many findings, the study by Nye et al. (2004) contributes much to our collective understanding of the level of influence the individual classroom teacher has on student achievement. They summarize the results as follows:

> These findings would suggest that the difference in achievement gains between having a 25th percentile teacher (a not so effective teacher) and a 75th percentile teacher (an effective teacher) is over one third of a standard deviation (0.35) in reading and almost half a standard deviation (0.48) in mathematics. Similarly, the difference in achievement gains having a 50th percentile (an average teacher) is about one-third of a standard deviation (0.33) in reading and smaller than half a standard deviation (0.46) in mathematics … These effects are certainly large enough effects to have policy significance. (p. 253)

To further examine such effect sizes at the international level, the OECD published the McKinsey Report to document results of their research between May 2006 and March 2007. Its

objective was to understand why the world's top-performing school systems perform so very much better than most others and why some educational reforms succeed so spectacularly, whilst many others fail. The report is the outcome of an analysis of the achievements of the best-performing school systems as defined by the Organisation for Economic Co-operation and Development's Programme for International Student Assessment (PISA), a survey of the current literature and interviews with over one hundred experts, policymakers and practitioners. The research also involved the benchmarking of twenty five school systems in Asia, Europe, North America and the Middle East.

The report found that high-performing school systems, though strikingly different in construct and context, maintained a strong focus on improving instruction because of its direct impact upon student achievement. According to McKinsey (2007) to improve instruction, these high-performing school systems consistently do three things well:

- they get the right people to become teachers (the quality of an educational system cannot exceed the quality of its teachers);

- they develop these people into effective instructors (the only way to improve outcomes is to improve instruction); and

- they put in place systems and targeted support to ensure that every child is able to benefit from excellent instruction (the only way for the system to reach highest performance is to raise the standard of every student). (p. 13)

The common theme in the research clearly indicates and substantiates the important links existing between effective instruction (the teaching) and learning outcomes (the learning) for students within individual schools and systems. As McKinsey (2007) contends, "The quality of the outcomes for any school system is essentially the sum of the quality of the instruction its teachers deliver" (2007, p. 26).

Hattie (2003) also supports the contention that the greatest source of variance within schools is the teacher. Therefore, such a focus on teaching and the teacher "is to have a powerful effect on achievement, and this is where excellent teachers come to the fore – as such excellence in teaching is the single most powerful influence on achievement" (2003, p. 4).

Professional Learning

It is now a widely held belief that in order to achieve significant and lasting change in education that the central focus must be upon teachers (Guskey & Huberman, 1995). Throughout much of the literature, the terms 'change, professional growth, professional development and professional learning' are used interchangeably. The terms 'professional development' and 'staff development' are also seen to be synonymous throughout the discussion. For the purpose of this review, the term 'professional learning', will be used as it is important to assign a clear definition to this concept, which by definition implies that some of professional learning has in fact taken place.

In fostering professional learning in schools it is worth noting that it is different to professional development, "which is a term traditionally applied to the experiences and formal programs teachers attend in order to be informed, extended or affirmed in their teaching pedagogies" (Long, 2009, p. 15). It is important to note that attendance at professional development experiences does not guarantee that there will be a noticeable impact on the practice of the teachers involved. Long (2009, p. 15) contends that as much professional development is often 'one-off', fragmented and lacking sequence, it rarely enhances the learning of teachers or their students. He suggests that "professional learning, on the other hand, refers to the development of teachers through collaborative, practical and professional processes and acknowledges learners think differently with varying rates and levels of acceptance" (Long, 2009, p. 15). This definition recognises the fact that whilst practitioners may engage collaboratively in the same experience, individuals will learn in a variety of ways with varying degrees of outcomes.

 As a relatively new term in the educational discourse, professional learning encompasses a philosophy of continuous learning, which remains dynamic and ever changing. In addition, as Goodrum (2007) asserts:

> the term also captures the importance of the teacher as a professional. Instead of the education system or society imposing its expectations and changes on teachers, there is a view embraced by this term, that teachers and their profession will be the catalysts for change and improvement. (p. 6)

For the purpose of this research, professional learning is concerned with pedagogy and individual teachers' beliefs about how children learn, "which transforms into practice where teachers' choices about content and strategies, directly impacts on the quality of learning for students" (Long, 2009, p. 16).

Historically, in the USA and Australia, teacher change, aligned with knowledge and skill development, has been directly linked with planned professional development activities. Such activities became a major enterprise in education in the post-depression era after World War 2 (Howey & Vaughan, 1983). In the 1980s, it was based on a training paradigm that implied a deficit in teacher skills and knowledge (Guskey, 1986). The vast proportion of professional learning activities consisted of 'one-off' workshops aimed at developing teacher mastery of prescribed content, skills and knowledge. Professional learning programs based on this deficit model have been criticised throughout the literature. Researchers including Guskey (1986), Howey and Joyce (1978), and Wood and Thompson (1980) have emphasised the ineffectiveness of professional learning programs that have an overemphasis on this deficit approach. Others, including Fullan and Stiegelbauer (1991) and Johnson (1989), have provided convincing evidence of the failure of 'one-off' professional learning approaches.

The ineffectiveness of attempts to effect teacher change through professional learning programs based on the deficit-training-mastery model has provided the impetus for additional research into the process of teacher change and professional learning. More recent research has seen a shift in focus from earlier conceptions of change as something that is done to teachers, to change as a complex process that involves learning (Fullan & Stiegelbauer, 1991; Guskey, 1986; Johnson, 1989).

Drawing on "theoretical perspectives and practical experience", Owen, Johnson, Clarke, Lovitt and Morony (1988) outlined nine principles for effective professional learning. Following their synthesis of the research literature and their analysis of 'best' professional learning practice operating across Australia, they reported that to achieve lasting educational change, professional learning should:

- address issues of concern recognised by teachers themselves;
- take place as close as possible to the teacher's own working environment;

- take place over an extended period of time;
- have the support of both colleagues and the school administration;
- provide opportunities for reflection and feedback;
- enable participating teachers to feel a substantial degree of ownership;
- involve a conscious commitment on the part of the teacher;
- involve groups of teachers rather than individuals from a school; and
- use the services of a consultant or a critical friend. (p. 15)

Owen et al. (1988) concluded that professional learning activities could be assessed for the degree to which they could address each of these principles. They assumed that the most effective forms of professional learning would possess each characteristic.

A further analysis of professional learning approaches has been completed by Sparks and Loucks-Horsley (1990). They identified five professional learning approaches:

- an individually guided staff development approach, where teachers plan and pursue activities they believe will develop their own learning;
- an observation assessment approach, where teachers are observed and receive feedback related to their classroom practice;
- a development/improvement approach, where teachers are involved in curriculum design and development or school improvement processes;
- a training approach, where the focus is on teachers acquiring knowledge or skills through instruction; and
- an inquiry approach, where teachers identify an area they would like to work on, collect data and make changes based on their interpretation of that data.

Sparks and Loucks-Horsley (1990) reported that the training approach is the most widely used form of professional learning and therefore, it is the model that has been most thoroughly investigated within the research. They highlighted criteria for effective professional learning similar to those identified by Owen et al. (1988) and suggested that factors that would continue to be important, regardless of what is learned in the future about other professional development (learning) types, include:

> (a) schools with norms that support collegiality and experimentation; (b) administrators who work with the staff to clarify goals and expectations and actively commit to support teachers' efforts to change their practice; (c) efforts that are strongly focused on changes in curricular, instructional, and classroom management practices with improved student learning as the

goal; and (d) adequate, appropriate staff development experiences with follow-up assistance that continues long enough for new behaviours to be incorporated into ongoing practice. (p. 247)

Sparks and Loucks-Horsley (1990) also emphasised that there are many questions related to effective professional learning that remain unanswered. They reported that:

The need is great for well-designed long term studies of school improvement efforts based on staff development. The field of staff development seeks a solid base that moves beyond description and advocacy to a better understanding of those factors that support and improve classroom practice. (p. 248)

This study may in fact establish links between professional learning linked to a Teaching and Learning Competency Framework and improved classroom practice.

A recent report into the status of teacher development in the United States and abroad (Darling-Hammond, Chung Wei, Andree, Richardson, & Orphanos, 2009) contends that the current professional learning model is seriously flawed:

Other fields from medicine and management to the military, do a far better job of providing on-going learning opportunities and support for their professionals. But as this report shows, in education, professional learning in its current state is poorly conceived and deeply flawed. Teachers lack time and opportunities to view each other's classrooms, learn from mentors, and work collaboratively. The support and training they receive is episodic, myopic, and often meaningless … It is time for our education workforce to engage in learning the way other professionals do – continually, collaboratively and on the job - to address common problems and crucial challenges where they work. (p. 2)

The purpose of this report is to provide policy makers, researchers and school leaders with a teacher-development research base that could lead to powerful professional learning, instructional improvement and student learning. The report also examines information about the nature of professional development (learning) opportunities currently available to teachers across the United States and "in a variety of contexts, education leaders and policy makers can begin both to evaluate the needs of the systems in which teachers learn and do their work and to consider how teachers' learning opportunities can be further supported" (Darling-Hammond et al., 2009, p. 4).

Key findings within the report were based on a limited pool of rigorous quantitative studies; however, these methodologically strong studies suggested that well-designed professional learning can influence teacher practice and student performance. The report stresses that

whilst causal relationships are not fully established; the literature does allude to some basic

principles for designing professional learning that leaders and policymakers would be well

advised to consider:

1. Professional learning should be intensive, ongoing and connected to practice. Intensive professional learning, especially when it includes applications of knowledge to teachers' planning and instruction, has a greater chance of influencing teaching practices and, in turn, leading to gains in student learning (Knapp, 2003,cited in Darling-Hammond et al., 2009, p.9)
2. Professional learning should focus on student learning and address the teaching of specific content. Professional learning that leads teachers to define precisely which concepts and skills they want students to learn and to identify the content that is most likely to give students trouble has been found to improve teacher practice and student outcomes (Blank, del las Alas, & Smith, 2007,cited in Darling-Hammond et al., 2009, p.10)
3. Professional learning should align with school improvement priorities and goals. Research suggests that it tends to be more effective when it is an integral part of a larger reform effort, rather than when activities are isolated, having little to do with other initiatives or changes underway at the school (D. Cohen & Hill, 2001; Elmore & Burney, 1997, cited in Darling-Hammond et al., 2009, p.10)

4. Professional learning should build strong working relationships among teachers. Research shows that when schools are strategic in creating time and productive working relationships within academic departments or grade levels, across them, or among teachers school wide, the benefits can include greater consistency in instruction. Willingness to share practices and try new ways of teaching resulted in more success in solving problems of practice (Hord, 1997; Joyce & Calhoun, 1996; McLaughlin & Talbert, 2001, cited in Darling-Hammond et al., 2009, p.11)
.

At the international level, the report contends that effective professional learning is available in

many industrialized nations, as determined by higher levels of achievement on important

international measures such as the Programme for International Student Assessment (PISA)

and the Third International Mathematics and Science Study (TIMSS). The report reviewed the

research literature and data on professional learning in high achieving countries to reveal that

teachers in those nations enjoyed at least four advantages over their counterparts in the United

States (Darling-Hammond et al., 2009):

1. Ample time for professional learning is structured into teachers' work lives – among OECD nations, more than 85 per cent of schools in Belgium, Denmark, Finland, Hungary, Ireland, Norway, Sweden and Switzerland provide time for professional learning as part of teachers' average work day or week (OECD, 2004, cited in Darling-Hammond et al., 2009, p.15)
2. Beginning teachers receive extensive mentoring and induction supports – to this end, mentor teachers and coaches play a key part in launching new teachers into the profession and some countries including England, France,

Israel, Norway and Switzerland, require formal training for mentor teachers (Barber & Mourshed, 2007, cited in Darling-Hammond et al., 2009, p.16)

3. Teachers are widely encouraged to participate in school decision-making – in place of professional learning dictated by national boards of education, the content of professional learning is determined according to local needs and is often embedded in the work of collaborative teaching teams at particular schools, which are empowered to make decisions related to curriculum and evaluation (Carlgren, Handal, & Vaage, 1994, cited in Darling-Hammond et al., 2009, p.17)

4. Governments provide significant levels of support for additional professional learning – since 2000, the Australian government has sponsored the Quality Teacher Programme, a large scale initiative that provides funding to update and improve teachers' skills and knowledge in priority areas and to enhance the status of teaching in both government and non-government schools. The program develops national teaching standards, conducts research and communicates research findings, and funds professional learning activities for teachers and school leaders under agreements with state and territory education authorities (Skilbeck & Connell, 2003, cited in Darling-Hammond et al., 2009, p.18)

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In conclusion, this report contends that "a growing body of research on effective professional learning models for teachers provides support for a new paradigm of teacher professional learning – one based on evidence about the kinds of experiences that appear to build teacher capacity and catalyse transformations in teaching practice, resulting in improved student outcomes" (Darling-Hammond et al., 2009, p. 27). The examination of the professional learning model undertaken within the context of this specific study should be undertaken with this paradigm in mind.

Reflective Practice

The notion of reflective practice as a professional learning tool is not new as the work of Schon cited in (Lindsay & Mason, 1996) who asserts:

> Schon's seminal contribution in 1983, The Reflective Practitioner, attracted the attention of the educational community, and reflective practice as a process of self-directed professional development has been common rhetoric among teachers and educators for at least a decade. (p. 1)

Over this same time frame, researchers have described reflective practice differently within a range of settings relating to the "teacher as inquirer, teacher as researcher and teacher as learner" (Lindsay & Mason, 1996, p. 1).

As a corollary of reflective practice, the literature alludes to Reflective Dialogue (RD) as a powerful research tool. The RD method draws upon various established methodological arenas

and in particular: action research, stimulated recall, cognitive interviewing and reflective and

evidence-informed practice. It also builds upon a growing body of educational literature

focusing on the use and efficacy of the combination of video evidence and professional dialogue

as a research method. Questions used during RDs are specifically based on the conceptual

framework of reflective thinking developed by Habermas (1973) and the work of Hatton and

Smith (1995). Such work is characterised by frameworks depicting various forms of reflection

including technical, descriptive, dialogic and critical, wherein reflective practice is related to the

extended consideration of problematic aspects of practice.

The aims of action research as a means of professional learning as advocated by the likes of

Stenhouse (1985) and Carr and Kemmis (1986) are threefold: the improvement of practice;

greater understanding of practice by practitioners; and improvements in the situation in which

the practice occurs. Reflective Dialogues are aligned with action research in all these aims and

also form the ethical stance that it is the practitioners who should guide this process.

Moyles, Adams and Musgrove (2002) elaborate upon this definition:

> One of the most striking and unique features of the RD process is in the
> promotion of a collaborative research partnership. Practitioners are
> encouraged to consider themselves as research-partners and are
> recognised as stakeholders. The researcher and practitioner explore
> aspects of practice together, drawing on each other's knowledge, beliefs
> and considerations, thereby enabling a shared development of thinking.
> Both parties benefit when RD is also used as a professional learning tool.
> (p. 465)

In the context of this research it is important to consider: "the researcher has, however, a moral

and ethical responsibility, to present an authentic and realistic view of the RD. It cannot be

presented as 'just a chat' for that would deny its rigour, professionalism and challenge" (Moyles

et al., 2002, p. 465).

The Study of Pedagogical Effectiveness in Early Learning (SPEEL) project was funded by the

Department for Education and Skills (DfES) in the UK during 2000/2001. It aimed to identify

and detail the characteristics of effective pedagogy of those teaching 3 – 5 year old children.

The methodology for this study included video-stimulated reflective dialogue. The aim was to

draw out from practitioners "their in-depth knowledge of their own pedagogical practices,

stimulated by a video taken previously during an episode of effective teaching as identified by the practitioner" (Moyles et al., 2002, p. 463).

Alongside explanation of the methodology, two main aspects of the RD process were the focus of this study, namely the challenge experienced by practitioners in articulating tacit/intuitive knowledge of their own effectiveness or pedagogy; and the manner in which practitioners approached attempts to develop some understanding of their own pedagogy. Within the context of the SPEEL project, RD was selected to serve all of some of the following purposes to:

- bring to the surface practitioners' personal knowledge and professional theories;

- highlight the assumptions practitioners make in their thinking about teaching;

- help practitioners critique their own thinking and practice;

- provide a model of reflective practice and to encourage practitioners to think reflectively;

- develop practitioners' awareness of themselves as practitioners;

- provide practitioners with meta-cognitive opportunities; and

- support developments in practice (Moyles et al., 2002, p. 466).

Within the SPEEL project the following aspects were observed and supported by practitioner-researcher reflective dialogues. The impact of reflective dialogues was such that they:

- stimulated interest in pursuing a reflective approach to practice, as enhanced through the use of video;

- created a willingness for practitioners to engage in critical enquiry with other colleagues;

- stimulated a desire to continue involvement in and contribution to research; and

- developed the sense of self-efficacy within the domain of reflective pedagogy (Moyles et al., 2002, p. 476).

The Early Years Pedagogical Framework, which resulted from the SPEEL project, had at its core:

>many of the key statements about effective pedagogy which surfaced
during the process of video-supported reflective dialogues with the
practitioner research partners and served to reveal previously hidden
layers of pedagogical understanding within the range of practitioner
backgrounds (Moyles et al., 2002, p. 477).

This study also concluded that there was at times some dissonance between what some participants reported as effective practice and what was observed on the video. It would seem to suggest that whilst the reflective dialogue method appears to offer considerable strength as a reflective process, work still needs to be done to support practitioners to "harmonize conceptually the effectiveness rhetoric with actual practice" (Moyles et al., 2002, p. 477). An opportunity exists to examine and to address this dissonance in the common understandings (or otherwise) that the research participants in this study bring to a Teaching and Learning Framework which has been designed to make the notion of effective practice more explicit.

Video As A Reflective Technology

Existing professional development programmes often don't use advances in our understanding of learning (Clarke & Hollingsworth, 1994). Case discussions based within reflective dialogues offer a professional development approach that not only embodies and enacts a coherent theory of learning, but also offers a model of pedagogical practice to emulate in Australian classrooms. As Hollingsworth and Clarke (2000) contend:

>Increasing use of classroom video to help teachers reflect on classroom
practice may render visible, for the first time, some of the unnoticed
practices of teachers and facilitate the development of a new vocabulary to
describe teaching practice. Both these changes are important. Many of
the practices of our most capable teachers are so subtle they may be
invisible to the casual observer. Video, which can be seen again and
again, can help with the sort of fine-grained data-driven discussion likely to
reveal the nature and significance of such practices… Such strategies may
not yet have labels within the profession and may only become part of the
discourse of the teaching profession as teachers view and discuss video
footage of classroom practice (p. 43).

The video cases as described within this research have the potential to act as a catalyst for discussion. Such discussion may serve to facilitate the articulation of teachers' theories of practice within the context of a teacher competency framework.

Perry and Talley (2001) also suggest that video provides an excellent medium for case studies that might include the key elements of reflective practice (Stigler & Hiebert, 1999). Stigler and

Hiebert pioneered the use of video for the analysis of teaching practice in the Third International Mathematics and Science Study. The 1999 Third International Mathematics and Science Study-Repeat (TIMSS-R) Video Study was a successor to the 1995 (TIMSS) Video Study. It investigated eighth-grade teaching of mathematics and science in a variety of countries including: Australia, the Czech Republic, Hong Kong, the Netherlands, Switzerland, Japan and the United States. In addition to the broad goal of describing mathematics and science teaching in seven countries, including a number of countries with records of high achievement, the 1999 TIMSS-R Video Study had the following research objectives:

- to develop objective, observational measures of classroom instruction to serve as appropriate quantitative indicators of teaching practices in each country;

- to compare teaching practices among countries and identify similar or different lesson features across countries; and

- to describe patterns of teaching practices within each country (Hiebert & Hollingsworth, 2002).

As the TIMSS-R Video Study sought to provide national level pictures of teaching, it was seen to be important to connect videotaping (previously used on a smaller scale for qualitative analysis) with national sampling (commonly used in survey research). In providing a rationale for undertaking such an expensive and labour intensive study of teaching, involving the collection and analyses of many hundreds of hours of video footage from across the world, Hiebert and Hollingsworth (2002) offered the following reasons. First, studying teaching can lead to improvements in what and how well students learn. Second, examining teaching in different countries reveals one's own teaching practices more clearly. Third, looking at other cultures might not only help to see oneself more clearly, it might also suggest alternative practices. Fourth, a cross-cultural examination can stimulate discussion about choices within each country and questions can be asked about whether the choices that have been made in the past are most appropriate for the current instructional goals. Finally, such cross-cultural studies help deepen educators' understanding of teaching. They provide information about different systems or methods of teaching and different ways in which the basic ingredients of teaching can be configured (Stigler, Gallimore, & Hiebert, 2000). Descriptions of contrasting

methods can help researchers construct more informed hypotheses about teaching and about how different methods of teaching might influence learning.

In advocating for the use of video as a reflective technology Hiebert and Hollingsworth (2002) contend that within the context of the TIMSS-R Video Study, teaching is a complex activity, and analysing the teaching in hundreds of hours of videotapes can generate a complicated mass of data. They conclude, however, that the advantages of video data do not end with the analysis as video can be used to convey a much richer story than words and numbers alone. Yet, the use of video as a reflective technology still remains a relatively new phenomenon in educational settings as Brook and Lock (2010) suggest:

> Current understanding of the ways in which technologies might be used as a vehicle for educational change remains in its infancy. It is not clear in what ways the intentional combination of technologies including video and online communication and educational theory might influence the transfer of knowledge from the learning setting to the classroom practice of teachers (p. 3).

This research may then contribute to greater understanding of the potential for this knowledge transfer as represented in an individual teacher's capacity to understand various teaching competencies and to use this understanding to promote improved classroom practice.

Teacher Evaluation Validity

Another important focus within the literature relates to the examination of teacher evaluation validity within a standards-based evaluation system. In other words, how teacher competency frameworks might be used to evaluate teacher effectiveness. In a study conducted by Kimball and Milanowski (2009) the intention was to better understand evaluator decision making to learn whether differences in decision making could help account for the differential validity they had observed in principal evaluations of classroom performance. The two questions guiding their study were the following:

- How does the validity of the performance rating relationship vary across evaluators?
- Are differences in evaluator decision making in a standards-based teacher evaluation system related to differences in the strength of the student achievement-performance rating relationship? (Kimball & Milanowski, 2009, p. 36)

Standards-based teacher evaluation as described by Ellett, Annunziata and Schiavone (2002) and Danielson and McGreal (2000) has been growing in use and could contribute to more valid judgments of teacher effectiveness. Such systems as alluded to by Kimball and Milanowski (2009) are characterised by standards and rating scales:

> which provide guidance to evaluators in making judgments, potentially lowering subjectivity by establishing a common criterion reference for evaluating teacher performance. Standards-based evaluation systems also typically call for more varied sources of evidence about teachers' practice than traditional evaluation approaches and for more extensive training of evaluators, who are typically school principals. (p. 36)

The framework developed by Danielson (1996), which informs part of the Teaching and Learning Framework central to the research within this thesis, represents one commonly used standards-based teacher evaluation approach. This system was designed to apply to all grade levels and subject areas and to inform both formative and summative decisions related to teaching practice (Danielson & McGreal, 2000).

Despite the research and experiential basis for the Danielson Framework for Teaching, use of such teaching standards for evaluation has been criticized for reducing the complex act of teaching to a simplistic level (Peterson, 2000). Kimball and Milanowski (2009) have conducted a number of studies on standards-based teacher evaluation systems based on the Framework for Teaching (Danielson, 1996) that have found acceptance by teachers and administrators on their uses and that evaluation ratings can have a moderate degree of validity. In these studies, validity was represented by the extent to which evaluation ratings were related to the criterion of value-added measures of student achievement. In some cases, these studies found relationships that were substantially stronger than were found in earlier research on the validity of principal ratings of teacher performance (Medley & Coker, 1987). Interestingly, these findings applied both to systems designed for high-stakes, summative purposes (teacher pay) and lower-stakes, formative purposes (professional learning and growth). According to Kimball and Milanowski (2009) there were notable differences, however, in the strength of the evaluation rating-student achievement relationship across schools and districts and within organizations by grade and subject. In the course of investigating these differences, it became apparent that even within districts, there was considerable variation among evaluators in the extent to which their ratings correlated with value-added student achievement. Such differences

raise questions about the reliability of using teacher evaluation ratings, either to inform professional learning or to make high-stakes decisions.

Kimball and Milanowski (2009) reviewed the literature on performance evaluation to identify potential influences on evaluators that "might vary enough to help explain differences in the strength of the relationship between performance ratings and student achievement" (p. 38). This literature identified three broad classes of such influences (DeCotiis & Petit, 1978; Landy & Farr, 1980), which were summarised as 'will' (evaluator motivation - EM), 'skill' (evaluator expertise - EP) and the 'evaluation context' (the school environment - SE).

In terms of evaluator motivation (EM) or will, Kluger and DeNisi (1996) found it to affect the strength of the rating criterion relationship in a number of ways. They found motivation may affect the degree of leniency of the evaluator if their goal was to maintain good relationships with employees. Such leniency was found to attenuate the relationship between performance ratings and criterion measures. It served to restrict the range of evaluation scores and reduce discrimination between performance levels, particularly at the lower end of the rating distribution. They concluded that the ratings of a more lenient evaluator were likely to show a weaker relationship with student achievement.

Kimball and Milanowski (2009) also contend that evaluator skill in observing and processing information about employee behaviour is also likely to influence the performance rating-student achievement relationship as:

> the more skilled the evaluator, the more likely that she will give ratings that accurately reflects how the teacher performs on the dimensions defined by the evaluation system. Thus, if there is a relationship between teacher behaviours specified by the system and student learning, an accurate set of ratings will exhibit a stronger relationship with student achievement than an inaccurate set. (p. 39)

This is a relatively important issue in teacher evaluation because school administrators may not have sufficient knowledge and experience across all academic subject areas, particularly at both the primary secondary levels (Nelson & Sassi, 2005). Evaluator training related to understanding the system, providing a frame of reference for ratings, conducting observations, and collaborative decision making has shown a positive effect on accuracy (Bretz, Milkovich, & Read, 1992; Woehr & Huffcutt, 1994). Investigation of the development of such common

understandings of a Teaching and Learning Framework based on in-class observations and teacher collaboration remains the focus of this research study.

The final factor in the conceptual framework of this study for understanding evaluator decision-making, relates to the evaluation context, in this case, the school environment. Kimball and Milanowski (2009) note "of particular interest is the effect of the performance of others as a background against which a particular evaluatee's performance is judged" (p. 39). Evaluators tend to rate a moderate level of performance higher if other performers in the group are poor performers and lower if others are good performers (Grey & Kipness, 1976; Klein, 1998). As with evaluator will (EW), the impact of the evaluation context (EC) also forms an integral part of this research as the middle school teachers involved in the study will have access to their own and their colleague's ratings of teaching episodes within their own school context.

The study carried out by Kimball and Milanowski (2009) was conducted in a large school district in the western United States. The district educates more than 60,000 students and 88 schools employing close to 3,300 teachers. Of particular interest and relevance to this review was the fact that the district had more than 3 years of experience with a standards-based teacher evaluation system adapted from Danielson's (1996) Framework for Teaching and had student achievement and performance evaluation results for a relatively large number of teachers over consecutive years. The purpose of the study was described in the following terms:

> We were interested in exploring whether differences in motivation,
> knowledge and skill, and school context explained why some evaluators'
> ratings of teachers would show a stronger relationship with the
> achievement of the teachers' students than other evaluators' ratings. The
> study also sought to uncover how these factors made a difference.
> (Kimball & Milanowski, 2009, p. 41)

The school district implemented a new teacher evaluation system structured on the *Framework for Teaching* (Danielson, 1996) in 2000. The evaluation process was adopted by the district in response to dissatisfaction with the prior, non-standards based approach and to comply with a state mandate for annual teacher evaluations. The district, similar to the regional independent school in this research study, wanted a system that would represent "a common framework for evaluation discussions among school leaders and teachers, promote instructional improvement through formative feedback, and encourage teacher reflection" (Kimball & Milanowski, 2009, p. 41). All evaluators, in most cases principals and assistant principals, were trained on basic

aspects of the system, including understanding the performance standards and interpreting the different rubric levels, what procedures were expected to be followed, and recommended sources of evidence to be applied to the rubrics in making teacher performance judgments. The authors make the point that training did not, however, include a focus on inter-rater consistency and school administrators were not scored regarding the accuracy of their evaluation ratings or compared to a standard as part of their training.

In interpreting the results from this study, Kimball and Milanowski concluded that "providing evaluators with relatively detailed rubrics or rating scales describing generic teaching behaviours thought to promote student learning, coupled with initial training in applying them, is not enough to ensure that all evaluators' ratings will be positively related to student achievement" (2009, p. 65). They also noted "evaluators need to perceive that district expectations and peer practices are centered on applying a uniform evaluation process and a consistent interpretation of the rubrics to lessen the influence of idiosyncratic combinations of will, skill, and context or evaluator intuition" (2009, p. 65). The outcomes of this study suggest that extensive evaluator training and other interventions to standardize the rating context are needed to ensure consistency.

This discussion related to teacher evaluation validity within a standards-based evaluation system has relevance to the research question posed within this study, as the development of a common understanding of a teacher competency framework within a Victorian regional independent school may also be influenced by similar factors.

Conclusion

The reviewed literature, as identified in the introduction to this chapter, focused on a number of areas of interest central to the conceptual framework of the study. First, key assertions related to links between effective teaching and effective student learning were examined. The literature supported the proposition that effective teachers and effective schools can in fact make a substantial difference to student achievement levels. At the school and the system level, there

was consensus that individual and collective outcomes were directly linked to the sum quality of the instruction delivered by teachers.

Second, the literature specific to various models of teacher professional learning and professional development, potentially linked to developing understanding of Teacher Competency Frameworks, was reviewed. A common thread once again was the notion that to achieve significant and lasting change within education, the central focus must remain upon the teachers. The term, professional learning, was defined and literature related to what constitutes effective professional learning was examined. Effective professional learning models were characterised by programs which were intensive, ongoing, connected to collaborative practice and aligned strategically with school improvement.

Thirdly, literature related to reflective dialogues and the use of video as a reflective tool was examined within the context of the use of teacher competency frameworks. The research presented various important notions of the teacher as inquirer, researcher and learner, as prompted by the adoption of a number of reflective practices. The use of video was discussed in terms of its capacity to offer fine grained analysis of teacher practice and as a catalyst to surface teachers' theories of practice in relation to teacher competency frameworks.

Finally, some of the literature regarding teacher evaluation validity within standards-based evaluation systems was reviewed. This served to surface the influence of will, skill and context on evaluative decisions made regarding teacher performance and links between evaluator ratings and student achievement.

In the following chapter, the theoretical framework within which this research is to be undertaken will be described. The purpose of such a framework is to isolate the main dimensions to be studied and the relationships between the key variables that may serve to impact upon them (Lock, 1993, p. 111).

Chapter 3 Theoretical Framework

Introduction

The theoretical framework within which this research was undertaken is outlined and discussed in this chapter. When describing the purpose of a theoretical framework, Miles and Huberman contend that the theoretical framework explains "either graphically or in narrative form, the main dimensions to be studied – the key factors or variables and the presumed relationships among them" (1994, p.111).

The above parameters enable the researcher to become critically selective about which aspects of the research should be concentrated on, and consequently, what information should be collected and analysed.

Andragogy – Adult Learning Theory

The research has been formulated to consider the use of an adult learning context to develop understanding of a Teaching and Learning Framework. Results of this study will contribute to the theory and knowledge of effective teaching and the contribution of Teaching and Learning Frameworks. Adult learning theory (andragogy) forms the basis of the teacher professional learning to be undertaken, supported by the use of learning technologies. Existing research contends that "understanding the art and science of teaching adults; the concept and philosophy of andragogy, can improve the process of school-based professional development" (Terehoff, 2002, p. 66). The essential elements of andragogy are implicit in the models of adult learning developed to distinguish adult learners from student learners "such distinctions are illuminated in the areas of adults' self concept, experience, readiness to learn and orientation to learning" (Terehoff, 2002, p. 67). These elements and consideration of them will be intrinsically linked to this investigation of a group of Middle School Literacy teachers' common understandings of a Teacher Competency Framework.

A number of researchers, for example Knowles (1980) and Ingalls (1984), suggest that the adult self-concept is critical to professional learning and is dominated by a need for self directedness. Terehoff contends that school leaders "who create a professional learning environment conducive to self-directedness can help teachers develop the capacity for self-direction within the mission and goals of the school" (2002, p. 67).

In andragogy, experience also impacts on adult learning and as Tennant and Pogson (1995) suggest, there should always be an attempt during learning activities to link new learning to previous experiences; building bridges from the known to the unknown. As the Teaching and Learning Framework is embedded in teaching experiences past, present and future, an opportunity exists to view and reflect on these experiences with the aid of video learning technologies. Such technologies enable teachers to access, view and reflect on the practice of others whilst making valuable comparisons to their own.

Readiness to learn is also another characteristic featured in andragogy that distinguishes adults from children. In the context of professional learning, Knowles contends "teachers feel the readiness to learn something or experience a teachable moment depending on where their needs and interests are during a particular developmental stage" (1980, p. 8). This research aims to direct the professional learning of a group of teachers based on their needs as identified by feedback provided against the Teaching and Learning Framework. Feedback will also be provided through the expert analysis of Heather (her research alias) in her role as the school's Coordinator of Professional Learning and Development.

Exploring the concept of readiness to learn is another characteristic featured in andragogy. With adults, Ingalls (1984) declared:

> it is well known that educational development occurs best through a sequencing of learning activities into developmental tasks so that the learner is presented with opportunities for learning certain topics or activities when he/she is 'ready' to assimilate them, but not before. (p.7)

In the context of professional learning, this means that teachers feel the readiness to learn something or experience a teachable moment (Knowles, 1980) depending where their needs and interests are during a particular developmental stage. According to the andragogical model, understanding the difference between children and adults (pedagogy v andragogy) in their

readiness to learn is important because the concept of a developmental task for adults "is connected to their own choice of time and learning content" (Terehoff, 2002, p. 69).

Understanding adults' orientation to learning as a performance or problem centered process is also inherent in andragogy and remains within the scope of this research. Ingalls (1984) described this process as an "orientation to the discovery of improved situation, a desired goal, a corrective experience or a developmental possibility in relation to the present situation" (p. 9). This orientation to professional learning in the context of performance or problem centeredness allows schools to stay attuned to the concerns of teachers and create learning experiences that might address and/or resolve problems of practice. The capacity to assess a performance gap could assist a teacher to see where he or she is and where he or she needs to be in order to increase their level of teaching competence. As Terehoff (2002) contends, "organizing the professional learning process around specific competencies is a strategy that principals can use to address problem areas and work toward competency progress" (p.70). This strategy, within andragogical theory, forms part of the research, as participants are required to develop their understandings of a teacher competency framework designed to rate practice in terms of a set of professional standards.

The literature suggests that in structuring the process of school-based teacher professional learning, school leaders should consider not only a different view of the learner, but also different principles of adult learning to guide the process effectively. These principles are: "(a) setting up an environment for adult learning; (b) involving adult learners in mutual planning; (c) attending to the adult learners' needs and interests; (d) involving adult learners in setting the program's goals and objectives; (e) involving adult learners in designing an effective program; (f) involving adult learners in implementing the program; and (g) involving adult learners in the program's evaluation" (Terehoff, 2002, p. 70).

What the Research Shows: Breaking Ranks in Action (National Association of Secondary School Principals, 2002) advocates that school leaders see themselves as "school designers" (2002, p. 18) and create an atmosphere conducive to standards implementation. In the andragogical model, the creation of such structures for adult learners will have a significant

difference from those for children. According to Knowles (1980), if the principles of andragogy are translated into a process for planning adult educational programs, such processes turn out to be quite different from the curriculum planning and teaching processes traditionally employed in youth education. To create an environment that is conducive to teacher professional learning, school leaders need to consider the seven principles (Terehoff, 2002) of the andragogical process.

How then might some of these principles form a theoretical framework from within which this research will be undertaken? Returning to the principle associated with the adult learners' needs and interests, Terehoff (2002) contends that basic needs correlate directly to educational needs when educators feel a desire to further their learning in order to contribute to school wide improvement. By surfacing a consciousness of the gap between their present level of competence and the higher level required in their profession can help teachers realise these needs. Knowles (1980) identified this gap as a "discrepancy between what individuals want themselves to be and what they are; the distance between aspiration and reality" (p. 88). This research in relation to teacher understanding of competency frameworks may enable participants to consider this gap in relation to reflection upon their own classroom practice and that of their colleagues.

Teacher involvement in the setting of goals and objectives forms another important principle within adult learning theory. Typically, a school leader will begin planning any teacher professional learning with a general goal "to help educators develop the insights, knowledge and skills they need to become effective classroom and school teachers, better able to increase student learning" (Sparks & Hirsch, 2002, pp. 5-6). In addition, according to Elmore (2002), the broad mission and goals that shape professional learning programs should reflect a path of continuous improvement in specific domains of student learning. Although the general goal provides a broad sense of direction, a list of program objectives should describe "explicitly what new knowledge and skill educators will learn as a consequence of their participation, how this knowledge and skill will be manifested in their professional practice, and what specific activities will lead to this learning" (Elmore, 2002, p. 8). Opportunities exist within this research project to investigate how the setting of professional learning goals and objectives might become aligned

with teacher understanding of a Teaching and Learning Framework, so as to scaffold the development of new knowledge and skill linked to increased learning for themselves and their students.

Summary

This chapter has examined the concept and philosophy of andragogy (the art and science of teaching adults) and the ways that adults' self-image, experiences and readiness to learn differentiate adult education from pedagogy (the instruction of children). In considering andragogy as the theoretical framework for this research into teacher understandings of competency frameworks, some key principles have been explored and considered. The next chapter discusses the methodology of this research, including its design and nature, as well as the instruments and materials used.

Chapter 4 Methodology and Design

Introduction

For any research to be considered credible and authentic investigations should be based on a sound rationale that justifies the use of chosen methodology and the processes involved in data collection and analysis. By adopting a rigorous approach to research design, an investigation's findings are seen to be valid, trustworthy and a true depiction of the realities held by the participants in the study (Grbich, 1999).

This chapter describes the methodology adopted by this study. The first section examines the methodological background, outlining the theoretical basis for the chosen methodology. The second section identifies the research methods, describing the background and justification for the chosen methods. The third section examines the research design and procedure. The final section describes the very specific nature of the target population from which respondents were selected and an outline of the study's limitations is provided.

Methodological Background

Educational research investigates features within a system for the purpose of gaining knowledge that will lead to an improvement in the quality and delivery of education (Fullan & Stiegelbauer, 1991). In seeking information, educational research utilises two forms of investigation: quantitative and qualitative research.

Quantitative research is concerned with viewing human reality in terms of systematic measurement, analysing defined variables, often considered fixed or controlled and constant (Burns, 1998; Rosnov & Rosenthal, 1996). Such research adopts an evidence-based approach and attempts to objectively present findings in precise, simplistic or statistical terms (Somekh & Lewin, 2005).

In contrast, qualitative research attempts to gain an intimate understanding of a given phenomena, within certain contexts (Grbich, 1999; Pring, 2000). As Denzin and Lincoln (1998, p.3) state, "qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them." Such investigations are concerned with providing rich descriptions of the individual's perspective or point of view and their dealings in the social world. While not considered replicable or generalisable, Denzin and Lincoln (1998) contend that findings from qualitative research provide information as to how social experience is created and given meaning.

To understand the differences and similarities between the two, we need to further consider definitions of quantitative and qualitative research. Cresswell (2005) defines them as follows:

> Quantitative research is a type of educational research in which the researcher decides what to study, asks specific, narrow questions, collects numeric (numbered) data from participants, analyses these numbers using statistics, and conducts the inquiry in an unbiased, objective manner. Qualitative research is a type of educational research in which the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words (or text) from participants, describes and analyses these words for themes and conducts the inquiry in a subjective, biased manner. (p. 39)

The 20th century began with one major approach to educational research – quantitative research – and ended with two major approaches – quantitative and qualitative research. The development of the two approaches is not a case of one approach replacing the other; instead, it reflects the addition of qualitative inquiry to the traditional quantitative approach. However, in practice, rarely is quantitative and qualitative research purely quantitative or qualitative (Fireston, 1987); rather, in any given study, a researcher tends to frame the study more from one approach than the other. Research, therefore, lies somewhere on the continuum from quantitative to qualitative research (Reichardt & Cook, 1979).

Quantitative and qualitative researchers do, however, take quite different positions in relation to social reality. They accept that there is a real world, a physical reality that exists independent of our observations and that this world holds various properties which are of interest to scientists. As Gray (2006) explains:

> Quantitative researchers assume that these properties can be observed and measured. Though the measures may be imperfect, with the development of new techniques the measures can be made relatively more

> perfect. If two persons observe and measure the same phenomenon differences in the measures are attributed to error. Qualitative researchers take a different position. They argue that it is only possible to think and write about the world because of language. Language is socially constructed. Things mean what they mean because of the agreement of speakers of the language. Scientific constructs, as distinct from the physical world, therefore have no existence or meaning outside language. Therefore, social reality can be construed as being little more than a network of assumptions and inter-subjectively shared meanings that are dependent on a shared language. This is why it is essential in qualitative research, where the goal is to understand some social phenomenon, to look at the world from the point of view of the participants rather than assume that the phenomenon has some meaning that exists independently of those participating in it. (p. 58)

In the field of education, qualitative research practices have been used extensively to investigate teachers' beliefs and practices (Burnaford, Fischer, & Hobson, 2001; Wellington, 2000). Information derived from such studies has provided an insight into the realities of those working within the teaching profession. As this study is also concerned with investigating teachers' beliefs, understandings and practices, qualitative research methodology would seem to be most appropriate for this investigation.

In selecting a research methodology compatible with and appropriate to the aims of this research project, it is imperative to return to the key research question. **How does the use of a video-stimulated reflective process affect understanding of a Teaching and Learning Framework in a group of Middle School Literacy teachers?** The focus of this study is to investigate the level of understanding of The Teaching and Learning Framework and the teaching strategies, skills and approaches inherent within it, and how such an understanding might be surfaced as part of the professional learning of a group of Middle School Literacy teachers. Inherent in this question, is what method of professional learning should best align with this goal? What research methodology should be used to determine to what extent the understanding of such a framework might improve effective classroom practice in a specific Middle School? The approach adopted and the methods of data collection selected are informed by the nature of the inquiry and the type of information required (Bell, 2005).

As noted earlier, an imperative in the concept of the professional learning being examined is the need to ensure it is undertaken in close proximity to the work of teachers and teaching. Similarly then, the research methodology chosen will be positioned closely to the social context in which this work is to be undertaken. Qualitative approaches provide the researcher with the

opportunity "to undertake the research from the view of the participants; to ask broad, general questions, collect data consisting largely of words [or video text] from participants, to describe and analyse these words [and images] for themes" (Cresswell, 2005, p. 214).

Qualitative Research Methods

Qualitative research is concerned with examining and interpreting the world in terms of quality, rather than quantity. While differing beliefs, perspectives and ideologies exist within the field of qualitative research, common understandings are also shared as to what makes a particular study suited to qualitative investigation (Burns, 1998; Denzin & Lincoln, 1998).

Within the context of a qualitative approach, the use of Case Study theory principles with an observational study focus seem applicable to this research project. A Collective Case Study theory will be applied to the general question as to the development of a common understanding of the Teaching and Learning Framework. The researcher will select a sample of persons, in this case, Middle School teachers for the study. According to Hutchinson (1988) there is no maximum or minimum sample size; however, more typically "a relatively small number of persons are identified. The researcher then makes contact with the participants and compiles field notes based on observations and in-depth interviews" (Hutchinson, 1988). Data will be gathered by interview and then analysed by conceptual coding. Codes will be gathered into themes and cases constructed.

As Cresswell (2005) suggests, the object of the coding process is to make sense out of text data, divide it into text or image segments, label the segments with codes, examine the codes for overlap and redundancy, and then collapse these codes into broad themes. The coding process is designed to distil broad themes emerging from the data to form answers to the research questions. Describing and developing themes from the data consists of answering the major research questions and forming an in-depth understanding of the central phenomenon through description and thematic development (Cresswell, 2005).

Semi-structured interviews will be used as the most appropriate tool for the gathering of data for this study. As Burns (2000, p. 388) suggests, only qualitative methods of research such as interviewing and direct observation permit access to an individual's meaning of the world within the context of his/her daily life. As the research seeks to determine what factors affect participant understanding of a Teaching and Learning Framework, it is focused upon what represents 'truth' for those involved. Burns (2000) reflected on this by contending that the qualitative researcher is not concerned with objective truth, but rather with the truth as perceived by the informant. This view is also supported by Wiersma and Jurs (2005) who state that one of the key assumptions of qualitative research is that "reality" is determined by the individual(s) who are experiencing it:

> It is the perceptions of those being studied that are important, and, to the extent possible, these perceptions are to be captured in order to obtain an accurate 'measure' of reality. 'Meaning' is perceived or experienced by those being studied; it is not imposed by the researcher.(p. 201-202)

Having selected semi-structured interviewing as being the most appropriate tool for the second phase of data for this study, Burns (2000) makes distinctions between this and other types of interview processes. Burns (2000, p. 422-424) draws distinctions between unstructured, semi-structured and structured interview techniques, contending that structured interviews usually involve the use of "closed" questions, which narrow the possible response range. As these questions, developed previously by the researcher, are delivered in a set sequence to each participant, a conversational approach is not fostered, and response coding is more straight-forward. This type of interview is often employed when surveying large groups of respondents. Unstructured interviews are more conversational in form, focussing on a general topic or theme relevant to the interviewee. Attempts are made to elicit as much rich data as possible, relying less on set question prompts, but alternatively on the quality of the dialogue between researcher and participant. Such interviews are more appropriate when researching life events or oral histories.

Semi-structured interviews are viewed as a combination of these two techniques. A series of general, open-ended questions are used to guide the interviewee. The style is conversational in form and the responses to questions reflect the interviewee's own language, reality and social meaning. A series of general open-ended questions will be used to develop some insight into

the participants' understanding and interpretation of specific aspects from within the Teaching and Learning Framework. As it is envisaged that certain themes may emerge from the interviews, the use of semi-structured interviews was seen as the most appropriate method to record individual participants' understandings of the teaching aspects being reviewed in designated video recordings of teaching episodes.

The formal analysis process begins with fine-grained analysis and familiarisation with the interview transcripts. All interviews will be transcribed, verified by the participants and then printed and copied for qualitative coding. Cohen & Manion (1994, p. 286) define coding as " the translation of question responses and respondent information to specific categories for the purpose of further analysis." Burns (2000) contends that the process of coding begins within the interview phase, wherein the researcher seeks to identify emergent themes to further focus the inquiry, whilst Wiersma & Jurs,(2005) state that qualitative data analysis requires data to be organised and reduced for a picture to emerge, describing the coding as "a process of organising data and obtaining data reduction. In other words, it is the process by which qualitative researchers "see what they have in the data" (p. 206).

The key themes in this research need to be linked by an appropriate data collection method to enable teachers to engage in reflection and professional learning around their classroom practice. I would contend that the use of Reflective Dialogues and video analysis support this intention. As described by Moyles et al. (2002) in its pure form:

> The Reflective Dialogues (RD) method draws upon various established methodological arenas: in particular, action research, stimulated recall, cognitive interviewing, reflective and evidence informed practice. It also builds upon a growing body of educational literature focussing on the use and efficacy of the combination of video evidence and professional dialogue as a research method. (p. 464)

The school's professional learning team has already established ongoing dialogue around the video analysis of classroom practice within the school and has a number of observation classrooms in operation. The first of these was installed in 2001 following on from staff discussions and deliberations as to how best to get closer to classroom practice. Classroom capital works projects in subsequent years included the construction of three additional observation classrooms in 2004 and another four observation classrooms in the recently

commissioned Middle School Centre in 2007. Most staff and students embraced the use of these classrooms as powerful professional learning spaces.

As part of this research, the intention was to scaffold the feedback process against the Teaching and Learning Framework. In establishing this model of Reflective Dialogue, opportunities existed to involve classroom practitioners in the development of the skills, competencies and behaviours which would enable them to deliver on the School Focus. This approach is consistent with Stigler and Hiebert's (1999) studies as to what constitutes quality school-based professional development and Hargeaves' (2001) work related to the practitioner having some ownership of a process in which he/she will be asked to become involved in constructive discourses about practice. At the school site, conditions are in place which have led to the development of a culture of acceptance of the use of video as a powerful professional learning tool. Pedagogy has been contextualised and the focus of the research remains as to how best to scaffold the reflective dialogue in relation to specific teaching episodes, so as to maximise professional learning.

Analysis and feedback of the type anticipated would seem to be consistent with a case study approach as advocated by Hollingsworth and Clarke (2000):

> Case studies have long been a tool for learning in such professions as law, medicine, and social work. Yet teaching has only recently adopted the strategy of using cases for professional development. Cases – candid, dramatic, accessible representations of teaching events or series of events – offer identifiable benefits in teacher professional development [learning].
> (p. 40)

By extending the cases approach to incorporate the use of video, opportunities exist for teachers to reflect on classroom practice previously unnoticed and to develop a new vocabulary to describe teaching practice. Using video cases as a catalyst for discussion can facilitate the articulation of teachers' theories of practice and construct their professional development experiences on that basis (Hollingsworth & Clarke, 2000).

It is important to consider the types of video cases that might be used to further and grow professional understandings related to effective classroom practice. Hollingsworth and Clarke (2000) classify video cases in terms of: examples of practice, structured illustration, structured investigation, problematic illustration and cross-cultural classroom comparison, depending on

the needs of the individual or group. Within this research study, the video case approach will be structured so as to elaborate on the Essential Elements of Effective Teaching and Learning within the Framework to direct, inform and give feedback regarding the professional learning of teachers involved in the research.

A further advantage of the use of video is that the professional learning does not necessarily need to occur in real time and within the constraints of the classroom timetable. In view of the rapid and complex nature of teaching, time for effective reflection and deliberation becomes difficult. Video recordings allow for this to be structured beyond real time and support the sort of fine grained analysis needed to consider some of the true problems of practice. The video-stimulated reflective process may be viewed as a collaborative form of inquiry between research partners – teacher and researcher. The dialogue needs to focus on aspects of the classroom teacher's viewed practice, scaffolded and supported by the tutor research partner (Powell, 2005).

Research Design and Procedure

In structuring and designing the specific research protocols and procedures, it was important to overlay a qualitative theory design on the research proposal. The aim was to describe how a video-stimulated reflective process might affect the understanding of a Teaching and Learning Framework, so as to inform a specific model of professional learning designed to develop effective classroom practice in our Middle School. In essence the investigation was to be focused on the process by which a group of eight Middle School Literacy Teachers reflected their own understanding of specific elements of the Teaching and Learning Framework. Prior to this time, these participants had also been involved in a systematic schedule of video, classroom observations and feedback sessions related to their own teaching practice

As Reflective Dialogue formed the basis of the professional learning model, video recordings of the specific teaching events were used to frame interactions between researcher and participant. Using two designated lessons, participants were required to articulate their own interpretations of the teaching against 10 selected elements from across the Teaching and Learning

Framework. The same task was undertaken by Heather, the Coordinator of Teaching and Learning (CTL). The resultant comparison between the analysis undertaken by the teachers and 'the expert' formed part of the phase one data analysis and the phase two interview process. The rationale behind the incorporation of 'the expert' analysis stemmed from a need to be able to compare participant understanding of the Professional Practice Standards contained within the Teaching and Learning Framework to that of an experienced classroom observer. The CTL's role within the school had involved her in many hours of observation of classroom practice across many year levels and her experience in using the Teaching and Learning Framework was sought, so as to potentially offer an objective analysis of the teaching of the participants involved in the study.

In addition to the experience in the school, between 1999 and 2002, the CTL was a Senior Researcher and Director of Teacher Learning at Lesson Lab Inc in Los Angeles, California. During this time she was also the representative for ACER working on the Third International Mathematics and Science Study – TIMSS-Repeat Video Study. In that position she shared responsibility for the development, implementation and analyses of the video data coding scheme, the authoring of the international report, *Mathematics Teaching in Seven Countries: Results from the 1999 TIMSS-R Video Study*, the authoring of the TIMSS-R Video Study Public Release lessons, and the authoring of the Australian report. Her work also focused on the use of video cases for teacher professional learning and involved the design and implementation of video cases in a unique web-based technology platform.

The observation process for all staff involved in the study involved the viewing of two video observation lessons, pre-recorded in the area of Middle School Literacy. Staff involved in the research, were asked to apply their existing understandings and interpretations of the Teaching and Learning Framework to provide feedback against the five aspects (incorporating ten elements) that had formed the foci for classroom observations in 2007 and 2008. Namely:

- Selection of Assessment Methods;
- Monitoring of Student Learning Against the Learning Intentions;
- Feedback to Students;
- Assessment; and

- Maintaining Records of Student Progress Against a Learning Intention

It is important to note the protocols that already existed in relation to the video observation feedback process against the Teaching and Learning Framework. Such protocols also formed part of the school's performance management system. The entire staff team was required to nominate a lesson for video observation in a subject and year level of their choice. Curriculum and lesson planning documentation was submitted on the day prior to the observation. Video observations were typically conducted in one of the school's eight observation rooms and the observer viewed the lesson from behind one way glass or in a remote viewing area, which linked all eight rooms to one private professional learning space. As part of the Reflective Dialogue approach, the individual lesson recordings were placed on the school's e-Learning portal for viewing by the teacher and the observer. In the first instance, the teachers would undertake their own review of their teaching and rate themselves against the Framework. The observer then met the teacher for a one to one feedback session involving a focussed discussion on the recorded lesson. Performance against the Professional Practice Standards rubric was determined and logged as part of the staff member's Individual Learning Plan. Such records formed part of the teacher's ongoing professional learning plan and served to focus subsequent observations and conversations.

Subject Population and Data Collection

One characteristic of qualitative research is to present multiple perspectives of individuals in order to represent the complexity of our world. Thus, one collection strategy is to build that complexity into the research when sampling participants or sites:

> Maximal variation sampling is a purposeful sampling strategy in which the researcher samples cases of individuals that differ on some characteristic or trait. This procedure requires that you identify the characteristic(s) and then find sites or individuals that display different dimensions of that characteristic" (Cresswell, 2005, p. 204).

Selection of the participants for this research was undertaken carefully so as to be representative of gender and experience as two distinct traits. In establishing the extent to which the Teaching and Learning Framework might develop effective classroom practice in Middle Schooling, research participants therefore needed to be representative of the school teaching staff profile and as such, maximal variation sampling served this particular purpose.

As part of the research design it was also important to identify the types of data to be collected so as to be able to address the research question/s. Observation as defined by Cresswell (2005) involves the process of gathering open-ended, firsthand information by observing people and places within a research site and in this case, was undertaken as part of the Reflective Dialogues and video analysis approaches already in existence in the school. Interviews were also used to frame semi-structured questions so that the participants could voice their experiences "unconstrained by any perspectives of the researcher or past research findings" (2005, p. 214). One-on-one semi-structured interviews and focus group discussions were conducted and aligned with the video analysis of the designated lessons within two Middle School Literacy classes. Descriptive and reflective field notes were also used to record "personal thoughts that researchers have that relate to their insights, hunches, or broad ideas or themes that emerge during the observation process" (2005, p. 214). In other words, what sense was made of the site, the people and the situation?

As mentioned previously, selection of the participants for the research was undertaken carefully so as to be representative of gender, experience and curriculum specialisation. My focus was on examining levels of understanding of a teacher competency framework and so my interest was in what Stake (1995) referred to as "particularization":

> The real business of case study is particularization, not generalization. We take a particular case and come to know it well, not primarily as to how it is different from others but what it is, what it does. There is emphasis on uniqueness, and that implies knowledge of others that the case is different from, but the first emphasis is in understanding the case itself. (p. 8)

Therefore, rather than being concerned with statistical sampling procedures that would lead to the collection and use of data for generalising findings, the procedure used was based on "purposeful sampling" considerations (Miles & Huberman, 1994; Patton, 1990; Wiersma, 1991). In particular the criteria of "balance and variety" was used in selecting teacher participants for this study.

Initially a group of twelve teachers were selected and approached in accord with the criteria above. This decision was made in the knowledge that the ultimate intention was to undertake

the research with six to eight cases. Having requested assistance, four of the group were not able or not prepared to become involved due to a variety of personal and professional reasons.

Table 4.1 displays details of the eight participants involved in the study. Seven of the eight teachers came from within the Middle School and had a range of teaching experience from 1 to 22 years. Seven of the participants had experience in teaching Literacy within the Middle School and were (at the time of the research) all teaching Literacy across Years 5 to 9, whilst five of the group were also teaching Years 10, 11 or 12 (Senior School) English classes. The group included four females and four males, with three of the participants (Tania, Jan and Heather) having positions of responsibility within the delivery of the Middle School Literacy program.

Table 4.1

Overview of Study Participants

PARTICIPANT	YEARS TEACHING (years in the school)	YEAR LEVELS TAUGHT LITERACY DURING THE STUDY	ADDITIONAL ROLES AND OR RESPONSIBILITIES
BRIAN	1 (1)	Years 5,8 and 9	Year 5 Pastoral Care
HEATHER	20 (3 years consulting in the school)	Observed and analysed literacy lessons across the Middle School	Coordinator of Professional Learning and Development (Educational Consultant) and member of the school's Senior Leadership Team
JAN	22 (5)	Years 9 and 12	Co-Head of Middle School, member of the school's Senior Leadership Team
JUDITH	3 (3)	Years 7, 9, 10 and 11	Year 8 German, Year 9 Pastoral Care, Boarding House Tutor
MARK	7 (5)	Years 8 and 10	Year 7 Pastoral Care, Year 7 History, Boarding House Tutor
RICHARD	8 (1)	Years 7, 11 and 12	Senior School Pastoral Care
ROBERT	3 (1)	Year 6	Year 6 Pastoral Care, Year 5 Health/PE, Year 7 and 8 Global Learning
TANIA	5 (5)	Years 5, 8, 9 and 10	Head of Middle School Literacy

The attempt at purposeful sampling was successful, as displayed in Table 4.1. The group of teachers involved in the study represented a balanced range of experience, Literacy levels taught and gender.

Limitations of the Study

Outlining the study's limitations contributes to strengthening the credibility of the investigation (Drisko, 1997). In this study several factors, including the participants, researcher and chosen methodology have the propensity to affect the trustworthiness, credibility, transferability and confirmability (Denzin & Lincoln, 1998) of the investigation's findings.

As this study is of a qualitative nature, involving a small number of Middle School literacy teachers as part of its sample, the study's findings are limited and may not be truly representative of all Middle School literacy teachers. This investigation is also limited by the quality and cooperation of its eight participants. This study relied on gaining access to Middle School literacy teachers who are committed to their own professional learning, enthused about teaching and willing to participate in research. There was also a reliance on the participants' truthful depiction of their experiences and beliefs related to the impact of a teacher competency framework and video based reflective dialogues on their own and the professional learning of their colleagues.

Another potential limitation in this study is the researcher's ability to accurately depict participants' thoughts and experiences. The study relied on the researcher developing an empathy with the participants, communicating effectively with them and identifying key or critical factors that impacted upon their understanding of a Teaching and Learning Framework. Having been a practising literacy teacher for over 20 years, the researcher shared an understanding of the participants' teaching experiences but was conscious not to distort their comments. To minimise misinterpretation, all of the participants were provided with several opportunities to verify and clarify their contributions to the data gathering process within the semi-structured and focus group interview transcripts.

As qualitative research has the potential to be subjective (Drisko, 1997; Wellington, 2000), attempts were made to maintain objectivity and minimise bias during this study's data collection and analysis process. Three forms of data collection, referred to as method triangulation by Johnson and Christensen (2004), were employed to enhance the study's interpretive and internal validity. Use of method triangulation also contributed to the study's credibility, confirmability and sense of completeness (Drisko, 1997). Furthermore, within the data collection process, clarification of participants' responses in semi-structured interviews and focus groups attempted to minimise the potential occurrence of bias and enhance the study's reliability.

As research seeks to provide valid and reliable knowledge of a particular phenomenon, this study has acknowledged potential limitations and made attempts to take these factors into consideration. In doing so, this study sought to develop credible and trustworthy findings that make a valid contribution to the theory and knowledge of effective teaching and to the contribution of teacher competency frameworks to such knowledge.

Summary

Chapter four provided an overview of the methodological background considered in the proposed research. The second section described the justification for adopting a qualitative research methodology and why this was considered most appropriate given the specific research question. Section three discussed the nature and design of the proposed research, indicating that as the study was qualitative in nature, Reflective Dialogues, video analysis, semi-structured interviews and focus group discussions would be employed as the main data collection methods and tools. The final section identified the target population and some of the limitations inherent within this study.

The next chapter begins discussing in detail, the data collection process related to the current research.

Chapter 5 Data Collection Process

Introduction

The ethical considerations pertinent to this research are discussed first in this chapter. This is followed by further elaboration of the four distinct phases of the data collection process: lesson analysis, semi-structured interviews, coding of the data and focus group interviews.

Ethical Considerations

Prior to commencing data collection, the Edith Cowan University (ECU) Human Research Ethics Committee (HREC) reviewed the research proposal application and granted ethics approval. In granting approval, the HREC determined that the research met the requirements of the National Statement on Ethical Conduct in Human Research.

Data Collection Process

Phase 1 – Lesson Analysis

The data collection process followed a number of distinct phases. The initial phase involved two of the participants, Jan and Robert, designing and planning a literacy lesson for the purpose of video analysis against selected elements from within the Teaching and Learning Framework (Appendix 1).

The elements, Learning Intentions, Coherence of Teaching Plan and Selection of Assessment Methods were all drawn from Domain 1. Planning and Teaching for Learning in the Teaching and Learning Framework. The elements, Feedback and Assessment were drawn from Domain 4. Feedback and Assessment, whilst Reflecting on Teaching and Learning – maintaining records of student progress against a learning continuum was drawn from Domain 5. Reflecting on Teaching and Learning (Appendix 1).

In total there were ten elements selected from these three domains for the participants to focus their analysis upon:

Domain 1 Planning For Teaching and Learning

Learning Intentions – *connection to sequence of important learning*

Learning Intentions - *clarity*

Coherence of Teaching Plan – *learning activities*

Selection of Assessment Methods – *congruence with learning intentions*

Selection of Assessment Methods - *performance criteria on a learning continuum*

Domain 4 Feedback and Assessment

Feedback – *monitoring of student learning against the learning intentions*

Feedback - *provided to students*

Assessment – *against performance criteria on a learning continuum*

Assessment - *student self assessment and monitoring of progress*

Domain 5 Reflecting on Teaching and Learning

Reflecting – *maintaining records of student progress against a learning continuum*

Both Robert and Jan planned Literacy lessons for their respective Year 6 and Year 9 classes in the knowledge that their lessons would be recorded within two of the school's observation classrooms. As part of the study, Heather viewed both lessons live from behind one way glass and had access to the digital recordings of both. As part of phase 1 in the data collection process, Heather undertook an 'expert' analysis of both lessons using the 2007 and 2008 Observation Records (Appendices 4 and 5) to chart her analysis against the Professional Practice Standards Rubric. Phase 1 of the data collection process was designed to then give participant access to Robert and Jan's lesson plans and the digital recordings. Having access to the lesson plans, the digital recordings, the observation record templates (2007, 2008) and elaborations (Appendices 6 and 7) linked to the ten focus aspects from within the Teaching and Learning Framework, participants were asked to undertake their own analysis for comparison to the 'expert' analysis. This phase was designed to gather data related to the participants' existing understanding of specific elements within the Teaching and Learning Framework by having to analyse teaching episodes and rate elements against the Professional Practice Standards Rubric (Appendix 3) with the aid of the Foci Elaborations (Appendices 6 and 7).

Phase 2 – Semi-structured Interviews

Having viewed and analysed the two lessons taught by Jan and Robert, the next phase in the research was to conduct one-on-one, semi-structured interviews with each of the eight participants. In accord with qualitative research design, the one-on-one interview:

> occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes the data into a computer file for analysis (Cresswell, 2005, p. 214).

After analysing the lessons, the participants were provided with a list of semi-structured interview prompts to support data collection linked to possibly isolating and understanding the central phenomenon or phenomena affecting their understanding of the Teaching and Learning Framework.

The semi-structured interview prompts (included as Appendix 8) were as follows:

1. What do you consider is the purpose of the Teaching and Learning Framework?

2. Tell me about your experience analysing Jan and Robert's lessons using the Observation Record and the Professional Practice Standards rubrics (B/A/P/D).

3. Which of the 'Essential Elements" did you find it difficult to make judgements for and why?

4. How useful did you find the (Foci) Elaborations?

5. Were you easily able to distinguish between the different rubric levels (B/A/P/D) for each Essential Element?

6. As you analysed Jan and Robert's lessons, did you make any connections with your own practice? Could you describe these?

7. Has this experience of analysing your colleague's lessons stimulated a desire for subsequent professional conversations? If so, about what?

8. Is there anything else you would like to tell me about the experience of analysing lessons using the Teaching and Learning Framework?

These prompts were given to the participants in advance of the interviews and as much as possible it was my intention to lead each participant through the same open-ended question sequence. Open-ended questions were developed to minimise the imposition of predetermined

responses (Patton, 1990). Question sequences were chosen carefully in order to obtain data that were systematic and thorough for each participant. It was considered that the structuring of the interview in this way would promote effective analysis of the data as the researcher could locate and organise participants' answers to the same question prompts.

Table 4.2

Overview and relevance of Semi-structured Interview Prompts

Interview Prompt	Relevance to Research Question: How does the use of a video-stimulated reflective process affect the understanding of a Teaching and Learning Framework?
What do you consider is the purpose of the Teaching and Learning Framework?	• perception of purpose linked to understanding of the T & LF
Tell me about your experience analysing Jan and Robert's lessons using the Observation Record and the Professional Practice Standards Rubrics (B/A/P/D).	• data regarding the participant's capacity to differentiate between professional practice standards using video reflection
Which of the Essential Elements did you find it difficult to make judgements for and why?	• provide insight into elements within the T & LF which prompted subjective rather than objective judgements
How useful did you find the Foci Elaborations?	• focus on the degree of elaboration of the essential elements required to promote understanding
Were you easily able to distinguish between the different rubric levels (B/A/P/D) for each Essential Element?	• data related to participant understanding of the rubric levels – providing links to the individual's analysis in comparison to that of the 'expert'
As you analysed Jan and Robert's lessons, did you make any connections with your own practice? Could you describe these?	• linking understanding of the function and purpose of the T & LF to the participant's own professional learning needs and direction
Has this experience of analysing your colleagues' lessons, stimulated a desire for subsequent professional conversations? If so, about what?	• provides opportunity for participants to articulate how the experience might impact on their own professional growth
Is there anything else you would like to tell me about the experience of using the Teaching and Learning Framework?	• scope for the raising of pertinent observations and reactions not contained within the given prompts

Each semi-structured interview was audio-taped and fully transcribed. The complete set of interview transcripts has been included in the following Appendices: Brian (Appendix 9), Heather (Appendix 10), Jan (Appendix 11), Judith (Appendix 12), Mark (Appendix 13), Richard (Appendix 14), Robert (Appendix 15) and Tania (Appendix 16).

Phase 3 – Coding the Data

At this point in the data collection process, the research participants have applied existing understandings of the Teaching and Learning Framework to analyse the teaching in two distinct Middle School literacy lessons. They have had their analysis compared to that of the 'expert' and have participated in a semi-structured interview to further elaborate upon their understandings of the framework within the context of the lesson analyses. The next phase involves coding of the data up to this stage. Coding is the process of segmenting and labelling text (or images) in qualitative data to form descriptions and broad themes (Cresswell, 2003; Tesch, 1990).

The object of the coding process is to make sense out of the text data which has been gathered via the semi-structured interviews. The process involves the researcher in "dividing text data into text or image segments, then labelling the segments with codes for overlap and redundancy, and then collapsing these codes into broad themes" (Cresswell, 2005, p. 237).). Codes are stated in the participant's actual words and are referred to as in vivo codes. These in vivo codes are then reduced to themes wherein similar codes are aggregated together to form major ideas emanating from the text data base, in this case, the semi-structured interviews.

Within a qualitative research study, the data analysis should form answers to the research questions. As Cresswell contends, "describing and developing themes from the data consists of answering the major research questions and forming an in-depth understanding of the central phenomenon through description and thematic development" (2005, p. 241).

Phase 4 - Focus Group Interview

At the conclusion of the data coding phase, various themes will have emerged and opportunities for further discussion and observation need to become quite focussed. A focus group interview offers an opportunity to collect shared understandings of the emergent themes linked to the research question and to ensure the 'grounded-ness' of the developing theory. In the context of this research, the focus group offers a further opportunity to triangulate the data in addition to the individual lesson analyses and the semi-structured individual interviews. Triangulation may be defined as a "set of procedures to strengthen validity, reliability and generalisability in qualitative research and as a concept, looks for concurrence via multiple sets of data, multiple methods and even multiple theoretical schemata" (Gray, 2006, p. 83).

Summary

Beyond the ethical considerations related to this research, this chapter offered further elaboration of the four distinct phases of the data collection process: lesson analysis, semi-structured interviews, coding of the data and focus group interviews. Within each of the four phases of the data collection process, an overview was provided to link these approaches to the research question.

In the following chapter, the data gathered at each phase will be analysed in detail.

Chapter 6 Data Analysis

Introduction

This chapter is divided into a number of sections. The first section of this chapter provides a context for each of Jan and Robert's lessons before examining the eight participants' analyses of the two lessons. This analysis explores the degree to which there is alignment or variation between the ratings made in regard to the ten selected elements from within the Teaching and Learning Framework. Comparison is also made between the ratings provided by the participants and Heather as the 'expert rater'. At the end of this section, some conclusions are drawn from the Phase 1 analysis.

In the second section, the semi-structured interviews are analyzed (Phase 2) and coded (Phase 3) to produce a number of emergent themes. Each of these themes is further explored in relation to the research question.

In the final section, emergent themes and hypotheses generated from the data coding are explored further within the context of the Phase 4 focus group interviews.

Phase 1 - Lesson Analysis

In sourcing volunteers for the lesson analysis component of the research, Jan and Robert were approached to see if they were willing to have one of their respective literacy classes videoed as part of the study into experiences that may develop common understandings of the Teaching and Learning Framework. As described in Table 4.1, Jan is characterised as an experienced practitioner (22 years teaching) with senior management responsibilities including her role as Co-Head of the Middle School. She has spent 13 years teaching in the government system and the last five years within the Middle School. Earlier in her career, she spent four years in Pre-Service teacher education at a Melbourne-based university whilst also working for the Victorian Curriculum Assessment Authority (VCAA) as a curriculum writer. At the time of the study,

Robert was completing his third year of teaching. As a graduate teacher, he took up an initial appointment teaching English in a school in Japan. In his second year he worked in two Victorian government schools to then take up his position in the Middle School in 2008 as a Year 6 Learning Mentor, predominantly teaching Literacy and Global Learning.

Using existing lesson planning and observation protocols, both Jan and Robert planned lessons with their respective Year 9 and Year 6 Literacy classes (see Appendices 22 and 23) for analysis by Heather and the other research participants. All participants were provided with Observation Record templates (07/08 – Appendices 4 and 5) and Foci Elaborations (Appendices 6 and 7), which were designed to focus observation and analysis on the following elements and aspects from within the Teaching and Learning Framework:

Learning Intentions – *connection to sequence of important learning; clarity;*

Coherence of Teaching Plan – *learning activities;*

Selection of Assessment Methods – *congruence with learning intentions; performance criteria on a learning continuum;*

Feedback – *monitoring of student learning against the learning intentions; feedback provided to students;*

Assessment – *against performance criteria on a learning continuum; student self assessment and monitoring of progress; and*

Reflecting on Teaching and Learning – *maintaining records of student progress against a learning continuum.*

Heather was chosen to undertake 'the expert' analysis because of her involvement in the design and synthesis of the Teaching and Learning Framework and her wealth of experience in observing classroom teaching using competency frameworks. Her background in the use of video as a reflective and analytical tool for professional learning was also of particular relevance to this study.

Heather's analysis of the teaching in both lessons (Appendices 24-27) represents a deep understanding of the Professional Practice Standards within the Teaching and Learning

Framework. Her ratings have been used to provide some form of benchmark or objective

analysis of the teaching within the two lessons.

Jan's Lesson

To provide some context, Jan's lesson was taught to a Year 9 Literacy class and the Learning

Intention was framed in this form:

> "Students will demonstrate their ability to use grammatical metalanguage
> appropriately when analysing Barack Obama's Presidential acceptance
> speech and identify and analyse a range of discourse and stylistic features
> of this text" (Appendix 22).

The students viewed Obama's acceptance speech and were given a set of prompts to guide

their linguistic analysis. Students were then required to annotate the speech as evidence of

their growing capacity to undertake this sort of grammatical and linguistic analysis.

Data relating to the participants' analysis of Jan's lesson are contained within Table 5.1. For

each of the ten aspects analysed, the table represents the range of ratings given by each of the

participants.   Heather's 'expert' analysis has been represented as has Jan's self analysis of

each aspect. The table documents the ten elements drawn from the 2007 and 2008

Observation Record templates. For each element, the numbers within the table represent the

number of participants who rated the element as Beginning (B), Approaching Proficient (A),

Proficient (P) or Distinguished (D) on the Professional Practice Standards Rubric. The ratings

by Heather as 'the expert' have been denoted by an (*) and Jan's self ratings have been

denoted by (#) as an overlay to the numbers of ratings at each standard.

Table 5.1
Professional Practice Standard ratings of Jan's lesson by the 8 participants
(* denotes the rating includes that of 'the expert' and # denotes the rating includes Jan's self analysis)

Teaching and Learning Framework Element and Aspect	Jan's Lesson Professional Practice Standard ratings by participants			
07 Observation Record	**Beginning (B)**	**Approaching Proficient (A)**	**Proficient (P)**	**Distinguished (D)**
Learning Intentions – connection to sequence	-	-	2#	6*
Learning Intentions - clarity	-	-	3#	5*
Coherence of Teaching Plan – learning activities	-	-	3#	5*
08 Observation Record	**Beginning (B)**	**Approaching Proficient (A)**	**Proficient (P)**	**Distinguished (D)**
Selection of Assessment Methods – congruence with learning intentions	-	-	3#	5*
Selection of Assessment Methods – performance criteria on a learning continuum	-	2#	3	3*
Feedback – monitoring of student learning against the learning intentions	-	-	4*#	4
Feedback – provided to students	-	-	4#	4*
Assessment – against performance criteria on a learning continuum	1	1#	6*	-
Assessment – student self assessment and monitoring of progress	1	1#	2	4*
Reflection – maintaining records of student progress against a learning continuum	1	-	4*#	3

Robert's Lesson

This lesson was taught to a Year 6 Literacy class and the Learning Intentions were framed in this form: "The students will make vocabulary choices to suit an appropriate poetic writing style. The students will experiment with and expand a personal working vocabulary" (Appendix 23). The students viewed the vocabulary aspect on their own copy of the Middle School Writing continuum to rate the vocabulary presented in the poetry samples. They were then invited to brainstorm as many alternative words as possible for the vocabulary presented in poetry linked to their historical studies of the Aztecs. Based on this historical context and their understanding of a related vocabulary, the students were then invited to choose a poetic style to represent some of their understandings of the Aztec civilisation and time, with a view to extending their expressive vocabulary.

Data relating to the participants' analysis of Robert's lesson are contained within Table 5.2. For each of the ten aspects analysed, the table represents the range of ratings given by each of the participants. Heather's 'expert' analysis has been represented as has Robert's self-analysis of each aspect in the same manner as contained in the preamble to Table 5.1.

Table 5.2
 Professional Practice Standard ratings of Robert's lesson by the 8 participants
(* denotes the rating includes that of 'the expert' and # denotes the rating includes Robert's self-analysis)

Teaching and Learning Framework Element and Aspect	Robert's Lesson Professional Practice Standards ratings by participants			
07 Observation Record	**Beginning (B)**	**Approaching Proficient (A)**	**Proficient (P)**	**Distinguished (D)**
Learning Intentions – connection to sequence	-	2	5#	1*
Learning Intentions – clarity	-	5*#	3	-
Coherence of Teaching Plan – learning activities	-	4#	4*	-
08 Observation Record	**Beginning (B)**	**Approaching Proficient (A)**	**Proficient (P)**	**Distinguished (D)**
Selection of Assessment Methods – congruence with learning intentions	-	2	6*#	-
Selection of Assessment Methods – performance criteria on a learning continuum	-	3#	4	1*
Feedback – monitoring of student learning against the learning intentions	1	3	4*#	-
Feedback – provided to students	-	3	5*#	-
Assessment – against performance criteria on a learning continuum	1	-	5#	2*
Assessment – student self assessment and monitoring of progress	-	7*#	1	-
Reflection – maintaining records of student progress against a learning continuum	1	3	4*#	-

In undertaking the Phase 1 Lesson Analysis, it is important to examine the data in relation to the

research question: **how does the use of a video-stimulated reflective process affect**

understandings of a Teaching and Learning Framework in a group of Middle School

Literacy Teachers? The focus of the Lesson Analysis draws on a range of perspectives, wherein each of the participants was required to use their own understanding and interpretation of the Teaching and Learning Framework to assign a professional practice standard to the teaching they were directly observing via a video recording. Comparisons were made between individual ratings and those of Heather (see Table 5.1 and 5.2) to hypothesise as to the accuracy or otherwise of the individual ratings based on understandings of the Teaching and Learning Framework and the associated elaborations. Heather's ratings were used as a benchmark standard for the purposes of the comparison.

Jan and Robert's Lesson Analyses

In examining each of the Essential Elements: Learning Intentions, Selection of Assessment Methods, Feedback, Assessment and Reflection on Teaching and Learning, which form part of the Observation Records, it is of value to note the degree to which there is alignment or variation between the ratings. Such analysis may contribute positively to the discourse regarding how the participants' understanding of the Teaching and Learning Framework contributes to the objectivity or otherwise of their ratings against the Professional Practice Standards (Appendix 3) contained within the Framework.

Learning Intentions – connection to sequence of important learning

Within this Essential Element, all of the ratings were at the Proficient (P) or Distinguished (D) level for Jan's lesson. Two participants rated it as (P) and six as (D). The expert rating was at (D), whilst Jan's own rating was (P). All of the participants rated the teaching in the lesson as having "Connection to sequence of important learning obvious; mostly high expectations and rigor" (P) or "Connection to sequences of important learning in the discipline and related disciplines; high expectations and rigor" (D) (see Appendix 6 – 2007 Foci Elaborations). As all of the ratings occupied the two highest Professional Practice Standards, there was considerable alignment between Jan's self-analysis, the 'expert' analysis and the analysis undertaken by the other six participants.

In Robert's Year 6 Literacy Lesson, his Learning Intention was focused on making appropriate vocabulary choices within the context of the writing of original poetry based within an historical context (see Appendix 23 lesson plan). Two participants rated it as (A), five as (P) and one as (D). The expert rating was at (D), whilst Robert's own rating was (P). In expanding on her expert analysis, Heather justified her (D) rating on the basis that within Robert's lesson "connections were made to sequences of important learning in Literacy and in related disciplines, especially History"' (Appendix 26). Reference to this rating was also contained within the 2007 Foci Elaborations as an elaboration of the (D) rating, "Rich connections are made between related areas of the curriculum" (Appendix 6) as evidenced in Robert's desire to place the poetry lesson within the context of the class's study of Aztec history. With six of the eight participants rating the lesson as (P) or (D) there was general consensus that the Learning Intentions were connected to sequences of important learning. Heather's (D) rating may have been representative of a more fine-grained analysis of the lesson in relation to the 2007 Foci Elaborations.

Learning Intentions – clarity

As was the case in Learning Intentions – connection to sequence, ratings of the clarity of the Learning Intentions in Jan's lesson were also confined to the Proficient or Distinguished standards. Three participants rated it as (P) and five at (D). The expert rating was again at (D), whilst Jan's own rating was (P). All of the participants rated the Learning Intentions – clarity as "All clear; stated as student learning; most learning intentions permit viable assessment methods" (P) or "All clear; stated as student learning; all learning intentions permit viable assessment methods" (D) (Appendix 6). The only differentiation between Proficient and Distinguished teaching within this element was whether "most or all" of the learning intentions permitted viable assessment to be conducted. All participants were able to make a clear distinction between the Beginning (B) and Approaching Proficient (A) standards within this element as none of the participants concluded that the learning intentions were "Not clear" (B) or "Moderately clear" (A).

An interpretation of this data supports the notion that the participants' understanding of these elements, linked to Learning Intentions, was consistent with the 'expert analysis'. This phenomenon, termed as an alignment of understanding, might be linked to focussed teacher workshops related to the Learning Intention elements within the Teaching and Learning Framework. These workshops were undertaken across the Middle School teaching team to explicitly develop understanding of the important role and function of Learning Intentions within all lessons taught at the school as part of the introduction of the Teaching and Learning Framework.

This alignment was also prevalent in the analysis of Robert's lesson for this element and aspect. Five participants (including Robert and Heather) rated the clarity of the learning intentions as (A), whilst the other three participants rated it as (P). In comparison to Jan's lesson, the ratings of Robert's lesson reflected a shared understanding of a perceived difference in clarity between the framing of the learning intentions.

Coherence of Teaching Plan – learning activities

The ratings pattern established in the previous elements within Jan's lesson, continued in the participants' analysis of the Coherence of Teaching Plan – learning activities. Three participants rated it as (P) and five at (D). The expert rating was again at (D), whilst Jan's own rating was (P). All of the participants rated the Coherence of Teaching Plan – learning activities as "All suitable to students and learning intentions; most represent significant cognitive challenge; some differentiation for students" (P) or "Highly suitable to diverse learners and supportive of learning intentions; high level cognitive challenge; differentiated as appropriate for students" (D) (Appendix 6). Consistency in the ratings for this element also support the contention that the level of teacher understanding may have been augmented by the professional learning workshops focussed on the role and function of learning intentions and hence the selection of learning activities aligned with desired level of cognitive challenge.

In terms of Robert's lesson, there was similar consistency in the ratings, with four participants deciding on (A) and a further four on (P) ratings. Heather rated the lesson as (P) and Robert as

(A). In justifying their ratings, both Heather and Robert made reference to the cognitive challenge inherent in the learning activities and that there was provision made for student choice. This was understood by the participants and was reflected consistently across the two selected ratings.

Selection of Assessment Methods - congruence with learning intentions

In Jan's lesson on Obama, three participants rated this element as (P) "All learning intentions assessed; some evidence of differentiation" and five rated it as (D) "Assessments fully aligned with learning intentions; evidence of appropriate differentiation" (Appendix 7). A similar pattern of consistency continued as the expert rating was again at (D), whilst Jan's own rating was (P). There was a sense of shared understanding as to the degree in which the assessment tools had elicited important information about the intended learning for the lesson and similarly, the degree to which the teaching provided appropriate levels of differentiation.

Within Robert's lesson, six participants rated this aspect as (P), incorporating shared ratings from Heather and Robert himself. A further two rated it as (A). There was consensus that most learning intentions had been assessed and that assessment tools had elicited some important information about the intended learning for the lesson (see 2008 Foci Elaborations Appendix 7).

Selection of Assessment Methods – performance criteria on a learning continuum

Of all elements analysed within the Planning for Teaching and Learning domain for Jan's lesson (see Appendix 2), Selection of Assessment Methods – performance criteria on a learning continuum, shows the greatest degree of variance between the participants' ratings. Two participants, including Jan, rated the teaching as Approaching Proficient (A), a further three participants rated it as Proficient (P) and the final three rated it as Distinguished (D). The 'expert' rating determined the teaching of the element to be at the Distinguished level. To examine the inconsistency across the ratings for this element it is of value to explore the 2008 Foci Elaborations (Appendix 7) as well as Jan's self- analysis and Heather's expert analysis of the lesson. According to the 2008 Foci Elaboration, the participants viewed the performance

criteria to range from "developed but unclear" (A), or "most criteria are clear" (P) to "all criteria are clear" (D) (Appendix 7). It would seem that there was a degree of misunderstanding and or lack of clarity regarding the term "performance criteria".

Within the Elaborations, reference is made to the performance criteria having been developed by the students and teacher. In the context of the literacy program this was not the case as the performance criteria was related to a specific Grammar Continuum developed by the Literacy Department. Jan rated herself as Approaching Proficient in this lesson as her planning was linked to the Grammar Continuum; however, she believed had not made explicit reference to specific performance criteria to evaluate performance within the lesson. On the other hand, Heather's 'expert' analysis rated the teaching as Distinguished. She believed that discussion and modelling of performance criteria was woven throughout the lesson. She also found that performance expectations were clearly set and strategies for producing high performance were thoroughly examined. Inconsistencies in the rating of this element would seem to add weight to the contention that common understandings of the Teaching and Learning Framework are dependent upon shared understandings of key concepts and terminology contained within it.

Similar trends as those identified above were apparent in the analysis of this element within Robert's lesson. Ratings were spread across three Professional Practice Standards: three at (A), four at (P) and one at (D). Heather's expert rating was at the (D) level as she explained "specific performance criteria were modelled and discussed and strategies for producing high performance were examined thoroughly" (Appendix 26). The difference in ratings was also possibly aligned to differing interpretations of the term "performance criteria". As mentioned in the analysis of Jan's lesson, participant ratings of this element were influenced by observations as to whether students had or hadn't been involved in the generation of the performance criteria.

Monitoring of Student Learning Against the Learning Intentions

There was some consensus within the participant's rating of this element for Jan, as four determined the teaching to be (P) and the other four deemed it to be (D). Both Jan's self-analysis and Heather's expert analysis were aligned at the (P) rating. According to the 2008 Foci Elaborations (Appendix 7), at the Proficient level, the teacher "Monitors progress of groups of students; limited use of diagnostic prompts to elicit information" and at the Distinguished level "Monitors the progress of individual students; actively and systematically elicits diagnostic information from individual students regarding their understanding." There was considerable agreement that the video of Jan's lesson showed she was monitoring actively and diagnostic information was collected from individual students regarding their level of understanding. Across the eight participants, there was slight variance as to how they determined Jan was recording the diagnostic information she was gathering in relation to the learning evidenced against the learning intentions; however, as was the case with other elements linked to Learning Intentions, this element reflected a number of common understandings.

In comparison, within Robert's lesson, one rating was (B), three at (A) and four at (P). Once again, there was strong alignment between Robert's self-rating and Heather's expert analysis, both regarding the teaching as Proficient. Tania was an outlier in rating the teaching as Beginning for this element; however, she made the comment that feedback against the vocabulary component of the Writing continuum would have been delayed to the assessment task planned for the subsequent lesson.

Feedback provided to students

Ratings of this element mirrored those above in Jan's lesson. Four participants (including Jan and Heather) rated the Feedback as "Consistently high quality; timely" (P) and the other four rated it as "Consistently high quality; timely; students make use of feedback in their learning" (D) (Appendix 7). All of the participants noted Jan's attempts to provide oral feedback, clarification, explanation and praise as feedback to acknowledge student progress in their ability to use

metalanguage and to identify examples of it within the Obama speech text. Again, there was consensus as to what constituted appropriate feedback at the Proficient and Distinguished levels.

For Robert, there was also some consistency in the participant ratings for this feedback element. Five ratings including his self analysis and that of Heather's, were at (P) and a further three at (A). Reflections on the video reported that in general the feedback appeared to be focused, high quality and timely. These comments reflected a shared understanding of the Professional Practice Standards for this element.

Assessment – against performance criteria on a learning continuum

Analyses of this element in Jan's lesson contained ratings from Beginning (B) through to Proficient (P), where "Students were not aware of the performance criteria" (B) through to "Students were fully aware of the performance criteria" (P). Judith rated this element at (B) as she couldn't see evidence of this from viewing the video and wanted to seek clarification by asking Jan directly. Jan rated herself as Approaching Proficient (A) for this element as she was of the view that she had applied the Grammar Continuum without devising even more specific performance criteria for this lesson. The other six participants rated Jan's teaching as Proficient (P) for this element and Heather's 'expert' analysis alluded to the fact that opportunities were provided throughout the lesson for students to be fully aware of the criteria for high performance. She also noted a possible problem with the Teaching and Learning Framework criteria (Appendix 2) and the Foci Elaborations 2008 (Appendix 7) regarding students contributing to the development of performance criteria as mentioned previously. Variation between ratings related to this element would also seem to be linked to some inconsistencies in the understanding of performance criteria and the responsibility for the development of same.

In comparison to Jan's lesson, there was agreement from five participants that Robert's teaching was Proficient in relation to this element and a further two rated the teaching as Distinguished, including Heather's expert rating. Numerous participants noted Robert's explicit attempts to surface the performance criteria by lifting the specific vocabulary aspect levels from

the Writing continuum for the purpose of aligning the criteria to poetry samples. Judith rated this element as (B); however, she qualified her rating by wanting to have a dialogue with Robert regarding this element.

Assessment – student self-assessment and monitoring of progress

Of all the elements considered, student self-assessment and monitoring of progress showed the greatest degree of variation between participant ratings in terms of Jan's lesson. Judith rated the teaching at the Beginning level wherein "students do not engage in self-assessment or monitoring." She noted on her observation record that she "couldn't see this element without talking to the teacher about it". Jan rated herself as Approaching Proficient (A) "Students occasionally assess the quality of their own work against performance criteria." She made the comment that "students noted their responses to the task and confirmed their progress in using the metalanguage but no formal self-evaluation of their performance was provided in this lesson". Two of the participants rated the teaching as Proficient (P) "Students frequently assess and monitor the quality of their own work against performance criteria." A further four participants rated the teaching as Distinguished (D) "Students frequently assess and monitor the quality of their own work against performance criteria; students make active use of this information in their learning." Heather's 'expert' analysis was included in this group and she noted that "student comments and questions indicated frequent monitoring of the quality of their work. They initiated questions and made active use of feedback and assessments in their learning." The variation within ratings of this element seem inextricably linked to each of the participant's understanding of the term 'performance criteria'. A pertinent observation to be made in regard to this variation is that the 'expert' analysis commentary for this element at the Distinguished level was most closely aligned to the Professional Practice Standard as presented in the Foci Elaborations 2008 (Appendix 7).

In contrast to the variation in the ratings of this element for Jan, Robert's were consistent with seven participants deeming the teaching to be Approaching Proficiency (A). This included Robert's own rating as he identified that his students "occasionally assess the quality of their own work against performance criteria" (Appendix 2). This consistency may have in part been

due to the fact that he had utilised an explicit existing performance criteria for assessing the vocabulary choices and quality contained within the student generated poetry. There was a shared understanding of the performance criteria in use.

Reflection – maintaining records of student progress against a learning continuum

For this element, four participants including Jan and Heather, rated the teaching as (P) incorporating a "Fully effective system" and a further three rated it as (D) indicating a "Fully effective system; students contribute information and participate in interpretation." There was consensus from the majority of participants that the quality of student comments and questions indicated frequent monitoring of the quality of their work. Similarly, it was noted that students initiated questions and made active use of feedback and previous assessments of their learning. Judith rated this element at the Beginning level as she was unable to judge this element solely from the viewing of the video.

Rating's for Robert in relation to this final element varied according to each participant's working definition of student records. Reflections on the video had surfaced some issues in relation to being able to see specific evidence of the teacher recording student progress on the Writing continuum. Four participants rated this element as (P), again, including Heather and Robert himself. Three ratings were at (A) and one at (B). Participants made comments regarding the fact that this element may have been easier to rate post-lesson, if given the opportunity to see the teacher's records of student progress against a Learning Continuum.

Phase 1 – Lesson Analyses Conclusions

In drawing conclusions from this first phase of the data analysis, in relation to the participants' rating of the teaching against the Professional Practice Standards within the Teaching and Learning Framework, it is imperative to examine the data in relation to the research question. *How does the use of a video-stimulated reflective process affect understandings of a Teaching and Learning Framework in a group of Middle School Literacy teachers?*

Within the context of this analysis, the video-stimulated reflective process was undertaken in relation to the two lessons taught by Robert and Jan. The participants were given access to the video recordings of the lessons and the specific lesson plans. The video afforded them the opportunity to undertake the analysis against the Teaching and Learning Framework elements and aspects in their own time and at their own rate. Their existing understandings of the Framework were based upon access to the Framework (Appendix 3) and the 2007/2008 Foci Elaborations (Appendices 6 and 7). It is plausible to suggest that their understandings may also have been affected by previous experience with the Framework in the guise of lesson observations and video recordings of their own teaching up to this point in time.

In examining the specific ratings of the two lessons (Table 5.1 and 5.2) the first observation relates to increased rater consistency (or alternatively, reduced variation) in those elements linked to Learning Intentions. As part of the implementation phase of the use of the Framework in the school, a number of staff workshops were conducted with a particular focus on Learning Intentions. Perhaps, such a focus had an impact on the participants' understanding of this element and led to greater objectivity in rating this element in specific teaching episodes. It was common practice within all classrooms in the school to record Learning Intentions for each and every lesson in full view of the students. It was also promoted as the cornerstone in the lesson planning templates.

In contrast, those elements from the Framework linked to interpretation of the term 'performance criteria', resulted in greater between rater differences, including comparison to Heather's expert ratings. This phenomenon was alluded to by a number of the participants as there was some imprecision around the definition and rating of performance criteria as represented in the 2008 Foci Elaborations (Appendix 7). The lack of clarity stemmed from references to performance criteria generated by students, students and teachers, or just teachers. This served to illustrate the need for clarity within the terminology contained within the Framework and the Elaborations, so as to develop shared understandings around the Professional Practice Standards.

Comparisons between Jan and Robert's self-analysis and that of Heather's expert analysis indicated considerable alignment. Of the ten elements rated in Jan's lesson, Heather and Jan's

ratings were either aligned or differed by one rating level in eight of the ten elements. In Robert's lesson, Robert and Heather were either aligned or differed by one rating level in nine of the ten elements. Perhaps one could conclude that both of these participants were able to undertake the video-stimulated reflective process from a position which was much closer to the intricacies of the lesson delivery and that their lesson planning was centred on professional delivery linked to the ten selected elements from the Framework. A relatively small frequency of outlier ratings from some of the other participants were justified on the basis of an inability to observe a set teaching practice, strategy or behaviour, which link to the next conclusion.

In using video recordings of teaching practice to stimulate reflection, a number of the participants raised concern regarding the quality of the recording and the positioning of the cameras. Some issues were raised in relation to their inability to rate an element objectively because the video recording was unable to capture fine-grained elements of the teaching and the learning. For instance, close-ups were not recorded to provide evidence that teachers and students were recording their performance against a learning continuum. Cameras were not used to zoom in to provide vision of student and teacher records generated in the lesson. To this end, several participants requested opportunities to speak with Jan and Robert, to support their ratings of these specific elements.

This Phase 1 Lesson Analysis serves to suggest that the use of a video-stimulated reflective process affects understandings of a Teaching and Learning Framework in a number of ways. The accuracy of the reflective process itself would seem to be positively related to a comprehensive understanding of the elements and aspects contained within the Framework. Such an understanding would seem to be predicated by explicit exploration of each of the elements as part of a professional learning program.

Shared understandings of the terminology within the Framework and the Elaborations would also seem to be of paramount importance. Video technologies offer platforms for fine-grained access and analysis of the teaching and learning as it manifests itself in the classroom; however, the recordings need to capture the intricacies of the instruction and the products in the form of

what teachers and students say, do and record. These conclusions will inform some of the next phase of data analysis linked to the semi-structured interviews.

Phase 2 – Semi-structured Interview Analysis

In analysing text contained within the semi-structured interview transcripts, qualitative research continues via the coding of the data; wherein coding is defined as the process of segmenting and labelling text to form descriptions and broad themes. The object of the coding process "is to make sense out of text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes" (Cresswell, 2005, p. 237). In the section that follows, each of the semi-structured interview prompts will be analysed in relation to the codes which emerged and in terms of their relationship to the research question: How does the use of a video-stimulated reflective process affect the understanding of a Teaching and Learning Framework? For each of the eight interview prompts a table has been constructed to synthesise the responses from all of the participants and to consider the possible emergent themes. These themes were drawn from the in vivo coding documented in Appendix 17.

Interview Prompt 1:

What do you consider to be the purpose of the Teaching and Learning Framework?

Relevance to Research Question: participants' perception of purpose linked to understanding of the Teaching and Learning Framework.

Table 5.3:
Semi-structured Interview Prompt 1 coding of participant responses

Participant	Emergent Code
Brian	reflection/analysis/improvement
Tania	reflection/analysis/planning
Jan	isolate critical elements for professional learning
Judith	audit/monitor teaching practice
Mark	improvement/focus on lesson structure/maximise student learning
Robert	analysis/judge teaching performance/improvement
Richard	professional standards/reflection/improvement
Heather	professional learning/standards/inform teaching practice

To collapse these codes into broad themes, all of the participants' semi-structured interviews were collated by question response (see Appendix 17). In examining the emergent codes, the following themes would seem to be representative of the participants' thinking regarding the purpose of the Teaching and Learning Framework. The themes identified on the basis of the coding have been italicised.

A number of the participants made mention of the Teaching and Learning Framework as a critical tool to promote *reflection* on their own teaching and that of their colleagues. Aligned to this was the notion that the framework was also a very effective vehicle for the framing of *feedback*. A further theme to emerge regarding purpose was that a competency framework supported fine-grained *analysis* of teaching with a view to *informing and guiding practice*.

Interview Prompt 2:

Tell me about your experience analysing Jan and Robert's lessons using the Observation Record and Professional Practice Standards rubrics (B/A/P/D)?

Relevance to Research Question: to generate data regarding the participant's capacity to differentiate between professional practice standards using video reflection.

Table 5.4:
Semi-structured Interview Prompt 2 coding of participant responses

Participant	Emergent Code
Brian	confusing/challenging/subjective without moderation opportunities
Tania	student perspective/prompted reflection on feedback and assessment
Jan	self analysis issues/video offered fine-grained analysis/ratings easier at rubric extremes
Judith	challenging/inexperience using tool
Mark	enlightening/positive impact on uptake of teaching strategies
Robert	challenging/inexperience using tool/focused and specific to the school/reinforced essential learning regarding teaching practice
Richard	challenging rating to specific levels/critiquing others prompted deeper understanding/reflection
Heather	consistent in situ and video analyses/experienced in using tool

In establishing themes related to the participants' capacity to use the Observation Record to determine the Professional Practice Standards linked to the Teaching and Learning Framework, the following interpretations may be drawn from the coding process. *Experience* seemed to be

a factor for a number of the participants as they alluded to the fact that their limited experience in using the Observation Record impacted on their perception of their capacity to offer objective analyses and ratings of their peers. In addition to this, several participants commented on the need for *shared understandings* as the critiquing of themselves (in two cases) and their peers, created some learning tension to be able to offer objective feedback and interpretation. In more than one case, participants made reference to the importance of undertaking deeper level analysis of the Observation Record, the Professional Practice Standards and the elaborations, to refine their judgments of the elements and aspects under consideration. Opportunities to engage in *moderation* were also suggested from within the group, so as to be able to engage in professional conversation regarding the placement of the teaching against a standard.

Interview Prompt 3:

Which of the Essential Elements did you find it difficult to make judgements for and why?

Relevance to Research Question: to provide insight into elements within the Teaching and Learning Framework, prompting subjective rather than objective judgements.

Table 5.5:
Semi-structured Interview Prompt 3 coding of participant responses

Participant	Emergent Code
Brian	assessment against performance criteria on a learning continuum
Tania	inconclusive video evidence regarding assessment records
Jan	gathering assessment evidence – formative v summative
Judith	performance criteria/assessment records
Mark	performance criteria/inconclusive video evidence regarding learning against learning intentions
Robert	clarity of learning intentions/student self assessment
Richard	challenge of making judgements on elements posing difficulty in own teaching/performance criteria
Heather	student learning against learning intentions mental storage v visible portable recording/performance criteria

Themes evident in the participant responses to this prompt were clearly related to the lack of *shared understandings* regarding assessment against performance criteria. There was concern and confusion raised in relation to this aspect, as there was inconsistency as to how the performance criteria were to be generated. Within the Teaching and Learning Framework 2008 Foci Elaborations (Appendix 7) reference was made to students and teachers having worked on the generation of the criteria together. This was not the case as the criteria were contained

within a Writing continuum generated by the school's Literacy department. As a result, many of the participants found it difficult to make objective judgements in relation to this element.

A further theme related to the coding of the responses to Prompt 3 involved the inconclusive nature of some of the *video evidence*. Some participants made reference to difficulties they experienced in ascertaining the degree to which the teachers and the students were maintaining records of their learning and their progress against learning continua. These issues related to the quality of the video footage in terms of more fine-grained analysis. Participants also made reference to the need to record the fine detail of teacher documentation linked to student assessment and similarly to capture students representing their learning in both the oral and written forms.

Interview Prompt 4:

How useful did you find the (Foci) Elaborations?

Relevance to Research Question: to focus on the degree of elaboration of the essential elements required to promote shared understanding.

Table 5.6:
Semi-structured Interview Prompt 4 coding of participant responses

Participant	Emergent Code
Brian	useful/offered scope and increased understanding
Tania	essential extra detail to make on-balance decisions
Jan	essential differentiation/vehicle for moderation
Judith	helpful/clear distinction between ratings
Mark	easy to use/free of jargon/supported analysis
Robert	useful/objective guide
Richard	beneficial/unpacked elements/determine what practice should look like at each level
Heather	rich detail to make on-balance judgements/promote consistency across ratings, observations and observers

The obvious theme evident in the coded responses to this question, related to the role of the elaborations in developing *shared understandings*, was that they were in fact an essential support tool. They provided additional detail so that the participants could engage in purposeful *moderation* of their observations with a view to being able to *differentiate* between the Professional Practice Standards they were rating for each of the elements under consideration. The key themes to emerge from this question relate then to the use of the elaborations to

support *moderation* and *differentiation* of and between Professional Practice Standards within the framework.

Interview Prompt 5:

Were you easily able to distinguish between the different rubric levels (B/A/P/D) for each Essential Element?

Relevance to Research Question: to gather data related to participant understanding of the rubric levels and to provide links to the individual's analysis in comparison to that of 'the expert'

Table 5.7:
Semi-structured Interview Prompt 5 coding of participant responses

Participant	Emergent Code
Brian	difficulty due to lack of experience/interpretation of levels lead to examination of own assessment practices
Tania	little challenging/objectivity increased through moderation/suggested capture and code video evidence or exemplars to distinguish between rubric levels
Jan	issues re using own lens/desire to move beyond video to question teacher's decision-making/extremes of performance easier to rate
Judith	difficulty differentiating between Proficient and Distinguished/reticent to rate Distinguished as an absolute/lessons in isolation
Mark	not too ambiguous/offered logical continuum of performance
Robert	clear distinctions/promoted consistency
Richard	wording issues/difficulty rating teaching as Distinguished
Heather	elaborations essential even given much observational experience

Themes relevant to the coded responses to this question would seem to indicate that *experience* in the use of, and exposure to, the Teaching and Learning Framework had an impact on the participants' capacity to distinguish between the rubric levels. Aligned also to Prompt 4, was the view that the elaborations contributed to more objective differentiation between the Professional Practice Standards within the rubric, apart from teaching at the Distinguished level, which a number of participants found difficult to quantify as an absolute 'faultless' teaching standard.

Interview Prompt 6:

As you analysed Jan and Robert's lessons, did you make any connections with your own practice? Could you describe these?

Relevance to Research Question: to link understanding of the function and purpose of the

Teaching and Learning Framework to the participants' own professional learning needs and

direction.

Table 5.8:
Semi-structured Interview Prompt 6 coding of participant responses

Participant	Emergent Code
Brian	links to own developmental needs/video offered opportunities to see exemplary instructional strategies in action
Tania	connection with enthusiasm/highlighted authentic learning contexts/prompted her to challenge teaching practices in a new setting
Jan	grounded analysis away from own lens/highlighted missed opportunities to gather formative rather than summative assessment
Judith	identified need to develop metalanguage knowledge base for both teacher and students
Mark	focus on practices referred to as having positive and negative aspects on own teaching
Robert	provision of varied forms of timely, focussed feedback/missed opportunities to clarify student misunderstandings
Richard	connection to timing, balance between instruction and application/prompted a desire to develop metalanguage to support literacy instruction
Heather	strong links between observation and implications for own practice/observation serves as extremely valuable avenue for professional learning

Participant responses to this question seemed to suggest that there was definite connection

between the lesson analysis task and the participants' own practice. In many instances the

responses reflected the view that the Teaching and Learning Framework was providing a

scaffold to *inform* and *guide* practice. Additionally, the video recording of the lessons supported

their capacity to *observe* and *analyse* with a view to developing their own professional learning

related to the elements and aspects under consideration.

Interview Prompt 7:

Has this experience of analysing your colleague's lessons, stimulated a desire for subsequent

professional conversations? If so, about what?

Relevance to Research Question: to provide an opportunity for participants to articulate how the

experience might impact on their own professional learning and growth.

Table 5.9:
Semi-structured Interview Prompt 7 coding of participant responses

Participant	Emergent Code
Brian	more collaboration around effective instruction/link observation process to capture instructional strategies and approaches impacting positively on student learning
Tania	comparing professional learning across different schools/lack of desire to use the Teaching and Learning Framework to inform practice in a new setting
Jan	need for continued development of staff understanding of all Essential Elements to engage in self analysis as well as accurate observation of colleagues/conversations as to what the Teaching and Learning Framework means for day to day practice in classrooms
Judith	desire to schedule pre- and post-lesson discussions to get more understanding of lessons in context
Mark	desire to use the Teaching and Learning Framework to enhance professional learning and discussion in applying the Professional Practice Standards to his own and the work of others/aims to develop his own feedback and assessment/extend use of video as a reflective tool
Robert	stimulated need to develop capacity to integrate visual aids into lessons
Richard	observation and ensuing conversation among the best forms of professional learning/greatest benefits derived from his teaching have been linked to the framework/wanting to have increased frequency of observations and recording linked to areas for development
Heather	power of professional conversations linked to the framework contribute to the ongoing development and refinement and understanding of the framework elements/needs to remain fluid, dynamic, responsive and adaptive

Themes to emerge from the coded responses to Prompt 7, linked to the possible focus for subsequent professional conversations, involved further reference to the importance of *shared understandings* of the framework. A further theme endorsed the value of objective *reflection,* so as to guide the development and refinement of the teaching practice of participants in the study.

Interview Prompt 8:

Is there anything else you would like to tell me about the experience of analysing lessons using the Teaching and Learning Framework?

Relevance to Research Question: to provide scope for the raising of pertinent observations and reactions not contained within the given prompts.

Table 5.10:
Semi-structured Interview Prompt 8 coding of participant responses

Participant	Emergent Code
Brian	need for moderation process to support use of elaborations
Tania	desire to undertake observations of other elements from within the framework which may prove easier to observe and analyse: for example, questioning linked to learning intentions
Jan	time to overlay the framework with other professional learning models like Lesson Study, to further enhance professional learning and improve student learning
Judith	of great benefit if used in the right way as opportunity for growth and professional learning
Mark	struggle to capture and analyse many different elements at the same time/wanted to 'sit-in' on lessons to get greater sense of student engagement/need for video cameras to offer more fine-grained view of teacher and student records documenting the learning
Robert	use more video excerpts as exemplars for professional learning to stimulate reflection upon the essential elements/enhanced understanding of critical importance of learning intentions/provided in-depth focussed study of practice
Richard	supported the design of learning intentions for every class/sharpened up assessment in relation to these intentions/focussed on gathering evidence linked to them/lesson design based on these elements positioned the teacher and teaching close to the ideal world
Heather	the framework in tandem with video data provide new avenues for teachers and schools to engage in rigorous, serious observation and analyses of classroom teaching to support and improve teaching and learning

In terms of the final prompt, participants were encouraged to elaborate on any additional experiences derived from the process of observing, being observed and analysing lessons using the Teaching and Learning Framework. A number of the themes evident in the coding of the previous prompts emerged once again. The focus on professional learning in and around the important use of learning intentions was consistent with the notion that the framework was a valuable tool to *inform* and *guide* practice. Reference to the importance of *video reflection* was a constant theme and suggestions were made as to how best to maximise its impact. Participants also made suggestions as to how the framework might be embedded within other professional learning approaches linked to lesson design to further enhance its impact and effectiveness.

Phase 2 – Semi-structured Interview Emergent Themes

Further analysis of the semi-structured interview data coding (Appendix 17) resulted in the collapse of these codes into a number of broad themes linked to the research question and these are represented in Figure 2 and will be elaborated upon within this section of the Phase 2 data analysis.

A. Shared Understandings		B. Analysis and Reflection

Research question:
How does the use of a video-stimulated reflective process affect the understanding of a Teaching and Learning Framework in a group of Middle School literacy teachers?

C. Inform and Guide Practice		D. Moderation and Differentiation
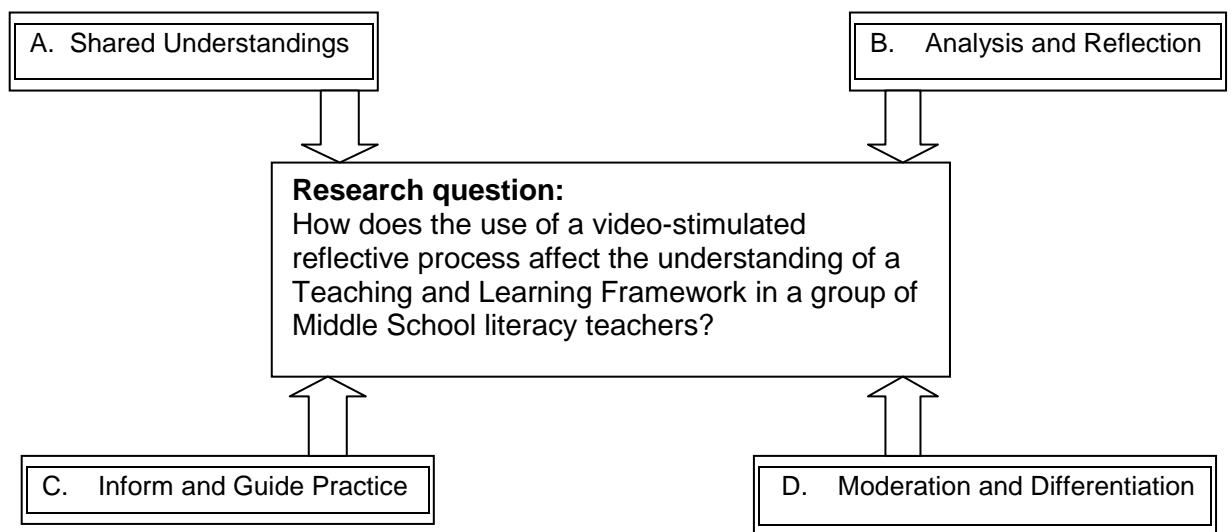
Figure 2.0:   Emergent themes from semi-structured interview coding

Emergent Theme A: Shared Understandings

A relatively constant theme across the semi-structured interviews with the eight participants was the perception that there was a distinct need to develop shared understandings of the Teaching and Learning Framework Elements, Aspects, Professional Practice Standards and Elaborations. As identified by the participants, such shared understandings were a desirable by-product of the video-stimulated reflective process. The video recordings of Jan and Robert's lessons afforded all involved the opportunity to view two distinct teaching episodes. The Phase 1 Lesson Analyses alluded to the fact that there was greater rater consistency in respect of those elements where additional professional learning had been undertaken. The focus on Learning Intentions supported the contention that where the participants had developed shared understandings of a particular framework aspect this did in fact lead to increased objectivity in

relation to their understanding of the element in terms of their own teaching and that of their colleagues, Jan and Robert.

Within the Phase 2 semi-structured interviews, participants identified their experience of and with the Teaching and Learning Framework as a factor in the development of their shared understanding. In addition to this, the coding (see Appendix 17) reflected a desire to offer objective analyses and ratings of the teaching episodes recorded by their peers. The desire for shared understanding was also evident in references made regarding the importance of fully exploring the supporting documentation i.e. the Professional Practice Standards and Elaborations, again, so as to offer objective feedback and interpretation.

In situations where the participants reflected on elements within the framework which posed judgement challenges, a lack of shared understanding seemed to surface. In identifying Assessment Against Performance Criteria, as one of the most difficult elements to rate, the coding (Appendix 17) identified numerous participant references regarding misunderstandings related to the terminology and how such criteria was to be generated and assessed.

In relation to the research question, it would be appropriate to contend that the explicit development of shared understandings of the Teaching and Learning Framework would be of paramount importance in the processes and protocols linked to the video-stimulated reflective process. Such in-depth understandings should therefore continue to be developed as part of the school's on-going professional learning program and should conceivably be a key starting point for other schools considering using teacher competency frameworks to support professional learning.

Emergent Theme B: Analysis and Reflection

Predictably, the semi-structured interview responses and coding also reflected the view amongst the participants that the Teaching and Learning Framework acted as a stimulus for the analysis of, and for reflection upon practice.

A common theme within the responses alluded to the fact that the framework offered participants the opportunity to use the competencies contained within it to engage more objectively in analysis of their own lessons and those of their colleagues. As a direct consequence of this, the participants used the framework to consider the effectiveness of lesson planning and lesson delivery in relation to the framework elements under consideration.

A number of participants made consistent reference to the important role the video played in this analytical and reflective process. There was a sense that the video recording of the teaching episodes provided the necessary time and space to undertake fine-grained analysis of the teaching. The Teaching and Learning Framework provided a common language for the reflection and the video provided the common context in that all participants had access to Jan and Robert's lessons.

For some participants, however, the video was unable to capture some of the intricacies of the teaching and learning process. A number of participants expressed a desire for the video to be able to capture student and teacher records of the learning in a particular lesson. These responses were prompted by an inability for some of the participants to rate elements within the framework without direct access to student and teacher documentation of the learning. Additionally, some expressed the desire to undertake deeper analysis and reflection by immersing themselves in the teaching as an 'in-class' observer to be able to get a stronger sense of lesson effectiveness and student engagement. Some participants were also interested in having access to the teacher both pre- and post-lesson, so as to develop an even greater understanding of the design and intent of the lesson compared to the teacher's perception of the outcomes discussed post-lesson.

This theme related to analysis and reflection was also evident in the semi-structured interview responses which alluded to the important role the Teaching and Learning Framework played in generating powerful conversations about teaching practice. Participants articulated the importance of having a tool to focus such dialogue and for a number of them, they rated this very highly in terms of the impact it had on their own professional learning. This reflective

notion links clearly to the third emergent theme related to the capacity of the framework to drive practice.

Emergent Theme C: Inform and Guide Practice

Of all four emergent themes, the semi-structured interview prompts stimulated considerable data related to the capacity of the Teaching and Learning Framework to both inform and guide practice. The participants made constant reference to their use of the framework to isolate critical elements of teaching, to act as a guide as to what constituted professional practice standards, to inform excellent teaching in the pre-lesson planning phase and guide reflection and evaluation regarding practice in the post-lesson phase. These responses were framed in relation to the lessons involved in this study, however, there was consensus that the framework was impacting on the professional practice of the participants themselves in their own classes. The rating of Jan and Robert's lessons, as expanded in the semi-structured interview prompts, were often made within the context of the participants' own lens. The act of rating the teaching using the Elaborations of the Professional Practice Standards within the framework was often qualified by each of the participants in terms of the impact of such a rating on their own teaching. Participants made strong connections between the teaching elements they were rating and their own capabilities in relation to the element. In a number of cases, the rating process resulted in honest and open reflections as to how the observed teaching behaviours might impact on and compare to the standard of their own practice.

As was the case in the analysis and reflection theme, it was apparent that the framework offered the 'what' in regard to instructional strategies that impacted positively on student learning - the 'what' to analyse and reflect upon as well as the 'what' to inform and guide practice. To further guide and inform, a number of participants expressed a desire to use the framework to identify, capture, code and rate teaching for the purpose of developing video exemplars of exemplary practice. These participants advocated this view as another means by which professional learning and professional conversations could be enhanced through the development of shared understandings of the framework elements, the accompanying Elaborations and Professional Practice Standards.

For a number of participants, this view was extended to suggest that further investigation might be undertaken to isolate those instructional strategies aligned with the Teaching and Learning Framework which have impacted positively on student learning so as to develop instructional consistency across classes. Professional learning would, therefore, be informed and guided by the isolation of specific elements from within the framework with the potential to maximise student learning outcomes.

It was of interest to also note a desire amongst the participants to make even greater use of the Teaching and Learning Framework in staff professional learning days and forums to develop focus, clarity and shared understandings of key elements over time. As for the analysis and reflection theme, the use of video excerpts was again proposed as the most powerful medium for informing and guiding the professional learning. The final theme to emerge from the semi-structured interview coding involved the use of the framework to differentiate between standards of teaching performance.

Emergent Theme D: Moderation and Differentiation

To some degree, the final theme to emerge from the coding of the semi-structured interview responses is a synthesis of the preceding themes. Having identified the relative importance of shared understandings of the framework; the capacity of such understandings to promote analysis and reflection; in addition to guiding and informing practice, it is perhaps logical for the participants to have identified the potential capacity of the framework to act as a tool to support moderation and differentiation in the rating of teaching practice.

A number of participants within the semi-structured interviews made reference to the impact of their years of teaching experience in being able to apply the framework's Professional Practice Standards objectively. In a couple of cases, they found that their inexperience in terms of years teaching and in using the framework was of some concern. However, whilst raising these concerns, they also made reference to the value of the Elaborations to support their decision making in this study and to 'unpack' their understanding of observations of their own teaching beyond this study.

References to the Elaborations of the framework elements forming part of the study were consistent, in that the participants viewed them as essential descriptors to provide the rich detail needed to make on balance judgments regarding the Professional Practice Standards. Comments were also made in relation to how they provided essential differentiation between the standards. The participants also expressed the desire to undertake further video-stimulated observations of their own practice and that of others with a view to moderating their individual analyses for the purpose of fostering increased objectivity in relation to their ratings of teaching.

A further trend to emerge in the responses related to support for maintaining the school's endeavour to have all staff understand all of the Essential Elements within the Teaching and Learning Framework over time. The participants also saw considerable merit in being able to recognise the difference between the four Professional Practice Standards as points of progress and to engage in self-analysis as well as accurate observation and analysis of others, as part of a professional learning program focused on individual teacher and school improvement.

These emergent themes related to shared understandings; analysis and reflection; informing and guiding practice as well as moderation and differentiation, were used to partially frame the focus group questions which formed phase 3 of the data analysis. This final analysis follows in the next section of this chapter.

Phase 3 – Focus Group Interview

As described in Chapter 4 (Data Collection), at the conclusion of the data coding phase opportunities existed to examine the various themes that have emerged. The focus group interview offered the opportunity to collect shared understandings of the emergent themes linked to the research question and to ensure the 'groundedness' of the developing theory.

The final phase of the data analysis was focused on a focus group interview conducted with seven of the eight participants in the study. Heather was not involved in this interview and despite moving to another school, Tania made a written contribution to the focus group question prompts. The focus group was used to collect shared understandings from all participants

involved in the study related to the research question. According to Creswell (2005) the focus

group interview:

> is the process of collecting data through interviews with a group of people,
> typically four to six. The researcher asks a small number of general
> questions and elicits responses from all individuals in the group. Focus
> groups are advantageous when the interaction among interviewees will
> likely yield the best information and when interviewees are similar to and
> cooperative with each other. (p. 215)

The Focus Group Question Prompts were framed to generate individual and group responses of

further relevance to the emergent themes drawn from the semi-structured interviews. The

purpose and relevance of each prompt follows, as well as a brief summary of the related

discussions found in Appendix 29.

1. How would you respond to the research question from your own perspective?

This prompt was chosen to open dialogue regarding the participants' perception of the impact of

a reflective process upon the development of shared understandings of the Teaching and

Learning Framework (Emergent Themes A. Shared Understandings; and B. Analysis and

Reflection).

The focus group responses to this prompt were representative of two distinct views. There was

definite consensus that the reflective process afforded them the opportunity to take some time

to develop their understandings of what each of the Teaching and Learning Framework

elements looked like in practice. The process offered them the time and space to engage in

professional learning discussions linked to real practice as captured via the video recordings.

Alternatively, there was also the view that whilst the video stimulated this reflection beyond real

time, there were some issues raised in terms of the inability of the video to move beyond a one

dimensional lens. In elaborating this view, a number of participants made the point that the

classroom was multidimensional and that the video reflection was hampered by the fact that it

was based on the one lens. There was a desire for the camera to capture the learning being

produced by students, the atmosphere in the room and teacher records of the teaching and

learning in action.

2. **In terms of your own understanding of the Teaching and Learning Framework, describe the impact of the video component on the reflective process?**

The emphasis here was upon surfacing the participants' reactions to the specific use of video recordings to drive the reflective process. (Emergent Theme B. Analysis and Reflection).

The focus group discussion related to this prompt, whilst acknowledging some of the limitations associated with the video component, was generally centred on the value of the video. A number of participants made the point that the framework only came to life when video footage of teaching was overlaid and decisions had to be made in relation to the standard of the professional practice against the rubric. There was acknowledgment that for some, the video was a cause for apprehension; however, the group supported the view that it was being used to support teaching and learning. Participants made the point that "having another presence in the room" was akin to their pre-service days yet the video afforded them the opportunity to reflect upon their own practice at their own rate and in their own time. A further view related to the use of carefully selected video excerpts as exemplars to support professional learning in relation to the framework elements and the difference between each of the professional practice standards. Perhaps one of the most insightful points to be raised related to the impact of the video in "helping teachers to step over the notion of the classroom as the centre for private practice" (Appendix 29).

3. **Given the opportunity to apply your understanding to the viewing and analysis of Jan and Robert's lessons, what conclusions did you come to regarding the level of understanding required to provide objective feedback against the Teaching and Learning Framework?**

This prompt was framed to have the participants consider the connection between their understandings and their capacity to use such knowledge to generate objective feedback in relation to their colleagues' teaching (Emergent Themes B. Analysis and Reflection; D. Moderation and Differentiation).

A common observation in relation to prompt 3 was the participants' desire to be as objective and accurate as possible in their analysis of Jan and Robert's teaching. Several participants

made reference to their willingness to devote extra time to develop these understandings and that the elaborations related to each element were of considerable value in making judgments. Reference was also made to a perceived need for the development of a "deep working knowledge" (Appendix 29) of the framework so as to broaden the pool of staff willing to, and capable of, providing objective feedback linked to the framework and its elaborations.

4. **During the research and beyond, what impact has the Teaching and Learning Framework had on your own classroom practice?**

The focus here was upon endeavouring to elicit to what degree the research had impacted on the participants' own classroom practice (Emergent Theme C. Inform and Guide Practice).

In response to this question, there was group consensus regarding the decision to focus on a small number of key elements from the framework. This afforded teachers the chance to develop shared understandings in and around a smaller knowledge base. The point was also made that this intense focus on selected elements supported participants' attempts to apply this knowledge to their own curriculum areas. It was noted that there was strong alignment in the research lessons between peer ratings of Learning Intentions, where professional learning had been focused particularly upon this element. This had resulted in helping to define what a number of participants "wanted students to know, understand and be able to do" (Appendix 29) as a result of their teaching. For others, they had extended the application of the framework to view it as "a constant reminder as to what is important in the design and delivery of every lesson" (Appendix 29). Another individual made reference to the impact of the Assessment element on her own approaches to the balance between the use of formative and summative assessment protocols. These responses were evidence of the significant impact of the Teaching and Learning Framework on the participants' teaching, beyond the analytical component which formed part of the research.

5. **In regard to the research process you have been involved in, which elements contributed to your professional learning in a positive way? Which elements had a negative impact on your professional learning?**

Reference to professional learning within this prompt was intended to surface the participants' reactions to the modes of professional learning undertaken within the research and to qualify them in terms of positive and or negative impacts (Emergent Themes B. Analysis and Reflection; and C. Inform and Guide Practice).

It was of particular interest to note, each and every participant was of the view that the research process had contributed to their professional learning in a positive way. Much of the conversation made reference to the various ways in which the lesson reviews and analysis, the semi-structured interviews and the focus group discussions had contributed significantly to the participants' professional learning. There was a strong sense pervading the group that they had been forced to articulate their thinking about teaching competencies contained within the framework. By surfacing this thinking it had lead to deeper reflection upon individual practice. Another aspect to emerge from this discussion was that the research process resulted in an opening up of practice and as one participant suggested "it really aligns with my sense of what it is to engage in professional practice" (Appendix 29). She went on to relate this notion to professional accountability, "you need to be open to this sort of reflection, analysis and feedback to ensure that our practice is of an acceptable standard, as no one is there to attack you in this professional learning process" (Appendix 29). These responses were indicative of the direct impact of the Teaching and Learning Framework upon the participants' work in their own classrooms.

6. **What elements/aspects of your teaching have you reviewed or changed as a direct result of your exposure to the Teaching and Learning Framework?**

This prompt was selected to explore the possible impact of the essential elements of the competency framework involved in the research, upon the participants' practice beyond the study (Emergent Themes B. Analysis and Reflection; and C. Inform and Guide Practice).

The tenor of the dialogue related to this prompt was more closely associated with the participants' fine-grained analysis of Rob and Jan's lessons. There was consensus regarding the importance of Learning Intentions and their capacity to give explicit guidance as to the type or level of learning expected in the lessons being analysed. Participants commented on the

degree to which Rob and Jan used explicit references to these intentions before, during and at the end of the lessons. A number commented on the refinements they were going to make to the framing of learning intentions in their own lessons, based on their observations of Rob and Jan. As an adjunct to this, there was discussion related to the need for some of the participants to develop clear elaboration of performance criteria as a natural consequence of making their learning intentions more precise and explicit. The Assessment element that also formed part of the lesson analysis prompted a number of participants to examine how they might implement more formative assessment approaches in their teaching. Lesson timing and pace formed part of the discussion as this had been modelled effectively in Jan's lesson and this led to further participant reflection. Finally, several participants reflected on the use of visual stimuli in the research lessons and described how such variation needed to be added to their own teaching repertoires.

7. **How would you best incorporate the use of the Teaching and Learning Framework in the professional learning programs offered to the staff?**

The focus here was to elicit how the participants might apply their understandings of the Teaching and Learning Framework to frame and direct ongoing professional learning in the school. It offered them the scope to isolate what they might consider to be the key elements to drive the professional learning of the staff (Emergent Themes C. Inform and Guide Practice; D. Moderation and Differentiation).

The dialogue linked to this prompt was positive and rich in that the participants offered a wide range of approaches to further enrich and extend professional learning programs aligned with even more extensive application of the Teaching and Learning Framework. There were specific references to capturing and coding video excerpts as exemplars linked to the teaching elements. Discussion focussed on the need to isolate these key elements (as for Learning Intentions) as key levers to impact on both student and teacher learning. There were calls for greater staff input as to how best to incorporate these framework elements into professional learning programs. One suggestion was to identify staff who rated highly in relation to the Professional Practice Standards rubric for these elements and to share video recordings of their practice across faculty meetings. It was also considered that master classes, modelled lessons and

demonstration lessons should be used to develop and guide practice in accordance with selected elements from within the Teaching and Learning Framework.

8. **Based on your own professional deliberations and conversations, how would you describe the level of understanding of the Teaching and Learning Framework at the time of the research?**

This final prompt was designed to capture the participants' perceptions of their understandings of the Teaching and Learning Framework during the study and to afford them the opportunity to express how their understandings may have developed over time (Emergent Theme A. Shared Understanding).

As a final point of reflection, the participants were asked to consider their understanding of the framework at various stages in the research process and as part of the evolution of their own professional learning. For a number of the participants, their knowledge was limited as their initial experience with the framework related only to their understandings of the analysis in terms of their own teaching. As part of the research involved them in applying the framework to analyse the work of their colleagues, this seemed to heighten their desire to be able to objectively analyse and rate teaching across four professional practice standards: Beginning, Approaching Proficient, Proficient and Distinguished. Virtually all of the participants made reference to the value of the elaborations to further support the placement of the teaching at one of the four standards. As has been mentioned previously, they also described the important link the video played in being able to examine the teaching beyond a specific point in time and how it was able to encapsulate the teaching for the purpose of professional dialogue, reflection and differentiation.

Summary

The first section of this chapter provided a context for each of Jan and Robert's lessons before examining the eight participants' analyses of the two lessons. This analysis explored the degree of alignment or variation between the ratings made in regard to the ten selected elements from within the Teaching and Learning Framework. Comparison was also made between the ratings provided by the participants and Heather as the 'expert rater'.

This Phase 1 Lesson Analysis served to suggest that the use of a video-stimulated reflective process affects understandings of a Teaching and Learning Framework in a number of ways. The accuracy of the reflective process itself would seem to be correlated with a comprehensive understanding of the elements and aspects contained within the Framework. Such an understanding would seem to be predicated by explicit exploration of each of the elements as part of a professional learning program. Shared understandings of the terminology within the Framework and the Elaborations would also seem to be of paramount importance.

In the second section of the chapter, the semi-structured interviews were analysed (Phase 2) and coded (Phase 3) to produce a number of emergent themes. These themes included: A. Shared Understandings; B. Analysis and Reflection; C. Inform and Guide Practice; and D. Moderation and Differentiation. Having identified the relative importance of shared understandings of the framework, the capacity of such understandings to promote analysis and reflection; in addition to guiding and informing practice, it was perhaps logical for the participants to have identified the potential capacity of the framework to act as a tool to support moderation and differentiation in the rating of teaching practice.

In the final section, emergent themes and hypotheses generated from the data coding were explored further within the context of the Phase 4 Focus Group interviews. Participant responses to each of the eight prompts were then examined in relation to their relevance to one or more of the emergent themes.

In the final chapter, conclusions from each of these data analysis phases will be examined further in relation to the research question. They will also be explored in terms of their potential to support the application of teacher competency frameworks as professional learning tools within video-stimulated reflective processes in educational settings beyond the one featured in this research.

Chapter 7

Summary of Research Findings, Conclusion and Recommendations

Introduction

This chapter summarises the research findings in relation to the main themes which emerged from the data. The first section provides a brief overview of the research, including the study's major aims and objectives, and identifies the four themes that emerged from the data. The subsequent sections then summarise the main findings pertinent to each emergent theme, the conclusions and final recommendations.

Overview

This study was deliberately focussed upon the careful examination of a model of professional learning for Middle School teachers, which has at its core, a Teaching and Learning Framework depicting essential elements of effective teaching practice. Set within the context of Middle School Literacy classrooms in a Regional Independent School, the intent was to research the impact of the framework on the professional learning of a group of eight teachers. Research was also undertaken to investigate the effectiveness of feedback and analysis structured around the framework, using video recordings taken from classroom observations.

A group of eight Middle School teachers participated actively in the study to determine how the use of video-stimulated reflective processes might affect improvements in their practice and professional learning. Professional learning opportunities and plans were examined in terms of the impact of the observation and feedback cycle on individual teacher's progress against rubric levels within the framework. In precise terms, the research question was framed as follows:

How does the use of a video-stimulated reflective process affect understanding of a Teaching and Learning Framework in a group of Middle School Literacy teachers?

At a time when the issue of the tenuous links between professional learning and school improvement is at the forefront of the educational agenda in schools and school systems, it is of significant importance to be able to reflect on a range of models designed to improve teaching, and, in turn, student learning outcomes in schools. The Teaching and Learning Framework including its subsequent feedback and professional learning processes investigated within this study has potentially added valuable perspectives to these links.

The data collection process followed a number of distinct phases. The initial phase involved two of the eight participants, Jan and Robert, designing and planning a literacy lesson for the purpose of video analysis against ten selected elements from within the Teaching and Learning Framework. Both Robert and Jan planned Literacy lessons for their respective Year 6 and Year 9 classes in the knowledge that their lessons were to be recorded within two of the school's purpose-built observation classrooms. As described in detail in Chapter 5, Heather undertook an 'expert analysis' of both lessons and the remaining participants undertook their own analysis for comparison to this 'expert analysis'. This phase was designed to gather data related to the participants' existing understanding of specific elements within the Teaching and Learning Framework by having to analyse teaching episodes and rate elements against the Professional Practice Standards Rubric (Appendix 3) with the aid of the Foci Elaborations (Appendices 6 and 7).

Having viewed and analysed the two lessons taught by Jan and Robert, the next phase in the research was to conduct one-on-one, semi-structured interviews with each of the participants as part of the qualitative research design. After analysing the lessons, the participants were provided with a series of semi-structured interview prompts to support data collection linked to possibly isolating and understanding the central phenomenon or phenomena affecting their understanding of the Teaching and Learning Framework.

At this point in the data collection process, the research participants had applied existing understandings of the Teaching and Learning Framework to analyse the teaching in two distinct Middle School Literacy lessons. They had their analysis compared to that of the 'expert' and had participated in a semi-structured interview to further elaborate upon their understandings of

the framework within the context of the lesson analyses. The next phase, Phase 3, involved coding of the interview data to extrapolate emergent themes. Having isolated four emergent themes, the final phase of the data collection, Phase 4, involved focus group interviews. These interviews were included as an opportunity to collect shared understandings of the emergent themes linked to the research question and to ensure the 'groundedness' of the developing theory. In the context of this study, the focus group also offered a further opportunity to triangulate the data in addition to the individual lesson analyses and the semi-structured individual interviews.

The findings of the research essentially emerged as four distinct themes, these being the critical importance of developing *shared understandings* of the Teaching and Learning Framework, use of the framework to support *analysis and reflection,* capacity of the framework to *inform and guide* professional practice, and potential for the framework to be used as a tool for the purposes of *moderation and differentiation* of practice. Each of these emergent themes is discussed below as pertinent and relevant findings in relation to the research question upon which the study was based. The following four sections summarise each of the findings, which directly relate to the research question, conceptual framework, and the findings of the literature review of the current study.

Finding 1: The Importance of the development of Shared Understandings of the Teaching and Learning Framework

In examining the research question, the conceptual framework and the literature in respect to this emergent theme, the focus needs to be upon how such shared understandings of the Teaching and Learning Framework might be developed and sustained over time. If the study is to make a contribution to the school improvement agenda, notions of teacher effectiveness and preferred professional learning models, it may be of benefit to return to the literature to reaffirm the importance of teacher competency frameworks as a means of validating the significance of developing such shared understandings.

As discussed in Chapter 2, standards-based teacher evaluation described by Ellett, Annunziata and Schiavone (2002) and Danielson and McGreal (2000) has been growing in use with a view to contributing more valid judgments of teacher effectiveness. Such competency frameworks are characterised by standards and rating scales which guide evaluators (and teachers) in making judgments by establishing a common criterion reference for evaluating teacher performance. The framework developed by Danielson (1996), which informs part of the Teaching and Learning Framework central to this study, represents one commonly used standards-based teacher evaluation approach.

Standards-based competency frameworks have been criticised for reducing the complex act of teaching to a simplistic level (Peterson, 2000). Similarly, studies conducted by Kimball and Milanowski (2009) have found considerable variation among evaluators in the extent to which evaluator ratings correlated with value-added student achievement. Subsequently they extended their review of the literature on performance evaluation to identify potential influences on evaluators that "might vary enough to help explain differences in the strength of the relationship between performance ratings and student achievement" (p. 38). This literature identified three broad classes of such influences (DeCotiis & Petit, 1978; Landy & Farr, 1980), which were summarised as will (evaluator motivation), skill (evaluator expertise) and the evaluation context (the school environment).

Given the first emergent theme related to the importance of developing shared understandings of the Teaching and Learning Framework, how might this impact on these influences as identified in the literature? In terms of evaluator motivation or will, Kluger and DeNisi (1996) concluded that the ratings of a more lenient evaluator were likely to show a weaker relationship with student achievement. Kimball and Milanowski (2009) contend that evaluator skill in observing and processing information about teaching behaviour is also likely to influence the performance rating-student achievement relationship. They suggest then that if there is a relationship between teacher behaviours specified by the system and student learning, an accurate set of ratings would logically form a stronger relationship with student achievement than an inaccurate set of ratings. Evaluator training related to the development of shared understanding of the system, providing a frame of reference for ratings, conducting

observations, and collaborative decision making has shown a positive effect on accuracy (Bretz, Milkovich, & Read, 1992; Woehr & Huffcutt, 1994). The development of such common understandings of a Teaching and Learning Framework based on in-class observations and teacher collaboration has been one of a number of important findings from within this study.

The third factor in understanding evaluator decision-making relates to the evaluation context, in this case, the school environment. Kimball and Milanowski (2009) took particular interest in the effect of the performance of others as a background against which a particular teacher's performance was judged. Similarly, Klein (1998) suggested evaluators would tend to rate a moderate level of performance higher if other performers in the group were poor performers and lower if others were good performers. As with evaluator will, the impact of the evaluation context formed an integral part of this study, as the teachers involved had access to their own and their colleagues' ratings of episodes within their own context. The data analysis contained in Chapter 6 related to the participants' Phase 1 Lesson Analyses of Jan and Robert's lessons (Tables 5.1 and 5.2) made reference to those elements within the Teaching and Learning Framework where there was between-rater consistency or alternatively, reduced variation. For the most part, within this study, comparisons between Jan and Robert's self analysis and that of Heather's 'expert analysis' indicated considerable alignment. As discussed in Chapter 6, of the ten elements rated in Jan's lesson, Heather and Jan's ratings were either aligned of differed by one rating level in 80% of cases. In Robert's lesson, Robert and Heather were either aligned or differed by one rating level in 90% of cases. Perhaps one could conclude that these participants had developed shared understandings of the ten selected elements from the framework and that in this case the evaluation context contributed to more objective rating of the teaching practice.

In interpreting the results from their study, Kimball and Milanowski (2009) concluded that:

> providing evaluators with relatively detailed rubrics or rating scales describing generic teaching behaviours thought to promote student learning, coupled with initial training in applying them, is not enough to ensure that all evaluators' ratings will be positively related to student achievement. (p. 65)

Kimball and Milanowski (2009) also noted "evaluators need to perceive that district expectations and peer practices are centered on applying a uniform evaluation process and a consistent

interpretation of the rubrics to lessen the influence of idiosyncratic combinations of will, skill and context or evaluator intuition" (p. 65). I would contend that the development of shared understandings of the rubric attached to the Teaching and Learning Framework within this study was associated with a school environment committed to school improvement, teacher effectiveness, video reflection and professional learning. Each of these aspects was supported by a commitment to shared understandings of a standards-based teacher competency framework as the foundation of effective teaching and learning for students and teachers in the study. These understandings were primarily developed through a professional learning model focused on using the Teaching and Learning Framework for the purposes of analysis and reflection.

Finding 2: The Use of the Teaching and Learning Framework to Support Analysis and Reflection

The second emergent theme and finding to come from the study was the use of the Teaching and Learning Framework to support analysis and reflection upon teaching and learning. In relation to the research question, the study acknowledges the importance of the video-stimulated reflective process in not only understanding the framework, but applying this understanding through individual and collective analysis of, and reflection upon, practice. This analysis and reflection formed professional learning pathways, focus and direction for the participants in the study.

To apply the Teaching and Learning Framework as an analytical and reflective professional learning tool, it is important to revisit the literature regarding distinctions between professional learning and professional development. Long (2009) defines professional development as experiences and formal programs teachers attend in order to be informed, extended or affirmed in their teaching pedagogies. In contrast, professional learning is concerned with pedagogy and individual teachers' beliefs about how children learn "which transforms into practice where teachers' choices about content and strategies, directly impacts on the quality of learning for students" (Long, 2009, p. 16).

As part of the review of the literature in Chapter 2, a number of principles for effective professional learning were examined in detail. Owen et al. (1988) synthesised literature regarding 'best' professional learning practice operating across Australia. They reported that to achieve lasting educational change, professional learning should take place as close to the teacher's own working environment as possible; take place over an extended period of time; provide ample opportunities for reflection and feedback; and involve conscious commitment on the part of the teacher. A more recent report into the status of teacher development in the United States by Darling-Hammond et al. (2009) contends that the current professional learning model is seriously flawed. The study suggests that teachers lack time and opportunities to view each other's classrooms, learn from and work collaboratively with colleagues. The support training they receive is said to be episodic and myopic.

Key findings within the report suggested that well-designed professional learning can influence teacher practice and student performance. The report stresses that whilst causal relationships are not fully established, the literature does allude to some basic principles for designing professional learning. It will be of value to examine each of these in the context of the second finding of this study related to the use of the Teaching and Learning Framework to support professional learning linked to analysis of and reflection upon practice.

Knapp (2003) suggests that professional learning should be intensive, ongoing and connected to practice. Intensive professional learning, especially when it includes applications of knowledge to teachers' planning and instruction, has a greater chance of influencing teaching practices and, in turn, leading to gains in student learning. The use of the Teaching and Learning Framework in this study drew particular focus on teacher planning and instruction. The elements under consideration within the research were representative of pre-planning and post-lesson reflection as well as the actual instruction phase. Connections to practice were consolidated by the use of video to analyse teaching practice.

Blank et al. (2007) found that professional learning should focus on student learning and address the teaching of specific content. Professional learning that leads teachers to define precisely which concepts and skills they want students to learn, and to identify the content that

is most likely to give students trouble has been found to improve teacher practice and student outcomes. Participants in the current research were asked to consider learning intentions as one of their focus elements to clearly define what they wanted students to know, understand and be able to do as a result of their teaching. Learning intentions had also been the focus of staff professional learning workshops and a 'non negotiable' element within lesson planning and delivery in the school. As part of the research, participants were required to analyse and reflect upon these elements in relation to the framework's professional practice standards.

Cohen and Hill (2001) as well as Elmore and Burney (1997) advocate that professional learning should align with school improvement priorities and goals. Research suggests that it tends to be more effective when it is an integral part of a larger reform effort, rather than when activities are isolated, having little to do with other initiatives or changes underway at the school. In the case of the regional independent school within this study, the professional learning is related to a specific School Focus Statement which makes reference to maximising student competence, skill and capacity. Logically, teacher professional learning in and around a standards-based competency framework is seen as having a direct impact on this goal.

Finally, Joyce and Calhoun (1996), Hord (1997) and McLaughlin and Talbert (2001) suggest that professional learning should build strong working relationships among teachers. Research shows that when schools are strategic in creating time and productive working relationships among teachers, the benefits can include greater consistency in instruction, more willingness to share practices and try new ways of teaching as well as more success in addressing and solving problems of practice. Through the analysis of practice using the Teaching and Learning Framework, participants in this study have been focused on a number of these collaborative professional learning tasks and experiences. By undertaking video analysis of and reflection upon their practice, the participants have been engaged in opening up their practice to scrutiny from their colleagues. The semi-structured interviews and focus group discussions which have formed part of the data collection for this study have also been acknowledged as valuable forums for surfacing and addressing problems of practice.

The use of the Teaching and Learning Framework to support analysis and reflection also added a powerful dimension to the video-stimulated Reflective Dialogue (RD) which underpinned the current study. As described in the review of the literature in Chapter 2, the RD method draws upon various established methodological arenas: in particular, action research, stimulated recall, cognitive interviewing and reflective and evidence informed practice. It also builds upon a growing body of educational literature focusing on the use and efficacy of the combination of video evidence and professional dialogue as a research method. Approaches taken during RDs are specifically based on the conceptual framework of reflective thinking developed by Hatton and Smith (1995), and the work of Habermas (1973).

Moyles et al. (2002) elaborate upon this definition and suggest that the RD process involves the development of a collaborative research partnership. As is the case in this study, the researcher and practitioner explore aspects of practice together, drawing on each other's knowledge, beliefs and considerations, thereby enabling a shared development of thinking related to teaching practice. It is, however, important to note "the researcher has a moral and ethical responsibility to present an authentic and realistic view of the RD. It cannot be presented as 'just a chat' for that would deny its rigour, professionalism and challenge" (Moyles et al., 2002, p. 463). As part of the findings to emerge from the current study, one could contend that shared understandings of the Teaching and Learning Framework provided participants with the opportunity to analyse and reflect on practice with special emphasis upon ten elements from the framework. Such reflective dialogues were professional and rigorous as they were based specifically on teacher competencies and were enhanced through the use of video.

The literature regarding video as a reflective technology is explored in Chapter 2 as the role of video-stimulated reflection remains a key component of the research question. This study sought to explore how it might affect understanding of the Teaching and Learning Framework. Given that the second emergent theme relates to the use of the framework to analyse and reflect upon practice, to what degree did the use of video contribute to shared understandings of the elements and aspects of practice participants were to analyse, rate and reflect upon?

Returning to the literature, Clarke and Hollingsworth (2000) contend that case based discussions within video-stimulated reflective dialogues, as described in this study, offer a professional development approach that not only embodies and enacts a coherent theory of learning, but also offers a model of pedagogical practice to emulate in our classrooms. They suggest that the increasing use of video may make visible some of the unnoticed practices of teachers and facilitate the development of a new vocabulary to describe teaching practice. Additionally, "video, which can be seen again and again, can help with the sort of fine-grained data-driven discussion [analysis] likely to reveal the nature and significance of such practices" (2000, p. 43).

Participants in this study made reference to the capacity of the video technologies to offer platforms for such fine-grained analysis of the teaching and learning as manifested in the classroom. However, a number of participants raised concerns that the cameras were unable to capture all of the intricacies of the instruction and the student learning. There was a desire for the recordings to be more dynamic rather than static, so as to capture more of what teachers and students say, do and record. This reflected a further desire to analyse and reflect upon pedagogical practices as objectively as possible and to use the Teaching and Learning Framework and its Professional Practice Standards to inform and guide these deliberations. The capacity of the framework to inform and guide practice is the third emergent theme to be examined as part of these findings.

Finding 3: The Capacity of the Teaching and Learning Framework to Inform and Guide Practice

Returning to the research question once more, "How does the use of a video-stimulated reflective process affect understanding of a Teaching and Learning Framework in a group of Middle School Literacy teachers?" The findings of this study suggest that the critical development of shared understandings of the teaching competencies within such frameworks remain as prerequisite knowledge for teachers to be able to analyse and reflect objectively upon their own practice and that of their colleagues. Such informed analysis and reflection as

described in the previous section potentially improves the capacity of the framework to inform and guide practice.

Within the review of the literature in Chapter 2, three of studies (Haycock, 1998; Marzano, 2003; Nye et al., 2004) demonstrated that effective teachers and hence effective schools, made substantial difference in the achievement of students. Similarly, the McKinsey Report (2007) found that high-performing international school systems maintained a strong focus on improving instruction because of its direct impact upon student achievement. Common themes in the literature indicate and serve to substantiate the important causal links between effective instruction (the teaching) and learning outcomes (the learning) for students within individual schools and systems. With this being the case, an extremely important finding from this study is the potential impact teacher competency frameworks might have upon the quality of this instruction due to the role such frameworks might play in informing and guiding the teaching practice.

As this study is set within an andragogical theoretical framework, it is important to explore how this particular finding related to the capacity of the framework to inform and guide practice, might be embedded within adult learning theory. As explored in Chapter 3, adult learning theory (andragogy) forms the theoretical framework for this study. The literature contends that understanding the art and science of teaching adults; the concept and philosophy of andragogy, can improve the process of school-based professional learning (Terehoff, 2002). Terehoff suggests that school leaders who manage to create professional learning environments conducive to self-directedness can help teachers develop the capacity for self-direction within the mission and goals of the school (2002). As a result of this study and this finding in particular, it is important to consider that competency frameworks have the potential to promote and provide such self-directedness.

In addition to this notion of providing self-directedness, Tennant and Pogson (1995) suggest that attempts should always be made in professional learning activities to link new learning to previous experiences; in effect, building bridges from the known to the unknown. The Teaching and Learning Framework explored in this study enables teachers to develop a competency

profile using the Professional Practice Standards rubric and Elaborations attached to it. To some degree, the framework provides a developmental pathway to both inform and guide a teacher's professional learning. This links to understanding adults' orientation to learning as a performance or problem centered process also inherent in andragogy.

As explored in Chapter 3, Ingalls (1984) described this process as an "orientation to the discovery of improved situation, a desired goal, a corrective experience or a developmental possibility in relation to the present situation" (p. 9). Such an orientation to professional learning in the context of performance or problem centeredness permits schools to foster and create learning experiences that might address or resolve problems of practice. Use of teacher competency frameworks would seem consistent with attempts to address problems of practice as they offer the capacity to assess a performance gap and inform and guide a teacher to see where he or she is and where he or she needs to be in order to increase their level of teaching competence. This notion of organising professional learning processes around specific teaching competencies is as the literature contends "a strategy that school leaders can use to address problem areas and work toward competency progress" (Terehoff, 2002, p. 70).

The literature also advocates that school leaders view themselves as designers and create an atmosphere within schools which is conducive to standards implementation (National Association of Secondary School Principals, 2002). Terehoff (2002) suggests that to develop and nurture an environment that is conducive to teacher professional learning, school leaders need to consider the key principles of the andragogical process. Terehoff (2002) again contends that one of the key principles is associated with the alignment of the adult learners' needs and interests. As mentioned previously, and supported by the literature:

> basic needs correlate directly to educational needs when educators feel a
> desire to further their learning in order to contribute to school wide
> improvement. Creating a consciousness of the gap between their present
> level of competence and the higher level required in their profession can
> help teachers realise these needs. (p. 73)

A further key principle within adult learning theory places value on teacher involvement in the setting of professional learning goals. According to Elmore (2002), the broad mission and goals that shape professional learning programs should reflect a path of continuous improvement in specific domains of student learning. He also contends that although such goals provide a

broad sense of direction, a list of program objectives should describe explicitly "what new knowledge and skill will be manifested in their professional practice, and what specific activities will lead to this learning" (Elmore, 2002, p. 8). Opportunities have emerged within this study to investigate how the setting of professional learning goals might become aligned with teacher understanding of a Teaching and Learning Framework, following video-stimulated analysis and reflection upon teaching practice. Such goals should conceivably be informed and guided by a teacher competency framework which serves to scaffold and support the development of new knowledge and skill for teachers and potentially, their students. The same framework then has the potential to support moderation and differentiation of practice.

Finding 4: The potential of the Teaching and Learning Framework to be used as a Tool for the Purposes of Moderation and Differentiation of Professional Practice

The final finding to emerge from this study, as explored in Chapter 6, is to some extent a synthesis of the three preceding themes. Having identified the relative importance of shared understandings of the framework; the capacity of such understandings to promote objective video-stimulated analysis and reflection; in addition to guiding and informing practice centered on professional learning needs, it is perhaps logical for the participants to have identified the potential capacity of the framework to support moderation and differentiation in the rating of teaching practice.

In essence, this particular finding serves to suggest that competency frameworks should be considered in situations where there is a desire to moderate or differentiate professional practice. Let us first consider the use of the Teaching and Learning Framework within this study for the purpose of moderation. Within Chapter 6, a number of the participants in the Focus Group Interviews made reference to a range of possibilities to further enrich and extend professional learning through more extensive application of the Teaching and Learning Framework. In terms of using the framework for moderation purposes, participants suggested that the capturing and coding of video excerpts as exemplars linked to the Professional Practice Standards component of the framework would serve to support professional learning in a number of ways. The use of these exemplars could serve to support decision making when

moderating different teaching episodes and also provide individuals with reference points related to their own practice within specific aspects and elements in the framework.

Further suggestions involved the logging of staff whose practice was rated highly in terms of the Professional Practice Standards rubric and to share video recordings of their practice across all faculties within the school. There was support also for the use of such recordings to differentiate between the Elaborations linked to the Professional Practice Standards (Beginning, Approaching Proficient, Proficient and Distinguished). The moderation function was linked to differentiation in practice as the participants made reference to developing clear, shared understandings through moderation processes, so as to be able to differentiate Professional Practice Standards with objectivity, accuracy and confidence.

The Focus Group discussions also prompted calls for further investigation to isolate key elements within the framework which could be prioritised for greater focus within the school's professional learning program. Participants articulated the view that it was important to endeavour to isolate those elements from the framework that had the potential to have significant impact on both student and teacher learning. There was a desire to embed these elements into the school's professional learning schedule as had been the case with the approach taken to the development and use of Learning Intentions in all classes. Reference was also made to having access to additional modelled and demonstration lessons for the purpose of moderating and differentiating practice linked to key elements from within the Teaching and Learning Framework.

This final finding regarding the potential for the Teaching and Learning Framework to be used as a tool for the purposes of moderation and differentiation of practice remains as a synthesis of the capacity of the framework to foster shared understandings and to support analysis and reflection with a view to informing and guiding practice.

Conclusion and Recommendations

The purpose of this study was to investigate the following research question:

How does the use of a video-stimulated reflective process affect understanding of a Teaching and Learning Framework in a group of Middle School Literacy teachers?

The significance of this study was linked to the contribution it may make to teacher professional learning models, the school improvement agenda and developing notions as to what constitutes and supports the development of teacher effectiveness.

Professional Learning Models

The findings from this study support the notion that the development of shared understandings of teacher competency frameworks (through video-stimulated processes) has the potential to support and enhance teacher professional learning. Such professional learning is focused upon the use of a competency framework to promote deliberate analysis of, and reflection upon, teaching practice. As a result of these shared understandings of the competencies, and the resultant analysis and reflection centred upon them, teachers in this study were of the view that such a framework could both guide and inform their practice. As an adjunct to this, the participants were also of the view that the framework contributed to their capacity to moderate and differentiate between their own teaching practice and that of their colleagues.

In terms of the contribution this study has made to professional learning models, the findings suggest that teacher competency frameworks have an important role to play in scaffolding and directing teacher professional learning. To frame quality professional learning, this study contends that the elements and aspects contained within such frameworks should form an integral part of any professional learning model or program. Professional practice standards related to elements and aspects within competency frameworks need to be explored with a view to providing developmental pathways for teachers to refine and enhance their practice. The model needs to afford opportunities for teachers to engage in purposeful video analysis and reflection so as to promote professional dialogue in and around problems of practice.

School Improvement Agenda and Teacher Effectiveness

Findings from this study also support the view that teacher competency frameworks and professional learning models based upon them have the potential to impact positively on the learning of teachers and students. The literature explored in this study established important links between effective teachers and effective schools (Haycock, 1998; Marzano, 2003; Nye et al., 2004; Hattie, 2003) and also concluded that the single most influential component upon school effectiveness is the individual teachers within a school. The findings of this study make a valid contribution to the school improvement agenda in proposing that teacher competency frameworks and video reflection remain as central components in professional learning models designed to develop more effective teaching, more effective teachers, more effective student learners and hence, more effective schools.

Limitations of this Study

Before examining some final recommendations related to this study it is important to reiterate some of its limitations as described in Chapter 4. In this study, several factors, including the participants, researcher and chosen methodology, have the propensity to affect the trustworthiness, credibility, transferability and confirmability (Denzin & Lincoln, 1988) of the investigation's findings.

As the study is of a qualitative nature, involving a small number of Middle School literacy teachers as part of its sample, the study's findings are limited and may not be truly representative of all Middle School literacy teachers. This investigation is also limited by the quality and cooperation of its eight participants. There was also a reliance on the participants' truthful depiction of their experiences and beliefs related to the impact of a teacher competency framework and video based reflective dialogues on their own professional learning and that of their colleagues.

As qualitative research has the potential to be subjective (Drisko, 1997; Wellington, 2000) attempts were made to maintain objectivity and minimise bias during this study's data collection

and analysis process. Multiple forms of data collection, known as method triangulation, were employed to enhance the study's interpretive validity (Johnson & Christensen, 2004). Use of method triangulation also contributed to the study's credibility, confirmability and sense of completeness (Drisko, 1997).

As research seeks to provide valid and reliable knowledge of a particular phenomenon, this study has acknowledged potential limitations and made attempts to take these factors into consideration. In doing so, this study sought to develop credible and trustworthy findings that make a valid contribution to the theory and knowledge of effective teaching and to the contribution of teacher competency frameworks to such knowledge.

Recommendations for schools

The current research established strong links between the development, understanding and use of teacher competency frameworks and the use of video analysis to frame professional learning models and programs, focused on improving teacher effectiveness. In light of these findings, a number of recommendations can be made, which if implemented by schools might improve the quality of the professional learning taking place and ultimately impact on standards of professional practice and student learning:

- The more widespread introduction of video technologies in schools to develop the capacity of teachers to work collectively on problems of practice within their own schools and classrooms (Elmore, 2004). Such technologies can be used to build research and development systems to enable teachers to study their practice "to begin the long, steady process of improving standard practice within the profession" (Stigler & Hiebert, 1999, p. 176).

- Schools need to consider the development of their own competency frameworks as was the case for the school in this study. Empirical studies and theoretical research related to the development of existing frameworks should be used to support the development of a framework for a specific school setting.

- Having developed or adopted a framework for teaching, schools need to consider tailoring their professional learning to systematically develop shared understandings of

the competencies contained within the framework as a prerequisite to using it to prompt analysis and reflection prior to applying it to inform and guide teaching practice.

- Teacher competency frameworks augmented by video-stimulated reflective processes offer schools the capacity to be able to differentiate between professional practice standards for the purpose of teacher development and fostering improved learning outcomes for students. Schools willing to approach school improvement through a commitment to using competency frameworks for improving teaching and learning have support in much of the relevant literature.

Recommendations for future research

In concluding the current research, it is important to consider future research possibilities and questions related to the findings of this study. One such question relates to which elements from within a teacher competency framework have the greatest effect upon student learning? Research into this question could support school-based decision-making in and around the prioritisation of professional learning related to key teaching competencies from within a framework.

Secondly, participants within this study were interested in extending the capacity of the video technologies to undertake even more fine-grained analysis of teaching practice. At various stages in this study they identified situations and circumstances where the video was unable to fully capture teacher-student interactions and the lesson documentation and artefacts produced by the teacher and the student. Research into this phenomenon would no doubt investigate how the video technologies might be manipulated and developed further, as well as exploring pre- and post-lesson interactions between teachers and observers.

Concluding Remarks

In examining how the use of a video-stimulated reflective process affects understanding of a Teaching and Learning Framework in a group of Middle School Literacy teachers, I have been able to critically examine and refine my own understandings of the research question.

Having reflected upon and analysed the data generated by the participants in this study, I have developed a much more refined sense of the value of teacher competency frameworks. The data has suggested that shared understandings of such frameworks are critical in empowering teachers to engage in professional analysis and reflection when they have shared understandings of the 'what' of their profession. I believe the study has shown that the use of video technology augments and develops these understandings by scaffolding the range of professional practice standards elaborated within the framework.

Participants in this study confirmed the view that if the prerequisite shared understandings were in place, supported by quality analysis and reflection upon practice, then the framework could inform and guide their own professional learning and their practice. Finally, I have also come to the conclusion that the application and evolution of frameworks such as the one that formed the basis of this study have the capacity to moderate and differentiate practice in support of teacher, and ultimately, student learning. Their relevance to quality professional learning models, school improvement processes and teacher effectiveness remain central to the findings contained within this study.

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Appendices

Appendix 1 Teaching and Learning Framework

Appendix 2 Teaching and Learning Framework – Elements and Aspects

Appendix 3 Professional Standards Rubric

Appendix 4 Observation Record 07

Appendix 5 Observation Record 08

Appendix 6 Foci Elaborations 07

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Appendix 9 Brian's interview transcript

Appendix 10 Heather's interview transcript

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Appendix 17 Semi-structured interview coding

Appendix 18 Analysis of Jan's lesson 07 form

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Appendix 24 Heather's 'expert' analysis of Jan's 07 lesson

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APPENDICES

Edith Cowan University

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Appendix 1: Teaching & Learning Framework

PROFESSIONAL COMMITMENT & RESPONSIBILITY

PROFESSIONAL KNOWLEDGE

DEVELOPMENTAL CONTINUA

PROFESSIONAL PRACTICE

Essential Elements of Effective Teaching & Learning

PEDAGOGY

STUDENTS

| 1. Planning for Teaching & Learning *(pre-lesson)* | 2. Safe & Challenging Learning Environment | 3. Range of Strategies to Engage Students in Effective Learning | 4. Feedback & Assessment | 5. Reflecting on Teaching & Learning *(post-lesson)* |

CONTENT

PROFESSIONAL COMMITMENT & RESPONSIBILITY

Appendix 2: Teaching & Learning Framework – Elements and Aspects

PROFESSIONAL KNOWLEDGE	PROFESSIONAL PRACTICE					PROFESSIONAL COMMITMENT & RESPONSIBILITY
	ESSENTIAL ELEMENTS FOR TEACHING & LEARNING					
	1. PLANNING FOR TEACHING & LEARNING (pre-lesson)	**2. SAFE & CHALLENGING LEARNING ENVIRONMENT**	**3. RANGE OF STRATEGIES TO ENGAGE STUDENTS IN EFFECTIVE LEARNING**	**4. FEEDBACK & ASSESSMENT**	**5. REFLECTING ON TEACHING & LEARNING (post-lesson)**	PLAN FOR & ENGAGE IN PROFESSIONAL LEARNING
PEDAGOGY CONTENT STUDENTS	**Learning Intentions** - connection to sequence of important learning - clarity - suitability for diverse learners	**Respect & Rapport**	**Communicating with Students** - expectations for learning - directions & procedures - explanations of content - teacher's oral & written language	**Monitoring of Student Learning Against the Learning Intentions**	**Maintaining Records of Student Progress Against a Learning Continuum**	ENGAGE IN DISCUSSION OF CONTEMPORARY ISSUES & RESEARCH TO IMPROVE PROFESSIONAL PRACTICE
	Coherence of Teaching Plan - learning activities - materials & resources - instructional groups	**Learning Culture** - importance of content - high expectations	**Questioning & Discussion Techniques** - quality of questions - discussion techniques	**Feedback to Students**	**Lesson Effectiveness**	
	Selection of Student Assessment Methods - congruence with learning intentions - performance criteria on a learning continuum	**Managing Classroom Procedures** - instructional groups - transitions - materials & supplies	**Engaging Students** - activities & assignments - grouping of students - instructional materials & resources - structure & pacing	**Assessment** - against performance criteria - student self-assessment & monitoring of progress	**Future Teaching**	
		Managing Student Behaviour - expectations - monitoring & response	**Flexibility & Responsiveness** - lesson adjustment - response to students			

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

Appendix 2.1 Elaboration of the Evolution of the Teaching & Learning Framework
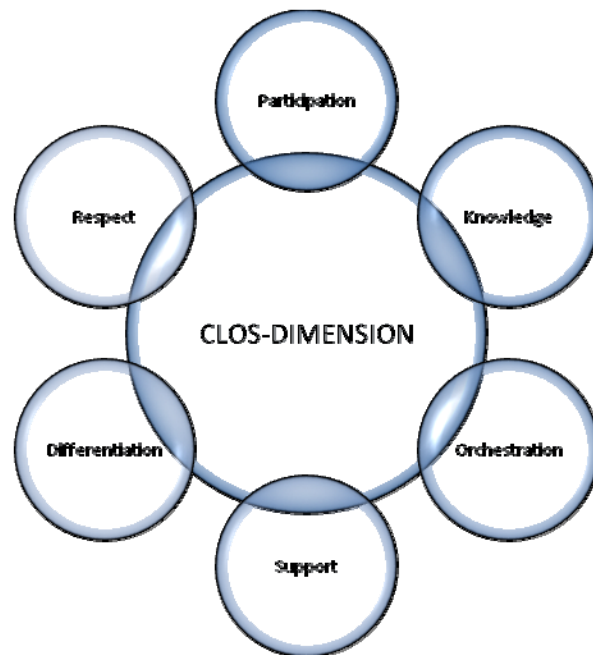
Figure 1.1 CLOS Dimensions
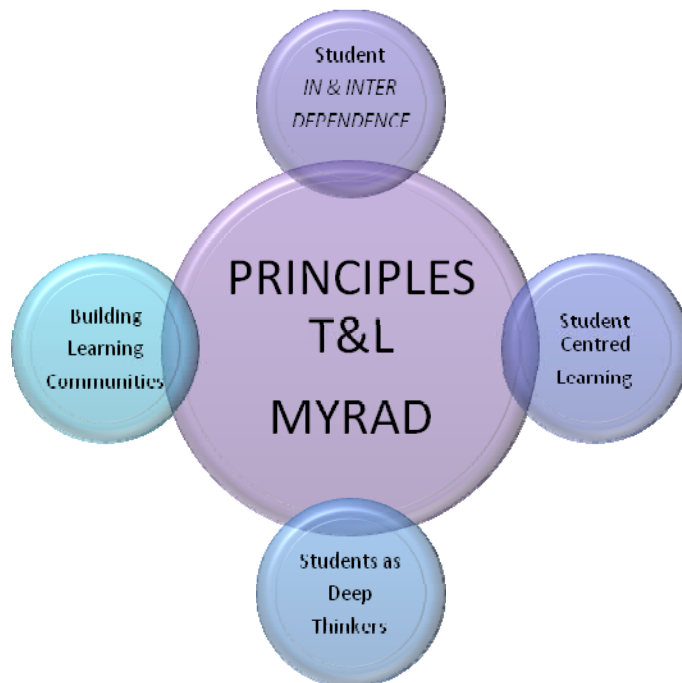
Figure 1.2 Principles of Teaching and Learning PoLT
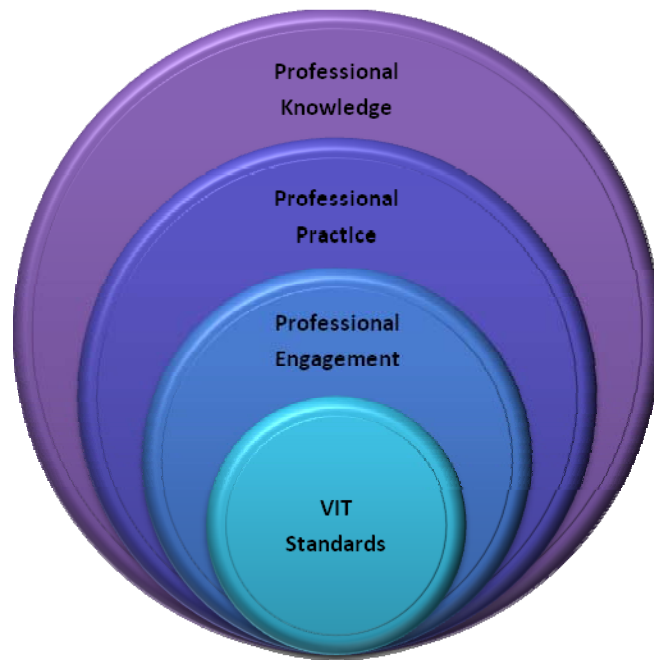
Figure 1.3 VIT Standards
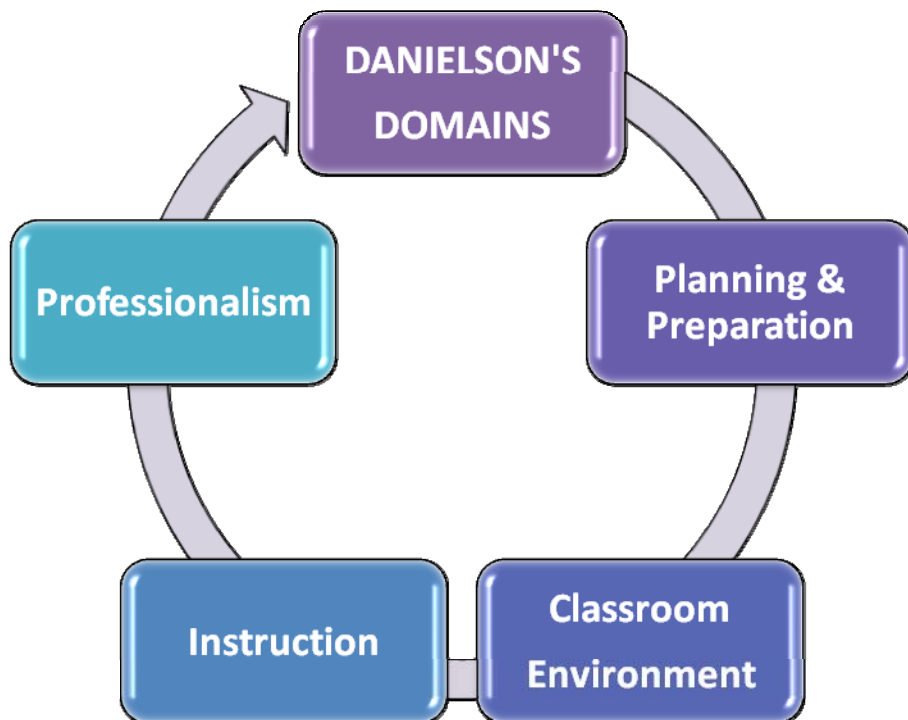
Figure 1.4 Danielson's Domains

Appendix 3: Professional Practice Standards Rubric

1. PLANNING FOR TEACHING & LEARNING		
Learning Intentions		
Connection to sequence of important learning	D	Connections to sequences of important learning in the discipline & related disciplines; high expectations & rigor
	P	Connection to sequence of important learning obvious; mostly high expectations & rigor
	A	Some connection to sequence of important learning; moderate expectations & rigor
	B	Connection to sequence of important learning not evident; low expectations; lack of rigor
Clarity	D	All clear; stated as student learning; all learning intentions permit viable assessment methods
	P	All clear; stated as student learning; most learning intentions permit viable assessment methods
	A	Moderately clear; combination of learning intentions & activities; some learning intentions do not permit viable assessment methods
	B	Not clear; stated as activities rather than student learning; no viable assessment methods
Suitability for diverse learners	D	Suitable for all students; based on comprehensive evidence of student proficiency; individual needs accommodated
	P	Most suitable for all students; based on evidence of student proficiency; needs of some individuals may not be accommodated
	A	Most suitable for most students; based on global assessment of student needs
	B	Not suitable for class; not based on assessment of student needs
Coherence of Teaching Plan		
Learning activities	D	Highly suitable to diverse learners & supportive of learning intentions; high level cognitive challenge; differentiated as appropriate for students
	P	All suitable to students & learning intentions; most represent significant cognitive challenge; some differentiation for students
	A	Some suitable to students or learning intentions; some represent moderate cognitive challenge; no differentiation for students
	B	Not suitable to students or learning intentions; no student cognitive challenge
Materials & resources	D	All suitable for students; all support learning intentions and engagement in meaningful learning; evidence of appropriate technology use; evidence of student participation in materials selection or adaptation
	P	All suitable for students; all support learning intentions and engagement in meaningful learning
	A	Some suitable for students; some support learning intentions and engagement in meaningful learning
	B	Not suitable for students; do not support learning intentions or engagement in meaningful learning
Instructional groups	D	Varied as appropriate to students and learning intentions; evidence of student choice in selecting appropriate instructional groups
	P	Varied as appropriate to students and learning intentions
	A	Partially support learning intentions; provide some variety
	B	Do not support learning intentions; offer no variety

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

Selection of Assessment Methods		
Congruence with learning intentions	D	Assessments fully aligned with learning intentions; evidence of appropriate differentiation
	P	All learning intentions assessed; some evidence of differentiation
	A	Some aspects of the learning intentions assessed, some not
	B	Not congruent with learning intentions
Performance criteria on a learning continuum	D	All criteria are clear
	P	Most criteria are clear
	A	Criteria developed but unclear
	B	No criteria developed

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

2. SAFE & CHALLENGING LEARNING ENVIRONMENT		
Respect & Rapport	D	High levels of genuine respect and rapport between individuals and groups
	P	Appropriate levels of respect and rapport between teacher and students and students and peers
	A	Some evidence of appropriate levels of respect and rapport, however inconsistent between teacher and students or students and peers
	B	Lack of respect and rapport between teacher and students or students and peers
Learning Culture		
Importance of content	D	Importance conveyed with genuine teacher commitment and met with active student participation, enthusiasm and initiative
	P	Importance conveyed with genuine teacher commitment and met with student enthusiasm
	A	Importance conveyed with minimal teacher conviction and little student buy-in
	B	Negative attitude toward content displayed by teacher and/or students
High expectations	D	High expectations for student learning and achievement conveyed for all students; students appear to have internalised these expectations
	P	High expectations for student learning and achievement conveyed for most students
	A	Modest expectations for student learning and achievement conveyed
	B	Low expectations for student learning and achievement conveyed for at least some students
Managing Classroom Procedures		
Instructional groups	D	Small-group work well organised; all groups productively engaged at all times; students assume responsibility for productivity
	P	Small-group work well organised; most groups productively engaged while unsupervised by the teacher
	A	Only some groups productively engaged while unsupervised by the teacher
	B	Students not working with the teacher; not engaged in productive learning
Transitions	D	Seamless transitions with students assuming responsibility in their efficient operation
	P	Most transitions smooth with little instructional time loss
	A	Some transitions efficient resulting in some loss of instructional time
	B	Chaotic with much instructional time loss
Materials & supplies	D	Seamless routines with students assuming responsibility in their smooth operation
	P	Routines occur smoothly, with little instructional time loss
	A	Routines function moderately well, but with some instructional time loss
	B	Handled inefficiently resulting in significant instructional time loss
Managing Student Behaviour		
Expectations	D	Established standards of conduct; clear to all students; appear to have been developed with student participation
	P	Established standards of conduct; clear to all students
	A	Established standards of conduct; most students understand
	B	No established standards of conduct; students confused as to what the standards are
Monitoring & response	D	Alert to student behaviour at all times; responses highly effective and sensitive to individual needs
	P	Alert to student behaviour at all times; responses appropriate, successful and respectful
	A	Generally aware of student behaviour; responses attempted with uneven results
	B	Not monitored; teacher unaware of student behaviour; inconsistent and/or inappropriate responses

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

3. RANGE OF STRATEGIES TO ENGAGE STUDENTS IN EFFECTIVE LEARNING

Communicating with Students

Expectations for learning	D	Learning intention(s) clear; connected to broader learning context; connected to student needs and interests
	P	Learning intention(s) clear; connected to broader learning context
	A	Learning intention(s) presented; lack of clarity
	B	Learning intention(s) not presented
Directions & procedures	D	Clear to students and anticipate possible misunderstanding
	P	Clear to students
	A	Clarified after initial confusion
	B	Confusing to students
Explanations of content	D	Appropriate and imaginative; connects students' knowledge and experience; may include student explanations to peers
	P	Appropriate; connects students' knowledge and experience
	A	Uneven; some skilful, others difficult to follow
	B	Unclear or confusing
Teacher's oral & written language	D	Clear, correct and expressive; conforms to standard English; extends and enriches students' vocabularies
	P	Clear and correct; conforms to standard English; vocabulary is appropriate to students' age and interests
	A	Audible and legible; conforms to standard English; vocabulary correct but limited; possibly not appropriate to students' age or background
	B	Inaudible or illegible; contains errors of grammar or syntax; vocabulary may be inappropriate

Questioning & Discussion Techniques

Quality of questions	D	All questions of high quality; appropriate wait time provided; students formulate many questions
	P	Most questions of high quality; adequate wait time provided
	A	Combination of low and high quality in rapid succession; only some invite thoughtful response
	B	Poor quality; low cognitive challenge; typically closed questions in rapid succession
Discussion techniques	D	Students assume considerable responsibility for the success of the discussion making unsolicited contributions
	P	Creates genuine discussion among students stepping aside when appropriate
	A	Some attempt to engage students in genuine discussion rather than recitation; uneven results
	B	Interaction between teacher and students predominantly recitation style; teacher mediates all questions and answers

Engaging Students

Activities & assignments	D	All students cognitively engaged; students initiate or adapt activities to enhance their understanding
	P	Almost all students cognitively engaged
	A	Appropriate for some students; some engagement
	B	Inappropriate for students' age or background; lack of engagement
Grouping of students	D	Productive and fully appropriate to students and learning intentions; students take initiative to influence formation or adjustment of groups
	P	Productive and fully appropriate to students and learning intentions
	A	Partially appropriate; moderately successful in advancing learning intentions
	B	Inappropriate to the students or to the learning intentions
Instructional materials & resources	D	Suitable to learning intention; all students cognitively engaged; students initiate choice, adaptation, or creation of materials to enhance learning
	P	Suitable to learning intention; most students cognitively engaged
	A	Partially suitable to learning intention; some students cognitively engaged
	B	Unsuitable to learning intention; no cognitive engagement of students

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

Structure & pacing	D	Highly coherent structure allowing for reflection and closure; appropriate pacing for all students
	P	Clearly defined structure; appropriate pacing
	A	Recognisable structure, but not uniformly maintained; inconsistent pacing
	B	No defined structure; inappropriate lesson pace
Flexibility & Responsiveness		
Lesson adjustment	D	Seamless and successful adjustments as needed
	P	Smooth adjustments as needed, generally with successful results
	A	Adjustments as needed with partially successful results
	B	Rigid adherence to instructional plan even when change is clearly needed
Response to students	D	Teacher seizes major opportunities to enhance learning; builds on student interests or spontaneous events
	P	Successfully accommodates student questions or interests; minimal or no disruption to lesson pace
	A	Attempts to accommodate student questions or interests; lesson pace disrupted
	B	Ignores or brushes aside student questions or interests

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

4. FEEDBACK & ASSESSMENT		
Monitoring of Student Learning Against the Learning Intentions	D	Monitors the progress of individual students; actively and systematically elicits diagnostic information from individual students regarding their understanding
	P	Monitors progress of groups of students; limited use of diagnostic prompts to elicit information
	A	Monitors progress of class as a whole; elicits no diagnostic information
	B	No evidence of monitoring
Feedback to Students	D	Consistently high quality; timely; students make use of feedback in their learning
	P	Consistently high quality; timely
	A	Uneven; inconsistent timeliness
	B	Poor quality; not provided in timely manner
Assessment		
Against performance criteria on a learning continuum	D	Students fully aware of performance criteria; students contributed to the development of these criteria
	P	Students fully aware of performance criteria
	A	Students aware of some performance criteria
	B	Students not aware of performance criteria
Student self-assessment & monitoring of progress	D	Frequently assess and monitor the quality of their own work against performance criteria; students make active use of this information in their learning
	P	Frequently assess and monitor the quality of their own work against performance criteria
	A	Occasionally assess the quality of their own work against performance criteria
	B	Do not engage in self-assessment or monitoring

5. REFLECTING ON TEACHING & LEARNING		
Maintaining Records of Student Progress Against a Learning Continuum	D	Fully effective system; students contribute information and participate in interpretation
	P	Fully effective system
	A	Rudimentary system; partially effective
	B	No system or the system is in disarray
Lesson Effectiveness	D	Thoughtful and accurate assessment of lesson effectiveness and extent to which learning intentions were met; can cite specific examples from the lesson weighing the relative strengths of each
	P	Accurate assessment of lesson effectiveness and extent to which learning intentions were met; can cite evidence to support judgment
	A	Generally accurate impression of lesson effectiveness and extent to which learning intentions were met
	B	Unaware of lesson effectiveness related to learning intention or profoundly misjudges lesson success
Future Teaching	D	Readily identifies specific alternative actions anticipating their probable success
	P	Some specific and appropriate suggestions about lesson improvement
	A	General suggestions about lesson improvement
	B	No suggestions for lesson improvement

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Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

Appendix 3: Professional Practice Standards Rubric

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Clarity	D	All clear; stated as student learning; all learning intentions permit viable assessment methods
	P	All clear; stated as student learning; most learning intentions permit viable assessment methods
	A	Moderately clear; combination of learning intentions & activities; some learning intentions do not permit viable assessment methods
	B	Not clear; stated as activities rather than student learning; no viable assessment methods
Suitability for diverse learners	D	Suitable for all students; based on comprehensive evidence of student proficiency; individual needs accommodated
	P	Most suitable for all students; based on evidence of student proficiency; needs of some individuals may not be accommodated
	A	Most suitable for most students; based on global assessment of student needs
	B	Not suitable for class; not based on assessment of student needs
Coherence of Teaching Plan		
Learning activities	D	Highly suitable to diverse learners & supportive of learning intentions; high level cognitive challenge; differentiated as appropriate for students
	P	All suitable to students & learning intentions; most represent significant cognitive challenge; some differentiation for students
	A	Some suitable to students or learning intentions; some represent moderate cognitive challenge; no differentiation for students
	B	Not suitable to students or learning intentions; no student cognitive challenge
Materials & resources	D	All suitable for students; all support learning intentions and engagement in meaningful learning; evidence of appropriate technology use; evidence of student participation in materials selection or adaptation
	P	All suitable for students; all support learning intentions and engagement in meaningful learning
	A	Some suitable for students; some support learning intentions and engagement in meaningful learning
	B	Not suitable for students; do not support learning intentions or engagement in meaningful learning
Instructional groups	D	Varied as appropriate to students and learning intentions; evidence of student choice in selecting appropriate instructional groups
	P	Varied as appropriate to students and learning intentions
	A	Partially support learning intentions; provide some variety
	B	Do not support learning intentions; offer no variety

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

Selection of Assessment Methods		
Congruence with learning intentions	D	Assessments fully aligned with learning intentions; evidence of appropriate differentiation
	P	All learning intentions assessed; some evidence of differentiation
	A	Some aspects of the learning intentions assessed, some not
	B	Not congruent with learning intentions
Performance criteria on a learning continuum	D	All criteria are clear
	P	Most criteria are clear
	A	Criteria developed but unclear
	B	No criteria developed

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

2. SAFE & CHALLENGING LEARNING ENVIRONMENT		
Respect & Rapport	D	High levels of genuine respect and rapport between individuals and groups
	P	Appropriate levels of respect and rapport between teacher and students and students and peers
	A	Some evidence of appropriate levels of respect and rapport, however inconsistent between teacher and students or students and peers
	B	Lack of respect and rapport between teacher and students or students and peers
Learning Culture		
Importance of content	D	Importance conveyed with genuine teacher commitment and met with active student participation, enthusiasm and initiative
	P	Importance conveyed with genuine teacher commitment and met with student enthusiasm
	A	Importance conveyed with minimal teacher conviction and little student buy-in
	B	Negative attitude toward content displayed by teacher and/or students
High expectations	D	High expectations for student learning and achievement conveyed for all students; students appear to have internalised these expectations
	P	High expectations for student learning and achievement conveyed for most students
	A	Modest expectations for student learning and achievement conveyed
	B	Low expectations for student learning and achievement conveyed for at least some students
Managing Classroom Procedures		
Instructional groups	D	Small-group work well organised; all groups productively engaged at all times; students assume responsibility for productivity
	P	Small-group work well organised; most groups productively engaged while unsupervised by the teacher
	A	Only some groups productively engaged while unsupervised by the teacher
	B	Students not working with the teacher; not engaged in productive learning
Transitions	D	Seamless transitions with students assuming responsibility in their efficient operation
	P	Most transitions smooth with little instructional time loss
	A	Some transitions efficient resulting in some loss of instructional time
	B	Chaotic with much instructional time loss
Materials & supplies	D	Seamless routines with students assuming responsibility in their smooth operation
	P	Routines occur smoothly, with little instructional time loss
	A	Routines function moderately well, but with some instructional time loss
	B	Handled inefficiently resulting in significant instructional time loss
Managing Student Behaviour		
Expectations	D	Established standards of conduct; clear to all students; appear to have been developed with student participation
	P	Established standards of conduct; clear to all students
	A	Established standards of conduct; most students understand
	B	No established standards of conduct; students confused as to what the standards are
Monitoring & response	D	Alert to student behaviour at all times; responses highly effective and sensitive to individual needs
	P	Alert to student behaviour at all times; responses appropriate, successful and respectful
	A	Generally aware of student behaviour; responses attempted with uneven results
	B	Not monitored; teacher unaware of student behaviour; inconsistent and/or inappropriate responses

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

3. RANGE OF STRATEGIES TO ENGAGE STUDENTS IN EFFECTIVE LEARNING

Communicating with Students

Category		Descriptor
Expectations for learning	D	Learning intention(s) clear; connected to broader learning context; connected to student needs and interests
	P	Learning intention(s) clear; connected to broader learning context
	A	Learning intention(s) presented; lack of clarity
	B	Learning intention(s) not presented
Directions & procedures	D	Clear to students and anticipate possible misunderstanding
	P	Clear to students
	A	Clarified after initial confusion
	B	Confusing to students
Explanations of content	D	Appropriate and imaginative; connects students' knowledge and experience; may include student explanations to peers
	P	Appropriate; connects students' knowledge and experience
	A	Uneven; some skilful, others difficult to follow
	B	Unclear or confusing
Teacher's oral & written language	D	Clear, correct and expressive; conforms to standard English; extends and enriches students' vocabularies
	P	Clear and correct; conforms to standard English; vocabulary is appropriate to students' age and interests
	A	Audible and legible; conforms to standard English; vocabulary correct but limited; possibly not appropriate to students' age or background
	B	Inaudible or illegible; contains errors of grammar or syntax; vocabulary may be inappropriate

Questioning & Discussion Techniques

Category		Descriptor
Quality of questions	D	All questions of high quality; appropriate wait time provided; students formulate many questions
	P	Most questions of high quality; adequate wait time provided
	A	Combination of low and high quality in rapid succession; only some invite thoughtful response
	B	Poor quality; low cognitive challenge; typically closed questions in rapid succession
Discussion techniques	D	Students assume considerable responsibility for the success of the discussion making unsolicited contributions
	P	Creates genuine discussion among students stepping aside when appropriate
	A	Some attempt to engage students in genuine discussion rather than recitation; uneven results
	B	Interaction between teacher and students predominantly recitation style; teacher mediates all questions and answers

Engaging Students

Category		Descriptor
Activities & assignments	D	All students cognitively engaged; students initiate or adapt activities to enhance their understanding
	P	Almost all students cognitively engaged
	A	Appropriate for some students; some engagement
	B	Inappropriate for students' age or background; lack of engagement
Grouping of students	D	Productive and fully appropriate to students and learning intentions; students take initiative to influence formation or adjustment of groups
	P	Productive and fully appropriate to students and learning intentions
	A	Partially appropriate; moderately successful in advancing learning intentions
	B	Inappropriate to the students or to the learning intentions
Instructional materials & resources	D	Suitable to learning intention; all students cognitively engaged; students initiate choice, adaptation, or creation of materials to enhance learning
	P	Suitable to learning intention; most students cognitively engaged
	A	Partially suitable to learning intention; some students cognitively engaged
	B	Unsuitable to learning intention; no cognitive engagement of students

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

Structure & pacing	D	Highly coherent structure allowing for reflection and closure; appropriate pacing for all students
	P	Clearly defined structure; appropriate pacing
	A	Recognisable structure, but not uniformly maintained; inconsistent pacing
	B	No defined structure; inappropriate lesson pace
Flexibility & Responsiveness		
Lesson adjustment	D	Seamless and successful adjustments as needed
	P	Smooth adjustments as needed, generally with successful results
	A	Adjustments as needed with partially successful results
	B	Rigid adherence to instructional plan even when change is clearly needed
Response to students	D	Teacher seizes major opportunities to enhance learning; builds on student interests or spontaneous events
	P	Successfully accommodates student questions or interests; minimal or no disruption to lesson pace
	A	Attempts to accommodate student questions or interests; lesson pace disrupted
	B	Ignores or brushes aside student questions or interests

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

4. FEEDBACK & ASSESSMENT		
Monitoring of Student Learning Against the Learning Intentions	D	Monitors the progress of individual students; actively and systematically elicits diagnostic information from individual students regarding their understanding
	P	Monitors progress of groups of students; limited use of diagnostic prompts to elicit information
	A	Monitors progress of class as a whole; elicits no diagnostic information
	B	No evidence of monitoring
Feedback to Students	D	Consistently high quality; timely; students make use of feedback in their learning
	P	Consistently high quality; timely
	A	Uneven; inconsistent timeliness
	B	Poor quality; not provided in timely manner
Assessment		
Against performance criteria on a learning continuum	D	Students fully aware of performance criteria; students contributed to the development of these criteria
	P	Students fully aware of performance criteria
	A	Students aware of some performance criteria
	B	Students not aware of performance criteria
Student self-assessment & monitoring of progress	D	Frequently assess and monitor the quality of their own work against performance criteria; students make active use of this information in their learning
	P	Frequently assess and monitor the quality of their own work against performance criteria
	A	Occasionally assess the quality of their own work against performance criteria
	B	Do not engage in self-assessment or monitoring

5. REFLECTING ON TEACHING & LEARNING		
Maintaining Records of Student Progress Against a Learning Continuum	D	Fully effective system; students contribute information and participate in interpretation
	P	Fully effective system
	A	Rudimentary system; partially effective
	B	No system or the system is in disarray
Lesson Effectiveness	D	Thoughtful and accurate assessment of lesson effectiveness and extent to which learning intentions were met; can cite specific examples from the lesson weighing the relative strengths of each
	P	Accurate assessment of lesson effectiveness and extent to which learning intentions were met; can cite evidence to support judgment
	A	Generally accurate impression of lesson effectiveness and extent to which learning intentions were met
	B	Unaware of lesson effectiveness related to learning intention or profoundly misjudges lesson success
Future Teaching	D	Readily identifies specific alternative actions anticipating their probable success
	P	Some specific and appropriate suggestions about lesson improvement
	A	General suggestions about lesson improvement
	B	No suggestions for lesson improvement

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

Appendix 4: Teaching & Learning Framework – 2007 Observation Record

Teacher ID:	Class ID:	Date:	Time:
Learning Area:		Focus/Topic:	
Sequence of lesson in unit:		Notes:	

ESSENTIAL ELEMENTS	B	A	P	D	COMMENTS
PLANNING FOR TEACHING & LEARNING					
Learning Intentions					
- connection to sequence of important learning					
- clarity					
Coherence of Teaching Plan					
- learning activities					
Selection of Assessment Methods					
- congruence with learning intentions					(See 2008 Observation Record Sheet)
- performance criteria on a learning continuum					
TEACHING & LEARNING: FEEDBACK & ASSESSMENT					
Monitoring of Student Learning Against the Learning Intentions					

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

Appendix 5: Teaching & Learning Framework – 2008 Observation Record

Teacher ID:	Class ID:	Date:	Time:
Learning Area:		Focus/Topic:	
Sequence of lesson in unit:		Notes:	

ESSENTIAL ELEMENTS	B	A	P	D	COMMENTS
PLANNING FOR TEACHING & LEARNING					
Selection of Assessment Methods					
- congruence with learning intentions					
- performance criteria on a learning continuum					
TEACHING & LEARNING: FEEDBACK & ASSESSMENT					
Monitoring of Student Learning Against the Learning Intentions					
Feedback to Students					
Assessment					
- against performance criteria on a learning continuum					
- student self-assessment & monitoring of progress					
REFLECTING ON TEACHING & LEARNING					
- Maintaining Records of Student Progress Against a Learning Continuum					

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

Appendix 6: Teaching & Learning Framework – 2007 Foci – Elaborations

ESSENTIAL ELEMENTS	BEGINNING	APPROACHING PROFICIENT	PROFICIENT	DISTINGUISHED
1. PLANNING FOR TEACHING & LEARNING				
Learning Intentions				
Connection to sequence of important learning	**Connection to sequence of important learning not evident; low expectations; lack of rigor**	**Some connection to sequence of important learning; moderate expectations & rigor**	**Connection to sequence of important learning obvious; mostly high expectations & rigor**	**Connections to sequences of important learning in the discipline & related disciplines; high expectations & rigor**
	Focus is on the teaching of low-level facts and skills	*Focus is mostly on the teaching of facts and skills but occasionally provides opportunities for developing conceptual understanding*	*Focus is mostly on important deeper conceptual learning as agreed in curriculum documentation*	*Focus is on important deeper conceptual learning as agreed in curriculum documentation*
	Focus is on superficial exposure to a large number of topics	*Focus is mostly on exposure to large number of topics*	*Focus is mostly on understanding topics in depth*	*Focus is on understanding topics in depth*
	No emphasis on the big ideas of the subject	*Focus is mainly on collections of facts and skills and only occasionally on the big ideas of the subject*	*Focus is on some of the big ideas of the subject*	*Focus is on the big ideas of the subject and the structure of the discipline*
	No connections are made between related areas of the curriculum	*Few connections are made between related areas of the curriculum; opportunities are missed*	*Some effective connections are made between related areas of the curriculum*	*Rich connections are made between related areas of the curriculum*
	Example of conceptual understanding: In primary maths, students not only learn how to perform certain algorithms, they understand why the algorithms work (and can derive them themselves); they understand the bigger concept of pattern and how it is manifested through different mathematics topics; they understand the concept of place value and can perform operations flexibly in any base; and they can appreciate the connections between various mathematical concepts (for example, area and perimeter).			

ESSENTIAL ELEMENTS	BEGINNING	APPROACHING PROFICIENT	PROFICIENT	DISTINGUISHED
Clarity	**Not clear; stated as activities rather than student learning; no viable assessment methods** *LIs state what students will **do**, not what students will learn as a result of the instructional engagement* *Language used in the LIs is not clear; verbs used are ambiguous and do not suggest assessment techniques* *LIs are too general to suggest assessment methodologies or standards of performance*	**Moderately clear; combination of learning intentions & activities; some learning intentions do not permit viable assessment methods** *Some LIs state what students will **do** and others state what students will **learn** as a result of the instructional engagement* *Some language used in the LIs is not clear; some verbs used are ambiguous and not all LIs suggest assessment technique* *Some LIs are too general to suggest assessment methodologies or standards of performance*	**All clear; stated as student learning; most learning intentions permit viable assessment methods** *LIs state what students will **learn** as a result of the instructional engagement, not what students will do* *Language used in the LIs is clear; verbs used are unambiguous and most LIs suggest assessment techniques* *Most LIs are narrow, tight and specific*	**All clear; stated as student learning; all learning intentions permit viable assessment methods** *LIs state what students will **learn** as a result of the instructional engagement, not what students will do* *Language used in the LIs is clear; verbs used are unambiguous and suggest assessment techniques* *LIs are narrow, tight and specific* *Instructional outcomes are illustrated with a sample of student work*
	Example of a goal that is too general*: "The student will write for a variety of purposes and audiences." This is satisfactory as a broad program goal or outcome, however not as a LI. For instructional planning and assessment, the LI should be narrowed, tightened, and made more specific.* ***Note****: LIs should reflect a balance among different types of learning – knowledge and understanding (factual, conceptual, procedural); high-level thinking and analysis; communication and social skills; dispositions; values. A single lesson may incorporate only a few types of LIs; a longer unit should generally include a balance.*			

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

ESSENTIAL ELEMENTS	BEGINNING	APPROACHING PROFICIENT	PROFICIENT	DISTINGUISHED
Coherence of Teaching Plan				
Learning activities	**Not suitable to students or learning intentions; no student cognitive challenge**	**Some suitable to students or learning intentions; some represent moderate cognitive challenge; no differentiation for students**	**All suitable to students & learning intentions; most represent significant cognitive challenge; some differentiation for students**	**Highly suitable to diverse learners & supportive of learning intentions; high level cognitive challenge; differentiated as appropriate for students**
	The sequence of activities has no clearly recognizable structure; it is not clear how concepts are developed	*The sequence of activities appears to have a structure; it is clear how some concepts are developed*	*The sequence of activities has a clearly recognizable structure; it is clear how concepts are developed and how students are to engage with increasingly complex aspects of the topic*	*The sequence of activities has a clearly recognizable structure; it is clear how concepts are developed and how students are to engage with increasingly complex aspects of the topic*
	The sequence of activities has no logical progression from easier to harder, or simple to complex	*The sequence of some activities progresses logically from easier to harder, from simple to complex*	*The sequence of activities is logical and progresses from easier to harder, from simple to complex*	*The sequence of activities is logical and progresses from easier to harder, from simple to complex, from attention to one domain of learning to integration across several*
	Activities provide little or no cognitive challenge for students	*Some activities provide moderate cognitive challenge for students*	*Most activities challenge students to be cognitively active*	*Activities challenge students to be cognitively active*
	Activities do not emphasise thinking or problem-based learning	*Some activities emphasise thinking and problem-based learning*	*Many activities emphasise thinking and problem-based learning*	*Activities emphasise thinking and problem-based learning*
	Activities do not permit student choice and initiative	*Activities rarely permit student choice and initiative*	*Many activities permit student choice and initiative*	*Activities permit student choice and initiative*
	Activities encourage breadth rather than depth	*Some activities encourage depth rather than breadth*	*Most activities encourage depth rather than breadth*	*Activities encourage depth rather than breadth*
	Opportunities are not created within the same task for students of varying skill and knowledge to find appropriate challenge	*Opportunities are rarely created within the same task for students of varying skill and knowledge to find appropriate challenge*	*Opportunities are sometimes created within the same task for students of varying skill and knowledge to find appropriate challenge*	*Opportunities are created within the same task for students of varying skill and knowledge to find appropriate challenge*

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

	Example of a task that provides opportunities for students' of varying skill and knowledge to find challenge: In a maths class, a teacher might pose a problem in which, at the simplest level, students determine the solution. Students for whom that task is too simple can explore a more advanced question of whether the problem has more than one solution. If not, they can demonstrate why only one solution is possible. Or, alternatively, is there more than one method by which to arrive at the correct solution? Of the possible approaches, is one clearly more efficient, or elegant, than the others? Why is this so? Similar extensions of even more routine learning tasks are possible in most disciplines and represent an important strategy in differentiating instructional plans for different students.
	Notes: Of all the elements of an instructional plan, the most critical is the design of the instructional activities. The important question to be answered is: "What could students do in order to learn X?" There are many choices. Skilled teachers draw on an extensive repertoire in making their decisions.
	Over time, sequences of activities should have some variety. For example, small-group work and reporting may be an effective approach, but as a steady diet, such a procedure would become tedious. Furthermore, some approaches may be more appropriate to some students than to others; by offering a variety, teachers ensure that all students have access to methods suitable to them.

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

Appendix 7: Teaching & Learning Framework – 2008 Foci – Elaborations

ESSENTIAL ELEMENTS	BEGINNING	APPROACHING PROFICIENT	PROFICIENT	DISTINGUISHED
1. PLANNING FOR TEACHING & LEARNING				
Selection of Student Assessment Methods				
Congruence with learning intentions	**Not congruent with learning intentions** *Assessment tools do not elicit information about the intended learning for the lesson* *Responsiveness to the learning needs of students as determined by prior assessments is not indicated in the planning*	**Some aspects of the learning intentions assessed, some not** *Assessment tools elicit some information about the intended learning for the lesson* *Planning indicates some responsiveness to the learning needs of some students as determined by prior assessments*	**All learning intentions assessed; some evidence of differentiation** *Assessment tools elicit important information about the intended learning for the lesson* *Planning indicates responsiveness to the learning needs of groups of students as determined by prior assessments* *Some assessment tools provide for student differentiation*	**Assessments fully aligned with learning intentions; evidence of appropriate differentiation** *Assessment tools elicit important information about the intended learning for the lesson* *Planning indicates responsiveness to the learning needs of individual students as determined by prior assessments* *Assessment tools appropriately provide for student differentiation*
Performance criteria on a learning continuum	**No criteria developed** *There is no evidence that performance criteria have been developed* *Various levels of performance have not been modeled or discussed* *Students would be unable to evaluate and monitor their learning due to lack of criteria*	**Criteria developed but unclear** *Criteria have been developed by the teacher and communicated to the students, however some are unclear* *Some levels of performance have been modeled or discussed* *Students might find it difficult to evaluate and monitor their learning against the criteria due to lack of clarity*	**Most criteria are clear** *Students and teacher have worked together on most criteria to ensure assessments support and inform learning* *Various levels of performance and the important differences between those levels have been modeled, and strategies for producing high performance have been discussed* *Students are able to evaluate and monitor their learning against most of the criteria*	**All criteria are clear** *Students and teacher have worked on all criteria together to ensure assessments support and inform learning* *Various levels of performance and the important differences between those levels have been explicitly modeled, and strategies for producing high performance have been thoroughly examined* *Students are easily able to evaluate and monitor their learning against these clear criteria*

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

4. TEACHING & LEARNING: FEEDBACK & ASSESSMENT

Monitoring of Student Learning Against the Learning Intentions	No evidence of monitoring	Monitors progress of class as a whole; elicits no diagnostic information	Monitors progress of groups of students; limited use of diagnostic prompts to elicit information	Monitors the progress of individual students; actively and systematically elicits diagnostic information from individual students regarding their understanding
	No evidence of interaction with the class to monitor progress	*Interacts with the class as a whole to monitor progress such as task completion*	*Interacts with groups of students to diagnose and detect whether progress is being made*	*Continuously interacts with individual students to diagnose and detect whether progress is being made*
	No evidence that procedures are applied to pinpoint students' learning strengths and problems	*No evidence that procedures are applied to pinpoint students' learning strengths and problems*	*Sometimes applies procedures to pinpoint groups of students' learning strengths and problems*	*Devises and applies procedures to pinpoint individual students' learning strengths and problems*
	No portable records used to gather information	*Keeps a few records that are portable and allow for information to be gathered*	*Keeps some records that are portable and allow for important information to be gathered*	*Keeps records that are portable and allow for important information to be gathered*
	Assessments that are used appear to be busy work and there is no evidence thay are used to inform next teaching	*Occasionally engages students in assessments that reflect the essence of the teaching but also uses assessments that are busy work*	*Often engages students in assessments that reflect the essence of the teaching (i.e. are more than busy work) and sometimes uses results to inform the next teaching for the groups*	*Engages students in assessments that reflect the essence of the teaching and uses results to inform the next teaching*
	Tasks set and questions asked do not evoke aspects of understanding	*Tasks set and questions asked occasionally evoke aspects of understanding*	*Tasks set and questions asked often evoke aspects of understanding*	*Tasks set and questions asked are carefully designed to evoke aspects of understanding*
	No evidence that observations are made or records kept of students' progress including current learning strengths or problems	*Makes some observations and keeps some records of students' progress including current learning strengths or problems – knows some things about what each student knows*	*Makes frequent observations and keeps detailed records of students' progress including current learning strengths and problems – knows much about what each student knows*	*Makes frequent and focused observations and keeps detailed records of individual student's progress including current learning strengths and problems – knows what each student knows*

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

Feedback to Students	Poor quality; not provided in timely manner	Uneven; inconsistent timeliness	Consistently high quality; timely	Consistently high quality; timely; students make use of feedback in their learning
	Feedback is typically not focused or useful	*Some feedback for some students is focused and useful*	*Feedback for most students is focused and useful*	*Feedback for all students is focused and useful*
	Feedback is not given at the point of need	*Feedback is only sometimes given at the point of need*	*Feedback is usually given at the point of need*	*Feedback is always given at the point of need*
Assessment				
Against performance criteria on a learning continuum	Students not aware of performance criteria	Students aware of some performance criteria	Students fully aware of performance criteria	Students fully aware of performance criteria; students contributed to the development of these criteria
Student self-assessment & monitoring of progress	Students do not engage in self-assessment or monitoring	Students occasionally assess the quality of their own work against performance criteria	Students frequently assess and monitor the quality of their own work against performance criteria	Students frequently assess and monitor the quality of their own work against performance criteria; students make active use of this information in their learning

5. REFLECTING ON TEACHING & LEARNING

Maintaining Records of Student Progress Against a Learning Continuum	No system or the system is in disarray	Rudimentary system; partially effective	Fully effective system	Fully effective system; students contribute information and participate in interpretation
	No evidence that records are kept of students' progress including current learning strengths or problems	*Keeps some rudimentary records of students' progress including current learning strengths or problems – knows some things about what each student knows*	*Keeps detailed records of students' progress including current learning strengths and problems – knows much about what each student knows*	*Keeps detailed records of students' progress including current learning strengths and problems – knows what each student knows*

Appendix 8: Semi-structured Interview Prompts

Dear M Ed Research Participant

Please find below a list of interview prompts to focus our discussions around your analysis of Jan and Robert's sample lessons. These questions are designed to focus our interview which will be recorded for research purposes.

1. What do you consider is the purpose of the Teaching and Learning Framework?
2. Tell me about your experience analysing Jan and Robert's lessons using the Observation Record and the Professional Practice Standards rubrics (B/A/P/D).
3. Which of the 'Essential Elements" did you find it difficult to make judgements for and why?
4. How useful did you find the (Foci) Elaborations?
5. Were you easily able to distinguish between the different rubric levels (B/A/P/D) for each Essential Element?
6. As you analysed Jan and Robert's lessons, did you make any connections with your own practice? Could you describe these?
7. Has this experience of analysing your colleague's lessons, stimulated a desire for subsequent professional conversations? If so, about what?
8. Is there anything else you would like to tell me about the experience of analysing lessons using the Teaching and Learning Framework?

Regards

Chris Brown
ECU M Ed student

Appendix 9: Brian's interview transcript

Interview 12/03/09

Interviewer: C (Q)

Interviewee: B (A)

Q   B, thanks for being part of this research project, it's part of my M Ed research through ECU in Perth, and I appreciate your commitment to be involved in the process. The purpose of today is to go through the semi structured interview prompts and to get your feedback in relation to your analysis of the two sample lessons from J and R. From here all of your responses will be typed up into a transcript and given back to you to ensure that they form an accurate record of our discussion. Following this process, we will set up a focus group and that group will bring together individual participants to discuss trends and observations. In essence, the research question is: How does the use of a video-stimulated reflective process affect the understanding of a Teaching and Learning Framework in a group of Middle School literacy teachers. B has been provided with the semi-structured interview prompts, so at this stage we are going to move through each one of these and I've invited B to elaborate on his responses. So firstly, **what do you consider is the purpose of the Teaching and Learning Framework?**

A   I think that the purpose of the Teaching and Learning Framework is to give teachers the opportunity to reflect on their teaching practice and identify both strengths and weaknesses in their teaching. It is used to have someone look at a teacher's performance against certain criteria and from another person's perspective. The observer's are usually experienced in giving feedback and this is used to improve the teacher's performance. I'd imagine it is also used to ensure teachers are thinking about their practice, how to improve constantly and to not become complacent within their teaching.

Q   And has that been your experience in terms of your work with the Framework?

A   Yes, in terms of my own experience I've been observed once formally and on another couple of occasions, informally. In every case the observation has generated thought about my teaching and you pick up things that you wouldn't really think about unless this process took place. So in that respect I think it does link directly to the purpose of improving teaching practice.

Q   **Tell me about your experience analysing J and R's lessons using the Observation Record and rubrics (B/A/P/D)?**

A   This was the first opportunity I have had to analyse another teacher's lesson using the Observation Record. I was initially a little bit daunted about it to be honest and wasn't really sure how to go about it. But then given the foci and elaborations for each criterion I found it easier to complete. Initially as I said I wasn't sure how to go about it and when I had to analyse my own teaching when H observed me I found it challenging and I rated myself Beginning in many aspects because I was a beginning teacher. I didn't really understand

how to use it properly. So this time around I found it easier but still difficult at times to decide on a final rating when analysing the teaching of both J and R. Sometimes it may have been border line between the two levels and my decision was then made on the basis of my knowledge of that teacher. Not so much on that lesson. So whether it was borderline between two levels I would have made a decision based my knowledge of that teacher beyond that lesson.

Q   Have you any thoughts as to how the experience you've articulated could have been made easier in terms of the analysis phase?

A   I guess the way that we cross mark in English when we are unsure of a position for a piece of work on the Writing continuum and we moderate would be one approach to take. Talking with others in relation to the making of judgements would seem to be the best way to learn. I would have appreciated sitting with people who were a little more experienced as part of this process. I could then say this is what I'm thinking in relation to the element being observed and they might say, well no – you're right off the mark.

Q   So you could align that approach with the viewing of designated practice as we have in this research project. It's interesting that you should mention that as it has been one common thread amongst a number of the research participants to offer opportunities for cross marking as the professional standards rubric provides or documents a continuum of performance as is the case in the English assessment protocols within the school.

Q   **Which of the 'Essential Elements' did you find it difficult to make judgements for and why?**

A   There were a few that I did have some trouble with, in particular the Assessment elements, including performance criteria against a learning continuum.   The reason for this was that I didn't think that some of the assessment judgements could be made from watching just the one lesson. Especially in regard to whether or not the students were fully aware of a performance criteria. I was unsure if this referred to the current continua we use in the Middle School English classes. I assumed it was and if that was the case, then to receive a Distinguished for Assessment against performance criteria on our learning continuum, students must contribute to the development of these criteria, which is not the case with our continua. As our criteria has been developed solely by the teachers I found it almost impossible to make a distinction. I was also unable to make a solid judgement about 'Maintaining Record of Student Progress' from watching this one lesson. The teacher might in fact keep these details in one specific lesson per week or cycle, so perhaps that's another area where I found it difficult. And clarity of Learning Intentions was another difficult area to mark. Although J's were very specific, narrow and tight (which was part of the criteria) I feel that they still state what students will do, rather than what they will learn. Which made it hard to jump up but I still think in terms of a learning intention they were what you would want, so maybe the criteria needs to be changed a bit for that one because I think 'Students will demonstrate their ability to use the grammatical metalanguage appropriately when analysing Obama's acceptance speech and identify a range of discourse and stylistic features of this text' , I think that is very specific, so to give that a Beginning or Approaching Proficient would be off the mark, yet according to the elaborations you would probably have to.

Q   Are you raising the point there or forwarding the view that it is what you can observe and not infer? Probably what you are saying there, is particularly relevant in relation to how the students might internalise the teaching and whether the rubric allows us to make those judgements.

A   Definitely

Q   **How useful did you find the (Foci) Elaborations?**

A   I found them very useful as to begin with I didn't have much of an idea as to where to start. I wouldn't have been able to complete the observations without them and they gave the scope and better understandings in terms of the placements. Although, as I mentioned in the last question I still found some areas quite challenging. So, overall, yes useful but still as a basic guide and perhaps as is the case with the student continua they will need to be modified and improved

Q   Is it the precision of the language or matching the language to observed behaviours in the lesson that concerned you most?

A   I felt I was often predicting what couldn't necessarily be observed as part of my consideration of and between levels on the rubric.

Q   **Linked to that: were you easily able to distinguish between the different rubric levels (B/A/P/D) for each Essential Element?**

A   For some elements I found it difficult to distinguish between the different rubric levels. I guess this would only get easier the more I completed a lesson analysis. I felt at times, that it would be easier to make a correct placement if I had seen more lessons in the unit being taught. In the 2008 version, I found 'performance criteria on a learning continuum' difficult as students don't work with teachers to create these documents. Also within Assessment, I found marking 'against the performance criteria on a learning continuum' and maintaining records of student progress against a learning continuum' almost impossible to mark higher than Approaching Proficient from watching just one lesson. You're not sure whether they are doing that or whether they are just building on positions from previous assessment.

Q   From your own assessment and mapping of student performance what do you think that would look like to an observer?

A   To be Proficient I believe I just need to do it a lot more. I use the assessments for the VLE as the main tool for tracking my students. Whereas, I sometimes tend to lose focus between assessments tasks. Am I still mapping their achievements? However, particularly this year working with BS we have begun to assess a paragraph of the week against the Writing continuum and we've been specifically focusing on the six aspects that can be assessed in relation to paragraphing. Having done that over a number of weeks, that's the type of thing that could be observed in any lesson and this would provide sufficient evidence to access Proficient as a level of assessment performance.

A   That's an interesting spin off from your reaction to using this tool and someone has said well let's assess some aspects more frequently over time.

Q   As you analysed both lessons, did you make any connections with your own practice? Could you describe these?

A   I was able to identify more areas for my own development rather than connections with what I am doing now. I was impressed with how they managed to assess the learning of each student in their classes. This is something I struggle with as I've mentioned. For instance, with the checking of Homework, I'm getting better at keeping records of who has done the work, rather than touring the room to see who hasn't done it and writing their name on the board to stay behind. R had a simple system for gauging a low, medium or high performance. So taking note of the standard rather than just completion was something I wasn't doing and would overlook a lot. J's lesson was very well paced and the students were engaged in the learning more often than not. This is another area within my practice where I tend to focus too intently on one aspect of the lesson and I might only have them engaged for a relatively short period of time. My lessons then tend to lose momentum and speed, so I need to change tack or direction to break things up a bit. Whereas for the full 70 minutes, J was driving the same train of thought and almost for the whole way through the kids were pretty much riveted.

Q   You are in a unique position too because you are teaching English, Physical Education and Health . Is there any overlap where you would now take that learning from PE and apply it in English?

A   Probably more so going from English to PE in terms of the assessment especially. Now that PE has just come on board with the VLE you don't realise how much English has been heavily accountable for the provision of data for tracking learning over time. Now in PE we've just set an assessment and it only assessed one aspect in Health and this did not meet the criteria for the quality and quantity of assessment data due into the VLE. Our department head has found I've brought valuable VLE knowledge regarding the type and frequency of the assessments required in the system. So I've been involved in the setting up of some open ended assessment tasks in Health to accommodate a range of responses and learning so as to be able to be plotted against a learning continuum in the subject area.

Q   So you've made contributions to the formulation of formative assessments as against summative assessments set to encapsulate the learning at the end of a longer period of instruction.

Q   Has this experience of analysing your colleague's lessons, stimulated a desire for subsequent professional conversations? If so, about what?

A   I guess more so from a personal point of view, I would like to talk to other teachers more often to share ideas and techniques to enable me to achieve more in the classroom. I think observing more experienced teachers is one of the best resources we have, especially at this school where there are many teachers with a wealth of knowledge. The most beneficial use of a teacher's time would be to share more ideas, resources in a balanced way with the use of data from student assessments, which seems to be more of a priority in our English department meetings at the moment. Because I share a house with a colleague I find the sharing of tips and ideas invaluable.

Q   So are you saying you would like some alignment between the video linked to the Teaching and Learning Framework and outcomes? If someone is doing something special in terms of their pedagogy which is having an impact on student outcome data, you would like to see what it looks like.

A   Yes I think observing another staff member whose instructional strategies have impacted student learning is an important use of our time. And if I can pick up just one effective strategy it is worthwhile. This also helps us develop consistency in our teaching across a year level. You can see that the top Year 7 group is doing this and the bottom class should be treated exactly the same in terms of receiving quality instruction and then following into Year 8 and beyond.

Q   **Is there anything else you would like to tell me about the experience of analysing lessons using the Teaching and Learning Framework?**

A   It is challenging to mark using the Framework and I would have had no chance without the elaborations. Having said that, I was still unsure about a lot of the marks I gave and would guess that there would be a significant range of marks from the samples you are collecting.

Q   Just on that, there will be some tabulation of the data coming through from HH as the expert and then the individual rubric ratings from the research participants.

A   I'd also make the point again regarding providing opportunities for cross marking the video analyses to narrow the level of discrepancy between individuals in using the Framework.

Q   Well thanks B for your very candid and open reflections on the process and I appreciate your involvement. Once I have conducted these interviews with all of the participants, we will then get together for a focus group discussion where I will try to draw out trends and insights for us to have an open dialogue in and around your experiences to complete this qualitative analysis. I will also have your analysis of the sample lessons against the framework for comparison with H's 'expert analysis'. So that we can come back to the research question as to how the use of a video-stimulated reflective process, might affect the understanding of a Teaching and Learning Framework in a group of Middle School teachers. Thank you so much for your time today.

Appendix 10: Heather's Interview Transcript
Interview 15/03/09

1. What do you consider is the purpose of the Teaching and Learning Framework?

The T&L FW is a tool for supporting the professional learning of teachers. It is intended to be a set of principles that teachers agree reflect the essence of good teaching practice – principles that can both inform and guide the preparation of excellent teaching (i.e. pre-teaching), and also guide reflection and evaluation regarding their teaching practice (i.e. post-teaching).

2. Tell me about your experience analysing Jan and Robert's lessons using the Observation Record and the Professional Practice Standards rubrics (B/A/P/D).

I was present at each of these lessons, observing them via the observation windows of each room. I completed a first-pass analysis for each lesson at that time (i.e. in situ analysis). I later re-analysed the lessons using the school's online video facility. My rankings using the observation rubric (B/A/P/D) were consistent across the in situ and video observations.

3. Which of the 'Essential Elements' did you find it difficult to make judgements for and why?

Jan's lesson:
a) Monitoring of student learning against the learning intentions – I was unsure whether Jan made use of any portable records to gather information about student learning during the lesson; she appeared to know a lot about her students' progress and needs, and she appeared to provide tasks and questions that evoked aspects of understanding. However it seemed that she stored much of this valuable information internally (i.e. mentally), rather than documenting it anywhere (i.e. anecdotal records of progress). This needed to be followed up during our post-lesson feedback session.

b) Assessment against performance criteria on a learning continuum – I believe this element was difficult due to the current version of the elaborations. Jan provided opportunities for students to become aware of the criteria for high performance throughout the lesson. However during the lesson it was not obvious how students might have contributed to the development of these criteria – which was one of the elaborations. This led me to rank Jan as "P" on this element. Conversations with colleagues since have suggested this elaboration might need to be modified.
Robert's lesson:

a) Monitoring of student learning against the learning intentions – same reasons as per Jenny's lesson (i.e. no obvious portable records to gather information).

b) Assessment against performance criteria on a learning continuum – same difficulty with the elaborations of this element as per the

description above related to Jan's lesson (i.e. student involvement/contribution to the development of performance criteria).

4. How useful did you find the (Foci) Elaborations?
I use the elaborations frequently as I observe lessons across the School. They provide the rich detail needed to make on balance judgements regarding the rankings. They enable 'as-far-as possible' consistency across rankings.

5. Were you easily able to distinguish between the different rubric levels (B/A/P/D) for each Essential Element?
Even with much experience in observing lessons, there are still times when it seems not easy to distinguish between the different rubric levels. The elaborations are essential at these times.

6. As you analysed Jan and Robert's lessons, did you make any connections with your own practice? Could you describe these?

Every time I observe a lesson I find myself reflecting on my own teaching practice. I contemplate each teaching decision and each teaching-move of the teacher and try to imagine what I would do in the same, or similar, situations. This type of constant reflection has developed over years of teaching, research and professional development work. The quest for excellent teaching is a high priority, and I believe observation is an extremely valuable avenue to professional learning.

7. Has this experience of analysing your colleague's lessons, stimulated a desire for subsequent professional conversations? If so, about what?

I have had the privilege of having many conversations related to the T&L FW – at the levels of developing the elements and elaborations, through to professional learning and direct one-on-one feedback. Each of these conversations has contributed to the ongoing development, refinement and understanding of the Framework elements and to the professional learning journey of my colleagues and myself. At BCC, the Framework is considered to be fluid, dynamic, responsive, adaptive. As new professional ideas and knowledge are learned, the intention is that these are incorporated and shared. It is hoped that continuing professional conversations will increase and ensure awareness, understanding and contribution.

8. Is there anything else you would like to tell me about the experience of analysing lessons using the Teaching and Learning Framework?

No, the questions and my responses I believe are comprehensive.

Appendix 11: Jan's interview transcript

Interview 11/03/09

Interviewer: C (Q)

Interviewee: J (A)

Q   J, thanks for being part of this research project, it's part of my M Ed research through ECU in Perth, and I appreciate your commitment to be involved in the process. The purpose of today is to go through the semi structured interview prompts and to get your feedback in relation to your analysis of the two sample lessons, both from yourself and R. From here all of your responses will be typed up into a transcript and given back to you to ensure that they form an accurate record of our discussion. Following this process, we will set up a focus group and that group will bring together individual participants to discuss trends and observations. In essence, the research question is: How does the use of a video-stimulated reflective process affect the understanding of a Teaching and Learning Framework in a group of Middle School literacy teachers. J has been provided with the semi-structured interview prompts, so at this stage we are going to move through each one of these and I've invited J to elaborate on her responses. So firstly, **what do you consider is the purpose of the Teaching and Learning Framework?**

A   Well for me, it isolates critical elements of teaching and it enables teachers to use the Framework for their own professional learning. So by aligning their teaching and observing their lessons and the lessons of others and making judgements against the Framework, they're building and deepening their understandings about each of those critical elements. So it's a tool for teacher learning and it's a good tool because it focuses explicitly on what counts in a classroom. It's been built from the essential components of good classroom practices; it's been designed carefully to isolate those practices seen as critical elements and the rubrics enable us to make informed decisions, they're not always perfect decisions, about where we would place ourselves and others on that scale.

Q   In comparison to other tools you've worked with or seen, how would you rate this Framework in terms of what it might offer that other tools might not?

A   I think of the way that I used to give feedback to student teachers and it was very qualitative and observational, and perhaps it was built more upon emotional responses. In those sorts of circumstances where you were giving feedback to people with just some broad questions, you always tended to use your own practice as the scale. That's not what we have here; we have a scale that says this is where we think best practice sits. So you can make a proper considered judgement and again I have to reiterate that I don't always think they are perfect, you do make a considered judgement rather than just an impressionistic observation that comes more from emotion than it does from a structured framework. So that's why I think this one is better. It isolates things; however, it would be really, really challenging to use all of the elements and make a judgement on everything. You could do it but it would take a lot of time. I think the way we have just picked off different sort of foci in different years reflects our emerging understandings about what good

practice should look like in a classroom. So having Learning Intentions in the first instance, but let me say that I still don't think that we've got that right, and then moving to assessment, yet again, we still haven't got that right either, but at least we know that's where our focus is.

Q   Tell me about your experience analysing R and your own lessons using the Observation Record and Professional Practice Standard rubrics (B/A/P/D).

A   Well the experience was challenging because I always find looking at my own lessons extremely challenging. I spent most of the time analysing my own lesson and identifying my own errors. Because I know I'd made a couple of mistakes in the way in which I had explained some things. I just got myself tangled up with subordinate and dependent, and I knew and I stopped myself and said it again but when I looked at it again in the video I still said it incorrectly. Now it's fine because those students well and truly had that concept under control. But I did reflect on the fact that I could have created a misconception there, simply because I wasn't careful enough with my words.   I find using it to make judgements about my own teaching challenging as I've said because I'm over critical. With other people, I tend to be more even handed. I found elements in both R's and my own lesson hard to make judgements around and I know that comes up in a subsequent focus question. In fact I assessed R's and then went away and came back to it with a really critical eye. As I'd decided that I would be really critical of R's lesson too. I made some observations in and around his Learning Intention. Whilst his learning intention was to make explicit to students, ways they could make choices about vocabulary, I don't actually think that's what happened in the lesson. I think choice wasn't the primary purpose of that lesson; it was just to find some good words. So yes I could use the Observation Record and the rubrics on R's lesson more easily than I could on my own. I still find making judgements between A/P and D, Beginning is easy. With Beginning it is easier to work out whether or not there is a fair distance to travel here. I didn't put anybody in Distinguished out of the two of us and most of my ratings had us ranging across Approaching Proficient and Proficient. That's probably because of familiarity with making those decisions and I might have been playing safe within these ratings.

Q   So let's explore the notion you've raised regarding your fine grained analysis.

A   Well what I did was assess both lessons as objectively as I could and as I've said, assessing your own lesson is hard. Then I went back and I thought well OK, I've put R is Approaching Proficient or Proficient for most of the elements. But then I really thought about it and asked myself is this lesson really about making choices, because the Learning Intention said, 'to make vocabulary choices to suit appropriate writing style.' And I don't think the lesson was about decision making at all. I think he definitely started by saying obviously your choices are dependent upon what you're writing. If you're writing something funny, you choose words that are funny. But I don't think that became the driving focus of the lesson. And I was thinking about when he got the examples of the poetry up and he asked them to place them – I can't fault his exploration of the continua criteria against which the writing would be assessed. But when he got to the examples of the poetry and what they thought of the poetry and what was good about the vocabulary in each one, that's when he had a real opportunity to extract from them – what was the purpose of the poem, what words were good and not so good and what decisions would the poet have made in choosing those? So I think the notion of the purpose of the poem and the decision making

in order to achieve that purpose was of the utmost importance. And I reflected on the fact that these guys were in Year 6, so you could have done it. So you start thinking about other things. Let's say in terms of cleaning – I want something to be clean. Do I use bleach, or bathroom soap or toilet cleaner or furniture oil? Well of course, it depends on what you are cleaning. In English Language I can use the example that boys will never use the word cerise they get red, but they won't have the fine-grained discrimination between cerise and magenta and dark pink or red, you know. So when I really sat back and thought about the Learning Intention and the activities of the lesson, I wondered whether it really was about choice. Anyway, I think the tool itself is a good one to make those broad judgements in and around the essentials of teaching.

Q **We've covered part of this next question; however, which of the 'Essential Elements' did you find it most difficult to make judgements for and why?**

A Definitely assessment, within both mine and R's. Let's start with R's. His lesson had a very strong focus upon the Writing continuum. There was no question, I knew exactly what performance criteria he was going to use in and around the Writing continuum. He explored the vocab of the Writing continuum and he looked at how the students could differentiate the levels. It was important for the students to understand how they would be assessed and to know and to internalise what work at different levels looks like. So that they could move into the next lesson which was to be the assessment task knowing what work at different levels looked like. However, that was about it - that is what happened in the lesson and of course my assumption is that he applied the Writing continuum to effectively assess the students' work the following day. Again, when I went into a fine-grained analysis and kids were saying as to whether the poem should get a 6 or a 3, in drilling down to ask well why and what vocab choices were made. I think there was such an incredible opportunity in that particular part of the lesson to really look at that. But I didn't have an issue knowing what it was but I couldn't see it happening. And mine was just as bad. As he had made the Writing continuum sit at the forefront of the lesson, I knew that was the tool he was going to use. The problem with R's teaching and my teaching, and I could extend this even further, that we don't use formative assessment effectively within a class to make those judgements. I don't know what the answer is – I don't have it! It's all about how I might check in to see that what I am doing in this lesson at this moment is having the impact it should be having. I could sort of see some self assessment, in that the kids were making judgements about the poetry and thinking about their own writing. And I knew what the assessment was about, but just couldn't see it happening. In mine I actually thought it was worse because whilst I knew that this was a part of a bigger plan to move the kids towards an assessment against the Grammar continuum, this lesson just wasn't built around formative assessment. I could ask questions, I could look at students' work books, I could respond to their questions and I could separate the progress that they were making. I could see that progress but I didn't have any tool by which I could say, Gee such and such asked some great questions which served to signal that he was on the ball. I didn't do that and I think that's where I can't see the assessment taking place. Like S's explanation and H's elaboration on something that S said and J's question and A's question. I could see them all doing it but do I have a really strong sense of the progress of the 23 students within that class at that time? No I don't really think I did …

Q   It probably links in then with what we've said in relation to the clarity of the instruction. How do we gather evidence as proof of the fact that there has been clarity in and around the Learning Intention?

A   But see the Learning Intention can be clear and this tool helps us to identify when there isn't clarity. Even if the Learning Intentions are clear, I reckon in some lessons you are working towards something. Sometimes we do the teaching, teaching, teaching because the assessment is coming but we don't always do the checking in.

Q   J that's a common thread that has come through in a number of the interviews particularly in relation to senior English as against Middle School English. What is the checking in point along the way?

A   I actually went back and I found something that Paul Black says, 'formative assessment is when the chef tastes the soup and summative assessment is when the customer tastes the soup.' In classrooms I don't think we necessarily taste the soup often enough. And there is this other one that you've no doubt heard before, 'if pilots navigated the way most teachers teach, they would leave London, head west and after 8 hours ask is this New York? So at the end of 8 lessons I shouldn't be saying OK now you've got the assessment task, now prove to me that you've got it when at lesson 1 55% of the kids veered north west and the others were on task. By the third lesson, another 20 % had headed in another direction and we weren't in New York at all by then. So I think assessment is often really hard because you can't always see it happening in the lesson.

Q   **In terms then of the Foci Elaborations, how valuable did you find them in making a determination between levels on the Professional Standards Rubric?**

A   I don't think you can make the judgements without the Elaborations. If you didn't have the Elaborations it would just be a 1 to 4 scale. You would have excellent, very good … and so on. Without them you would be working in the dark. I think the Elaborations are sufficiently differentiated to be able to help. But I think with experience and collegial assessment and observations you get better. It's exactly the same process as we undertake with moderations. You have to moderate work against the continuum to make sure that accurate judgements are made using the same framework and that teachers are understanding that framework in the same way. Just as we moderate in English, the more I did this the more comfortable I felt. So you definitely couldn't make the same quality of judgement without the Elaborations.

Q   You made the point before J in relation to being able to differentiate between the levels that Approaching Proficient and Proficient may have been somewhat blurred in relation to identifying the extremes of Beginning and Distinguished performance.

A   Yes I did and I believe I've cheated on a couple of them because of put them in the middle on the line.

Q   Is this linked to the fact that some Elements have 5 or 6 Elaborations for observation, whereas other may have only had 1 or 2?

A   I think what I did was to err on the side of not being arrogant in relation to my own teaching but with R, I would talk to him about it and that would be how I would then make a definitive call. For instance, I thought the Coherence of the Teaching Plan was very good and the Learning Activities were well chosen, but I would have done them in completely different ways. I just think that in terms of the sequence of the Learning Activities, I would have done them differently. But again, that's me making my own call and I made a note of the difficulty of distinguishing between role and self. I would have done it differently, but R is not me. R took a very linear approach in terms of 'I will show you this and this and then you will make your own attempts', which is fine. So mainly in discussion with R I would move that one that sits between AP and P and then move it across to P dependent on the discussion. In undertaking the analysis I think it is difficult again distinguishing role from self, in your role as the Teaching and Learning Framework user as distinct from that 'subjective you' that said I would have done x and y differently.

Q   And you're in a unique position within the research as you are also a participant in terms of the lesson delivery.

A   Yes and I see that my critique or analysis is always filtered through my own lens where I'd be thinking – oh well, I'd do that this way.

Q   **As you analysed R's lesson, what connections did you make with your own practice?**

A   Well clearly the lens that I used when looking at R's lesson was my own lens, but I was grounded and very much brought back into line by the Framework itself, which is a good thing. The connections I would make with my own teaching would be that in watching someone else's lesson it highlights elements you are thinking about within your own practice. When I was watching R, I was focusing on 'the choice thing' and how it serves to build vocabulary. People need to be discerning and discriminating users of language. I need to understand that when I go into my kids, that purpose is linked to decision making. That as a writer you make decisions all the time – that was one of the underpinning intentions of my lesson. There have been choices made here. Obama has grammatically structured this and chosen vocabulary for a very particular effect. What it highlighted most for me was, the thing that I don't think I do very well, and that is 'tasting the soup'. I don't want to get in at the start of every lesson and think, oh there is an assessment task on this in four lessons, I'm just going to 'fly the plane until we get there.' That's the thing that I feel is really important to me to learn as a consequence of revisiting my own lesson and watching R's lesson.

Q   Is that a dilemma facing many teachers in terms of their day to day practice?

A   I think everyone knows they should do it and believes it to be a really strong lever for improvement, but how to do it? How do you just stop and taste the soup with and for every student in the class?

Q   **Has the experience of analysing your own and a colleague's lesson stimulated a desire for subsequent professional conversations?**

A   I think if everyone understood every Essential Element within the Framework, and could recognise the difference between the four Professional Practice Standards, and

recognise them as points of progress. If we could self analyse as well as observe others, then we would be much better organisation. So continuing conversations about what the Teaching and Learning Framework means and the Elements of it are essential. It's not as if we can just tick it off and move to the next thing because we've had a focus on Learning Intentions and Assessment. Have we got them right? Can we tick them off and say we don't need to go back over them? Certainly not with the precision and clarity that we would like. So it's an ongoing interesting conversation about what the Essential Elements look like and how you would make judgements about teacher performance and of course, including your own against those rubrics.

Q   How is that best managed in the normal day to day routines inherent in a teacher's working life?

A   That's the enormous challenge because it's time consuming. I go back to the days when we used the Lesson Study model as a vehicle for deepening teacher understandings. This could be overlaid on the Lesson Study model – find out what the kids don't know, carefully plan a lesson, video the lesson, make judgements against the Teaching and Learning Framework and go back to the start again. We all understand that as a professional learning model, it's a great one! I think we just have to dedicate time to it and I think what you would have to do is reduce people's face to face loads. In order for this to be done properly, you might start with a focused pilot group and reduce people's time fractions and say this is your work and you would have to get them working within the Lesson Study structure to get the 'biggest bang for your buck' as they'd have to be relieved and work under someone's guidance such as H or yourself to really understand it within their own group. Doing it 'on the run' is sometimes hard and we know even with H doing it as virtually her only work, it didn't sort of have the wave of impact we wanted it to have as it requires quality time and effort. But there is no other way and that is why systems are putting so much money into this because this is the lever – not going off to a PD and getting a show bag and coming back. But rather working where the work is done, with your colleagues, using a Framework that is well constructed, grounded in good theory. That's where you can get the greatest leverage. It will continue to point us in the right direction, yet it will be part of a job that will never be done.

Q   Well thanks J for your very candid and open reflections on the process and I appreciate your involvement. Once I have conducted these interviews with all of the participants, we will then get together for a focus group discussion where I will try to draw out trends and insights for us to have an open dialogue in and around your experiences to complete this qualitative analysis. I will also have your analysis of the sample lessons against the framework for comparison with H's 'expert analysis'. So that we can come back to the research question as to how the use of a video-stimulated reflective process, might affect the understanding of a Teaching and Learning Framework in a group of Middle School teachers. Thank you so much for your time today.

Appendix 12: Judith's interview transcript

Interview 16/03/09

Interviewer: C (Q)

Interviewee: J (A)

Q   J, thanks for being part of this research project, it's part of my M Ed research through ECU in Perth, and I appreciate your commitment to be involved in the process. The purpose of today is to go through the semi structured interview prompts and to get your feedback in relation to your analysis of the two sample lessons from J and R. From here, all of your responses will be typed up into a transcript and given back to you to ensure that they form an accurate record of our discussion. Following this process, we will set up a focus group and that group will bring together individual participants to discuss trends and observations. In essence, the research question is: How does the use of a video-stimulated reflective process affect the understanding of a Teaching and Learning Framework in a group of Middle School literacy teachers. J has been provided with the semi-structured interview prompts, so at this stage we are going to move through each one of these and I've invited J to elaborate on her responses. So firstly, **what do you consider is the purpose of the Teaching and Learning Framework?**

A   I would think that it offers a structure to monitor and provide valuable feedback to teachers on their practice and what they are doing in classrooms.

Q   Tell me about your experience analysing J and R's lessons using the Observation Record and the Professional Practice rubrics (B/A/P/D).

A   This has been my first time as an observer, who has been asked to comment on the process and it was something that I found pretty hard to do. I've found it difficult analysing it for myself and I also found it hard watching someone else and critiquing them on their practice. One reason I found it so hard is probably because this observation was in isolation and was just one lesson and as you're watching that you have to judge what you see in just that lesson – you don't know what has come before and after. So some of the aspects you have to assess on, you don't always see them in an isolated lesson. But that doesn't mean that they haven't necessarily been done. It might seem to sequence quite nicely, but having just seen one isolated lesson, you might not know how it fits into a sequence. I find it quite a difficult thing to do to place some aspects as I don't always know where things fit or how they all fit together.

Q   Is that linked more so to the use of the tool or the isolation of the lesson?

A   Probably a little bit of both as I'm not very experienced at using the tool. I've done it a little bit in relation to my own teaching but I haven't used it with other people before. More knowledge of using the tool would help, but the isolation of the lesson makes it very hard.

Q   Which of the 'Essential Elements' then did you find it most difficult to make judgements for and why?

A   The whole assessment category at the bottom of the Observation Record and then the reflecting on teaching and learning, so whether the records were being kept. I chose that one because you don't always see it and I found that one hard. But especially the assessment one because sometimes it said what they were looking for in the lesson, but the criteria linked to a continuum or something linked to their own rubric for that class. I found that hard to determine. And obviously the Maintaining Records element was difficult because generally that would be done outside of the class and so watching a video of the lesson will not give that information.

Q   Are suggesting here that you would want to see what happened post-lesson to make some of these judgements?

A   Definitely. Probably even sitting down and talking with each of the staff members to gain a better understanding of what had gone on post lesson would be really beneficial. But just to have to make a comment on a lesson watched in isolation is pretty tough to have to do.

Q   **How useful then did you find the Foci Elaborations as part of the process?**

A   I think they are really helpful actually. I find when I look at the single statement within the Observation Record I don't always really know what that means. So looking at the elaborations underneath is very helpful. The problem I have with it though is that some of the elements fit into a couple of different categories so then you have to pick, well which ones they have mostly demonstrated? Which category do they most fit into based on the aspects selected?   I might find that if they have three in one area and one in the other then I'd obviously go with the one that they have more of, but if it is an even split, you have to make a judgement call. I definitely think the elaborations are really helpful and wouldn't be able to really assess without them.

Q   So they allowed you to make an on balance view, particularly if there were several elaborations within and for each element?

A   Yes, I felt I was being more accurate if I could take this balanced view from the more detailed elaborations and they helped me to make a more clear distinction between the elements I was observing.

Q   How easily then, were you able to distinguish between the different rubric levels (B/A/P/D) for each Essential Element?

A   Most of them weren't too bad; however, I did have some difficulty at the top end of the rubric differentiating between Proficient and Distinguished. Is Distinguished always going to be the best teaching that you can get? The elaborations don't always seem to say or be interpreted as indicating that this rating is absolute. So I had a problem in relation to that category for that very reason. I found I could mark with what I thought was greater accuracy at the lower end of the scale, whereas at the top end you may be more judgemental about it. I didn't feel comfortable giving the top mark, even though it may sit in that category, simply because I didn't know if that was the best that it could get. Maybe the students appear engaged and learning, but really is it the best possible teaching? Not talking

specifically with the teacher about it and just seeing one lesson in isolation doesn't give me enough to make a call on that.

Q   Can you suggest any way in which the distinction between Proficient and Distinguished could be made more explicit. Is it that the language isn't capturing enough of what is required to make distinctions between quality teaching practice?

A   I don't know that it is the language – I think it's more to do with not knowing what Distinguished practice really looks like. Being given samples or snippets that show what this might look like may help. Really it is just a judgement that someone makes – is that the best it is going to get? I guess if this is a Distinguished lesson, maybe it is in terms of some of the elements but does it fulfil all of the criteria effectively enough for it to be at that level?

Q   **As you analysed both lessons, did you make any connections with your own practice and if so, could you describe these?**

A   I'll talk about them separately as there were different things that I noticed. In terms of J's lesson, I loved her level of enthusiasm and I've noticed that a lot with my kids, I've taught different year levels throughout my time here and I've noticed that the classes you are really enthusiastic with, are often the ones that work so much better because the students want to be there and want to learn – they are interested in what you are trying to do and what they can gain from the lesson; I loved her enthusiasm. To talk about something that most of us would have thought was relatively mundane, it was amazing how the kids really engaged with it and I thought that was really great. I'd love to say all of my lessons were like that but they're not. But I really liked that component of her work. She certainly moved around the classroom a lot and I also try to do that rather than stand out the front of the room all the time and it was something I could connect with.

R had a very busy classroom, not that they weren't doing work or learning, but they were quite noisily engaged in the topic and working together. So it went from being busy to being quiet and then back to being busy and this is what many classrooms are like if you've got the kids doing tasks and getting them engaged in what's going on as it's not just you standing there talking to them for the whole time as there are other things going on. I also noticed that he modelled the students work. That's something that is big and we're trying to do a lot of it now. He also had the children teaching and modelling for him a little bit which I thought was really good. I've tried that a few times and the students love it when they are called to teach you in relation to the topic, skill or concept.

Q   Given those observations in and around the work of those teachers, how would those elements tie into your own professional growth?

A   The knowledge that J had and demonstrated in her class was very impressive. And how the students also had that knowledge and were able to use that language was very interesting. That would be something I'd love to tap into as to how that came about and how she managed to get the kids to be at that level because I thought that was something that was really very good. It's something I find as somewhat of a challenge without 'boring them to tears'. In terms of what R had, there was nothing that stood out that I couldn't manage;

however, in J's I'd like to develop that knowledge/language base within the students in the class.

Q   Aligned with this then, has the experience of analysing your colleague's lessons, stimulated a desire for subsequent professional conversations, and if so, about what?

A   Yes a little bit, but I found it very hard to watch them – I don't know why and I'm not judging them or anything like that but that's sort of the impression that you get from watching other people. It was really brave of them to give the lessons to you to use and you sort of think it's a big thing for them to do. And I did find it hard. It would be good to use the Teaching and Learning Framework to assess it appropriately and then to talk to them about their lessons. If you wanted to extend the analysis further you would need to speak to them directly both before and after the teaching so that you as the observer had more of an understanding of the lesson.

Q   Has it given any clarity for you as we've all been involved in the process of lesson observation and feedback up to this time.

A   Using the language of language in my English teaching would definitely be one. Nothing else really stood out but probably seeing someone else helps you to see how it all ties together. When you're teaching the lesson you don't always know if you're getting that sort of cohesion. You're hoping that it is and in subsequent lessons you can work out the sequence but these were a couple of really good examples where you could see it all fitting together really nicely in the one lesson. I know that some of the lessons that I've had observed have not always made that really clear. Particularly in J's lesson you could see that the kids had engaged in the content as part of a sequence, almost straight away.

Q   Was that the point you were making in relation to connection to prerequisite understandings as part of effective sequencing?

A   Yeah, I think so and that is something that I probably struggle with as when I'm in the midst of teaching the lesson it may not always be connected and sequenced as well as it should be. I'm still trying to narrow down as my lessons often sit together as a block or sequence, whereas these isolated sample lessons had a sort of self contained component of the sequence or unit in the one lesson.

Q   Is there anything else you would like to tell me about your experience of analysing lessons using the Teaching and Learning Framework?

A   No, nothing else really – I haven't had the best experiences with the Framework I suppose. I personally found it hard to do this because the lessons I've had observed have always taken place when there have been other things going on. One of them took place soon after my grandmother had passed away and that wasn't the best lesson to watch and receive feedback around. The feedback I've had from this process hasn't been fantastic, but I have learnt a lot from the experience and I feel that it is something which is valuable if used correctly. We can definitely benefit from it, provided it's used in the right way and that we do see it for what it is and that is an opportunity for growth and for professional learning.

Q   Do you have any thoughts as to how the roll out of the Framework could be improved for teachers in terms of their understanding of the elements and the rubric levels?

A   Probably more modelling would work really well in terms of what each element and level looks like and that sort of thing. And I know that would be difficult for the person who was at the Beginning level and their practice was on display to show what it is. But to have that sort of modelling would be good and it would encourage a range of staff to be involved in the modelling process. I think the more you are involved then the more feedback you receive would help you to know how you were tracking in relation to the Teaching and Learning Framework.

Q   Well thanks J for your very candid and open reflections on the process and I appreciate your involvement. Once I have conducted these interviews with all of the participants, we will then get together for a focus group discussion where I will try to draw out trends and insights for us to have an open dialogue in and around your experiences to complete this qualitative analysis. I will also have your analysis of the sample lessons against the framework for comparison with H's 'expert analysis'. So that we can come back to the research question as to how the use of a video-stimulated reflective process might affect the understanding of a Teaching and Learning Framework in a group of Middle School teachers. Thank you so much for your time today.

Appendix 13: Mark's interview transcript

Interviewer: C (Q)

Interviewee: M (A)

Q   M, thanks for being part of this research project, it's part of my M Ed research through ECU in Perth, and I appreciate your commitment to be involved in the process. The purpose of today is to go through the semi structured interview prompts and to get your feedback in relation to your analysis of the two sample lessons from J and R. From here, all of your responses will be typed up into a transcript and given back to you to ensure that they form an accurate record of our discussion. Following this process, we will set up a focus group and that group will bring together individual participants to discuss trends and observations. In essence, the research question is: How does the use of a video-stimulated reflective process affect the understanding of a Teaching and Learning Framework in a group of Middle School literacy teachers. M has been provided with the semi-structured interview prompts, so at this stage we are going to move through each one of these and I've invited M to elaborate on his responses. So firstly, **what do you consider is the purpose of the Teaching and Learning Framework?**

A   I think that the purpose of the Framework is to try to see how we can help teachers to become better teachers through the use of video and a focus on structured lessons. An additional purpose is to give teachers a structure to take their teaching into the 21st Century. It provides a clear understanding as to what it is that teachers need to do to support students to learn to the best of their ability.

Q   Tell me about your experience analysing J and R's lessons using the Observation Record and Professional Practice Standards rubrics (B/A/P/D).

A   As a classroom practitioner and a curious observer, I found the experience quite enlightening actually. In terms of the way they went about their practice, I was able to take some ownership of things that they did well. I thought their methods for getting the students engaged in their learning were quite successful. The clarity from both teachers was something that I would like to translate and transfer to my teaching within my classes. The way they went about their teaching was extremely professional – they'd used the board well to engage the classes and their mannerisms were engaging in always attempting to have the students 'on board'.

Q   So in terms of using the Framework as a tool for analysis, which of the 'Essential Elements' did you find it difficult to make judgements for and why?

A   I found Assessment Against Performance Criteria on a Learning Continuum quite hard. As an observer, I found it difficult to give a grade in terms of how they assessed against performance criteria on a learning continuum. Out of all honesty, I didn't really know where to start on that one and I looked at it very carefully. I found it difficult to grasp in terms of layman's language.

Q   Was it difficult because the school has in effect laid these performance criteria down in terms of essential learning outcomes? Was the difficulty in and around the interpretation of the performance criteria as set down by the subject as against the development of performance criteria that applied directly to that lesson?

A   Yes, for me it did definitely have something to do with that and deciding then which way to go on the rubric.

Q   Were there any other elements that you found it difficult to make judgements for?

A   I also found some difficulty in the Monitoring of Student Learning Against the Learning Intentions. Was this maintaining records mentally or literally on a piece of paper? Is it an ongoing thing whereby every five minutes of the class the teacher would physically note something down or take mental notes. I wasn't too sure as to where these actions would sit on the rubric.

Q   How useful then did you find the (Foci) Elaborations?

A   Generally I thought the foci elaborations were good. I thought for the most part I was able to clearly understand what was being described. It was also good to see that it was free from technical jargon. Beginning or experienced teachers could look at say Clarity and see explicitly what that would look like at a Beginning level. I was able to look at these and determine where the practice would sit quite comfortably, except for the position of Performance Criteria Against a Learning Continuum.

Q   Were you easily able to distinguish between the different rubric levels (B/A/P/D) for each Essential Element?

A   Generally I was as I didn't find too many ambiguities. I found the Beginning levels were easy to interpret and there was a logical continuum of performance leading to the Proficient levels. I could also see the connections and the differences between them all. And I couldn't have seen these connections without the elaborations. It would have been similar to endeavouring to assess a student's work without some form of performance criteria, scale or standard. It takes you away from having to work on 'gut feeling' to something more concrete to determine whether that particular element of the teaching was Beginning, Approaching Proficient, Proficient or Distinguished.

Q   As you analysed J and R's lessons, did you make connections with your own practice and if so, could you describe these?

A   What do you mean by that C?

Q   When you observe someone else, as you have done as part of this study, it may evoke in you a range of different reactions. You might look at the teaching and say my role is just to analyse the teaching I'm seeing. You might make connections with a teaching act or moment and view it as a positive or negative response. It is asking you to consider connections as to what you might have done within a similar situation. Does the approach taken by the teacher forge links with my own practice?

A   So, are you influenced in any way by what you see and then make comments as to whether I would have done this or that in that circumstance or that point in the lesson.

Q   Yes, it's moving between roles. Part of this is having a 'bird's eye view' of someone else's practice. Do you just look at that practice objectively or do you internalise that and then say well that has an impact on my thinking about my own practice?

A   I did see and make some connections with my own practice and I might be going off the track a little here. I looked at both classes and thought there was definitely something I could take from each one. In R's class, I wouldn't have done something that he had done. I noticed that the students were using a lot of laptops [computers]. I maybe a bit of a traditionalist, but I wouldn't have had them as focused on the laptops to generate their responses. He did bring students out to the front to record information on the board, which was good. But I would have had them working to paper and I would have structured it differently. When R asked them to record their responses to the picture after 5 minutes I maybe would have given them a handout of the picture as they are a relatively young class. I would have given them more of an explicit structure. Is that what you mean by making connections with my own teaching?

Q   Yes, it's all about your interpretation of what you saw and how it then may have related to your own practice.

A   I thought J's class was interesting. It was run as a very 'tight ship' and that is something I am influenced by. I am influenced by good teaching and good practice and what I saw within J's class was good practice. It was run tight – the way I like to run my classes and the teaching was very explicit. There was clarity and she linked and mixed things up well between the worksheet and the board. All of those things she weaved in I like to take on board.

Q   **Has this experience of analysing colleague's lessons, stimulated a desire for subsequent professional conversations? If so, about what?**

A   I am interested in enhanced professional learning. I would like ongoing discussion with people who are interested in this type of thing. I am interested in trying to see how other teachers view the elements within the Framework. For my own learning, am I on the same wave length as other teachers.

Q   In terms of how other teachers would apply the rubric standards?

A   Yes, I'd like to develop some consistency in terms of how I view it and apply it to my own work. In particular I am interested in feedback and assessment. I would enjoy some professional conversations around feedback to students and the monitoring of student learning. I think those elements are extremely important for students.

Q   And do you think the video dialogue is an appropriate method for you to have the professional conversations?

A   Definitely, I'd say it is one of the methods. I couldn't say it is the best method; however, it is a very successful method to show aspects of assessment that can't be

captured on paper. It adds an extra dimension and allows the teacher to see better ways of monitoring student learning against learning intentions and for giving feedback to students.

Q   **Is there anything else that you would like to tell me about the experience of analysing lessons using the Teaching and Learning Framework?**

A   I think the one thing that troubled me in relation to the observation process linked to the two classes was that I struggled to capture many different elements at the same time. I know we do our best with the control of the cameras but for some reason I wanted to be 'sitting in' on the class to get a real sense of the engagement and participation by the students. What was everyone doing?

Q   So did you want to gain more of a sense of the intangibles such as engagement, facial expressions …

A   Yes, whether they are understanding the teaching or not . Whilst video observation is fantastic, I think being an observer in the actual classroom is really important. So otherwise I guess I'd wish there were twenty cameras in the room. But I know that is illogical; however, I'd want to be able to capture multiple student reactions, impressions and interpretations in one hit. I want to be able to see what a student writes, says or creates as a result of the teaching in that class on that day.

Q   Well thanks M for your very candid and open reflections on the process and I appreciate your involvement. Once I have conducted these interviews with all of the participants, we will then get together for a focus group discussion where I will try to draw out trends and insights for us to have an open dialogue in and around your experiences to complete this qualitative analysis. I will also have your analysis of the sample lessons against the framework for comparison with H's 'expert analysis'. So that we can come back to the research question as to how the use of a video-stimulated reflective process might affect the understanding of a Teaching and Learning Framework in a group of Middle School teachers. Thank you so much for your time today.

Appendix 14: Richard's interview transcript

Interviewer: C (Q)

Interviewee: R (A)

Q   R, thanks for being part of this research project, it's part of my M Ed research through ECU in Perth, and I appreciate your commitment to be involved in the process. The purpose of today is to go through the semi structured interview prompts and to get your feedback in relation to your analysis of the two sample lessons from J and R. From here all of your responses will be typed up into a transcript and given back to you to ensure that they form an accurate record of our discussion. Following this process, we will set up a focus group and that group will bring together individual participants to discuss trends and observations. So basically, the research question is: How does the use of a video-stimulated reflective process affect the understanding of a Teaching and Learning Framework in a group of Middle School literacy teachers. R has been provided with the semi-structured interview prompts, so at this stage we are going to move through each one of these and I've invited R to elaborate on his responses to each one of these prompts. So firstly, what do you consider is the purpose of the Teaching and Learning Framework?

A   I've recorded three words here: I think it's a guideline, a form of reflection and hopefully a tool for improvement. I think when using it as a guideline and you do go through the Framework; we're all trying to strive for the perfect lesson or the lesson the meets all of the needs, it covers the learning intention, has quality learning and deep learning about a particular concept and I think it's sort of like the ideal world scenario in that if you can tick all of the boxes then that's something you should be striving for every time you step into a classroom. So for me, it's a guideline for us as to what constitutes the perfect lesson. It's a bit like a photographer always wants that once in a lifetime shot; when you walk into the classroom you're trying to get as close to this as you possibly can. So I think it's really a guideline and a check list for you to go through and to provide staff with that, provided the time is made to go through it with staff in that way.

Q   And for you, how many years are you into your teaching career now?

A   This will be seven years teaching as I started my career in 2002. The first year at Ballarat and Clarendon College involved in this type of Framework has formed strong links with a framework I was involved with last year, which was the Principles of Learning and Teaching, which is also a similar set of guidelines and it delves deeper; it tells you what to endeavour to achieve at a higher level by taking such and such an action. So I see strong links there and therefore, this hasn't been my first experience with a Teaching and Learning Framework since I started teaching. So, a checklist, a nice form of reflection and even when you're viewing or analysing other colleague's lessons to reflect back on what I would do, how I might improve. And the third word, improvement, as I'm always trying to aim for the perfect lesson …

Q   Is it part of our quest?

A   Exactly!

Q   In terms of your experience analysing J and R's lessons, using the observation record and the rubrics; firstly how did you find that element of the Framework where you had to make an analysis to be able to rate an aspect at one of the four performance levels?

A   The interview prompts 2 and 3, I would really group them together.

Q   You found they were closely aligned?

A   Yes, the challenge was in placing a particular teacher into a box when in some of the areas they could be Proficient and in others they could be further up the line. So I found that a bit of a challenge, but as far as analysing – always when you're watching or observing you're thinking do I do this as well? Perhaps in a selfish way I was getting ideas in analysing what they were doing. Also in having to critique others, this gives you a deeper and stronger understanding of the Framework. What do things look like? So the words on the paper, so for example if the focus is on deep conceptual learning, what does this look like? See, I found myself thinking about that and what this student response demonstrates, whether the teaching is further up the line? So to summarise it's a great tool for analysis because in an observation you are searching for actions in the planning and delivery of lessons that signify different levels of achievement. You are thinking, what does evidence of this particular aspect look like? So I suppose it goes into the teaching at a much deeper level than just looking at for instance, student control, so that every minute of the lesson is beneficial.

Q   When you looked at those essential elements from Semester 2 last year and Semester 1 this year, which elements did you find it difficult to make judgments for and why?

A   When I watched J and R's teaching I found it challenging making a judgment on those aspects that I found challenging within my own teaching in my own classroom. In particular, knowing what the element should look like and how to measure it. I found there were three areas and they included: the learning intention, which was new to me this year and I knew that was something that you strive to do. It wasn't such an explicit expectation in the VIT Professional Learning Standards. The distinction for me was the difference between this is what they'll be learning, compared to what they'll be doing. I find that the hardest thing within the Learning Intention to identify and put into action. So with the Learning Intention I found it difficult to make judgements between words like 'understand', is that a doing word or is that a learning word? So it was a challenge to examine the words they had used in their own plan and to judge the clarity of the Learning Intention. Another element was the assessment methods. In particular having the criteria on a learning continuum – so the particular aspect that looks at students and teachers working together to create a particular criteria, when we as a school have a very clear cut idea as to the criteria for students to work to. So I found that challenging because if a teacher doesn't achieve that do you put them down from being Distinguished to being Proficient? And the ongoing monitoring of student learning would no doubt fall under Feedback and Assessment. Two observations were that both teachers were doing that obviously by the direct questioning that was happening in the classroom. But I suppose it's the explicit recording of that and the challenge of not seeing what came before or what is to come after which makes that a difficult task to judge and to put them into a particular box.

Q   Based on the evidence in and around the Learning Intention, as you mentioned earlier, whether the verb (action) to do x, y or z had been achieved and what was the evidence of that and to what level of degree?

A   Exactly, yet the benefit of the ambiguity is that we are talking and reflecting and you're still trying to master it.

Q   As an adjunct to that discussion, how useful did you find the foci elaborations, which are obviously there to support the placements of the teaching across those four levels?

A   I put this response in bold as I felt they were very beneficial, very beneficial. Just looking at the Essential Elements as they stand on the Observation Record, you have a certain idea as to what you are looking for; however, to be able to probe further and unpack each element was extremely beneficial. That's the only way to have a true guide and I found them outstanding in helping determine what the practice should look like. Particularly with such an element as the Coherence of the Teaching Plan. So words that I could visualise and look closely at in viewing the video were 'structure' , as I felt I knew what a structure looked like, as far as checking off Homework , setting up the Learning Intention – I just felt I knew what structure looked like. A logical progression and transition between. These were unpacked in the Foci, moving from 'simple to complex problem-based learning, student choice, depth rather than breadth and catering for varied skill level.' So I felt that made it a whole lot easier for me as I knew what to look for and I could find examples of that taking place. So without those elaborations you wouldn't be guessing but it would be much more difficult.

Q   As the Framework has evolved we have endeavoured to elaborate on the elements in accordance with the comments you've made to support the making of distinctions between the elements within the teaching performance you are viewing.

A   And I suppose the other side of the coin is that if they are achieving 'continuous interaction, the records are kept, they are engaging students but tasks set and questions asked only occasionally tasks are set which evoke aspects of understanding', on balance where do you place the teaching then?

Q   So then you have a range of elaborations from which you can make a balanced call on the teaching. If there were 6 component elaborations for that element and 4 or 5 of these were at the Distinguished level and 1 or 2 at the Proficient level – you could mount the case to place the teaching at the Distinguished level.

        We've probably covered the fifth question Ryan as to whether you were able to distinguish between the different rubric levels as that's obviously the discussion we're having now and you've raised some important issues…

A   Perhaps some of the wording caused me some concern, as for example, what is the difference between 'focuses mostly on and focuses on'? That's a real judgment call and different people can interpret that in different ways. I also found it very difficult in my eyes to be able to achieve a fully Distinguished performance, covering all bases and covering all aspects well. That's a really difficult thing to achieve I believe, but it's something you strive towards and the Framework helps you to know if you have included these more high level

behaviours. You reflect on the Framework and sometimes you would say, 'well, I haven't done that enough' with this particular group of students. Perhaps I need to go back and monitor 2 or 3 students really, really clearly; students I may have skipped over. Teaching is such a challenging job and I think that's what I'm saying.

Q   That obviously leads into the next point – as you've analysed J and R's lessons, what connections have you now made with your own practice?

A   One of my challenges is the timing of my lessons. I'll jump into a lesson and try to give it everything but the balance between getting through the content of my teaching and time devoted to them being able to demonstrate their understanding. I know they're listening and they're thinking but could they demonstrate that? So it's nice to see two different teachers in different classes, different year levels, go through the timing and pacing of their lessons.

Q   It's interesting R as that wasn't one of the aspects we were focussed on…you've gone beyond the elements we were immediately focussed on. This process unearthed an element of your own practice that you had been reflecting on yourself?

A   A very strong point coming through for both teachers was the strong use of visuals, whether it was the video streaming of the Obama speech or the structured power point slide, or even the placement of the learning continuum on the board, it just made me ask myself, am I doing that enough in my own teaching? So that element I thought was a real strength within their teaching and I also reflected on depth and not breadth, avoiding biting off too much in the one lesson.

Q   Does that relate back to any of the elements sitting in the observation foci this year or last year? Where you would say, yes well that's where I'd address that.

A   Yes, perhaps it would be addressed within 'the coherence of teaching plan.' It's all linked to the timing and within the 70 minute lesson. Am I trying to rush through and cover a whole lot, am I spending enough time checking to see that students do have the chance to express their understanding before I move on because I need to move on? That's a challenge you are up against as well – how long do I spend on this component, have I covered enough content – the learning activities and the coherence of your teaching plan. The other thing it pointed to me is perhaps my lack of speaking the language over and over again. So in J's lesson you could see her English Language background coming through in consistent use of and modelling of grammatical terms and I thought that's an area that I could really sharpen up on.

Q   Is that the notion of the metalanguage – giving them the tools to focus on the language of the language?

A   So that was an area for me to reflect on as most of my background has been in the teaching of mainstream English. It prompts me to improve the accurate use of terminology in all of my own classes.

Q   Having had this experience of analysing colleague's lessons, what sort of desire has it stimulated for subsequent professional conversations, and if so about what? This is what you've just been moving into now.

A   You cannot have enough conversation about teaching. I think if you're trying to improve, observation, learning and talking are the best forms of professional development you can have. The PD we do at this school internally where teachers share their practice where we can share and critique always makes you reflect on your own practice. I've found the greatest benefits I've derived in my teaching have come from these frameworks.

Q   From the feedback R you've had in relation to your own teaching this year in regard to the Framework, can you paint a bit of a picture of your learning? I suppose from this research project, having viewed colleagues where will this take you now?

A   Well firstly I'd like to have even more observations and this wouldn't necessarily have to be through a formal process. Obviously time and resources are limiting factors in trying to achieve that. We have some great resources here at our fingertips, some great educators. So I'd like to increase the frequency somehow with a focus on achieving the learning outcomes in lessons via depth rather than breadth. That was one key piece of feedback in my observations and aligned with that, was the monitoring of student achievement throughout the lesson. So perhaps through the use of post-it notes to actually record feedback in something other than the verbal form.

Q   And in terms of changed practice for you this year could you nominate a couple of elements that come to mind?

A   I'd refer back again to how my lessons flow, their structure and the timing. That remains my biggest challenge. It's covered within a number of the elements and includes feedback, am I gathering enough before I move on? Does my assessment focus on the depth of understanding? Are my Learning Intentions sharp enough for the students to really know what they are learning? So even if you are moving towards the Distinguished level, it's not time to rest and that's where the observation process of seeing others and yourself is of immense benefit.

Q   You've touched on assessment too and again in relation to the Framework - what are the dilemmas you've faced in linking Learning Intentions to assessment in a practical sense?

A   In a text response task set over an extended period there is always the debate regarding formative versus summative approaches – pushing towards the end grade rather than giving formative tasks that drive learning all the way along. This is an issue for me in Senior English rather than Middle School Literacy classes. My Middle School experience this year has helped me to be more formative in my progressive assessment practices within each class.

Q   Is there anything else you'd like to share in relation to your analysis in and around the use of the Teaching and Learning Framework?

A   If you sharpen up your assessment, if every class has a learning intention, and you gather evidence linked to the achievement or otherwise in every single class, that's close to the ideal world. My timing will continue to be an ongoing area of focus.

Q   Well thanks R for your very candid and open reflections on the process and I appreciate your involvement. Once I have conducted these interviews with all of the participants, we will then get together for a focus group discussion where I will try to draw out trends and insights for us to have an open dialogue in and around your experiences to complete this qualitative analysis. I will also have your analysis of the sample lessons against the framework for comparison with H's 'expert analysis'. So that we can come back to the research question as to how the use of a video-stimulated reflective process might affect the understanding of a Teaching and Learning Framework in a group of Middle School teachers. Thank you so much for your time today.

Appendix 15: Robert's interview transcript

Interviewer: C (Q)

Interviewee: R (A)

Q   R, thanks for being part of this research project, it's part of my M Ed research through ECU in Perth, and I appreciate your commitment to be involved in the process. The purpose of today is to go through the semi structured interview prompts and to get your feedback in relation to your analysis of the two sample lessons from J and yourself. From here all of your responses will be typed up into a transcript and given back to you to ensure that they form an accurate record of our discussion. Following this process, we will set up a focus group and that group will bring together individual participants to discuss trends and observations. In essence, the research question is: How does the use of a video-stimulated reflective process affect the understanding of a Teaching and Learning Framework in a group of Middle School literacy teachers. R has been provided with the semi-structured interview prompts, so at this stage we are going to move through each one of these and I've invited R to elaborate on his responses. So firstly, **what do you consider is the purpose of the Teaching and Learning Framework?**

A   I believe that it is to provide a comprehensive template that can effectively analyse a lesson. To accurately judge in a simple way, where a teacher's current performance is at. Whether it comes down to being Distinguished or Beginning, this is especially useful for practicing teachers to motivate to improve to see what they need to actually do to be seen as Distinguished.

Q   You are in a special situation in that you were one of the two staff members whose lesson was forming part of the research, which gives you a unique perspective in terms of this. **Can you tell me about your experience analysing J and your own lesson using the Observation Record and the Professional Practice Standards rubrics, where you needed to make a decision in your analysis as to whether practice was deemed to be at the Beginning, Approaching Proficient, Proficient or Distinguished level?**

A   At first I found it quite difficult to get my head around where the sheet was coming from. For me, I was quite unfamiliar with the sheet and what it was specifically looking for. So I needed to see the big picture. What is the Framework looking for and what is it targeting? After reading over the elaborations and reviewing the records for my own lesson and the transcripts from Hilary, I started to see the big picture and it resulted in me moving forward and using it in the intended manner or what I perceived the intended manner to be. I found the sheet very focused as to what it was looking for, for example: connections to learning intentions, feedback, clarity and for the students to be aware of the eventual assessment criteria. At the schools I have worked at, overseas and in Australia I have found this to be a framework tailor made for this school and as it is, I couldn't see it working in any other school except this one due to the strong focus on having performance criteria for students and learning intentions. Certainly it seems to me that it is tailor made for this

College, although certainly things like clarity, feedback and sequencing of ideas is important in any classroom.

Q   Can you elaborate on that idea in terms of the tailor made nature of the Framework and the elements within it that have formed a particular focus in this school? Could you offer some insight as to how you perceive this as being different to your experience in other schools?

A   It probably originates from the fact that we have the Structured Lesson Plan that we use here in this school and this Framework takes that into account . If you had a teacher in another school who sequenced activities very well, whose explanations were clear and things are focussed; however, they haven't necessarily focussed in any way on assessment criteria or students being aware of any criteria. If you were in a government school you would have the reference point of something being at a 3.25 in VELS and this type of thing and you wouldn't have elicited any type of learning intention. That's why it is tailor made for this school having all of those other elements included and they are all important in their own right. The clarity, the feedback, the sequencing of ideas – the observation sheets did require a lot of focus on learning intentions and congruency with these and that they were clearly conveyed to the students. There was also a lot of detail on criteria and teachers making criteria known and the on helping students become aware of it and for the evaluations to be made according to the criteria and against existing Essential Learning Outcomes and Continua.

Q   **Which of the 'Essential Elements' did you find it difficult to make judgements for and why?**

A   I found several elements difficult to judge. The first one, and I might be a little 'nit picky' here but Clarity can be interpreted in vastly different ways, depending on who you are and what you are looking for. For instance, in terms of the seven intelligences, people have different ways of seeking clarity. An interview with a selection of students I believe is necessary along with the observations to have true accuracy and usefulness. I think there needs to be some sort of questionnaire or one on one interview. It wouldn't need to be all of the students but rather a hand picked cross section responding to some focus questions to really hone in on the clarity of the instruction. As opposed to sitting and watching a dvd as a lot of the times and this isn't necessarily fair, the sound quality in recording can be distorted to the point where you miss important reactions and comments from the students. And sometimes this is important as the tape may have missed something quite crucial in terms of student understanding and clarity.

Q   Have you tried that approach in getting clarity directly from the students in and around how they may have interpreted a part of the teaching within your lessons?

A   When I'm teaching I always find that my practice is constantly evolving and nothing is ever set in stone. Like I don't subscribe to the fact that when I'm teaching 'it's my way or the highway.' If a student says to me that he or she has no idea of what I've been explaining or speaking about, of course I would explain it again, but I would also ask the question as to what caused the confusion or the lack of clarity for them as an individual. That sort of input from them is helpful for me.

Q   So I guess, even your perception in and around that element, has also lead to the unpacking of that elaboration within your own practice. Questioning of the judgement really does have a positive spin off in terms of what would the criteria for that element really need to be, to be an accurate interpretation of what students would have internalised and processed as a result of your teaching.

A   It (the Framework) has certainly changed how I think about things in a day to day sense in the classroom by having an extended amount of time focusing on the various elements. It's definitely been to my benefit. And in a similar sort of vein, the Student Self Assessment is hard to see just purely through observation. Opportunities are given in class but how do we really know that they have been taken? Some evidence does present itself within the observation but I just find it difficult to judge and tick the box for that Self Assessment element.

Q   **How useful then did you find the (Foci) Elaborations as a tool for making such judgements?**

A   As a teacher at this school, whose job it isn't to go around and observe other teachers I found the elaborations extremely useful. I based everything that I did on them, I looked back at a time when my lesson was observed, I looked back over the comments and found that the vast majority of them were drawn from the elaborations. So they were the guide I needed to be able to judge a teacher's performance and it made things more objective for me – did they do this yes or no? Well this is the level that they must be. For instance in the Feedback element – has the teacher provided feedback at the point of need? Has it been timely, focussed and useful? Therefore, the teaching can be seen to be Distinguished. Without the elaborations, my observations would have been recorded much differently and more subjectively.

Q   So in essence then, are you saying that there needs to be provision made in the tool for the unpacking of the skills, behaviours and techniques you could actually observe to help you make the decision regarding the determination of the Professional Practice Standards?

A   Yes, that is crucial.

Q   Obviously this discussion leads into the next prompt – **How easily were you able to distinguish between the different rubric levels (B/A/P/D) for each Essential Element?**

A   I didn't find it very difficult at all as I believe that the task was presented very clearly thanks to the Elaborations. I don't think it would be in any way possible for a teacher to be achieving or teaching at the Distinguished level and then be judged at the Beginning level due to 'hard marking' or misinterpretation. For someone like me who would struggle to judge a teaching performance from Distinguished to Beginner, it made the process much easier.

Q   You make some interesting points, as that is the intent of the elaborations.

A   And obviously it makes it fair as well. Everyone is in the same boat. If those elaborations weren't there then it would come down to the 'eye of the beholder'. Someone could see a lesson and consider it as this, and yet someone else could rate it vastly dissimilar. And like a lot of things at this school with Essential Learning Outcomes and

Continua – we're unlikely to misinterpret the evidence which is something I really like about this school.

Q   As you analysed your own and J's lesson, did you make any connections with your own practice? Could you describe these?

A   Actually, as I watched J's class I didn't make any connections with my own practice. This could be for several reasons, such as the fact that this has been the first time I have done this and my focus was more on understanding the rating process. I was intent on getting my head around the observation sheet and the elaborations and getting comfortable with these things. If I had have done it umpteen times before I would have been better at that.

But I certainly learnt some things from watching J's class. I certainly enjoyed the way she gave feedback and the way she conveyed feedback to the class. Not only to the individual but to the class as a whole. At the same time it was always very timely and focused at the point of need. I wasn't able to watch J's class and think 'oh this reminds me of the way I do things.' But I could certainly look at it and think – there was an idea as to how to do something. It didn't put my mind back to me being in the classroom. I think the way we both teach is very different as well.

Q   Just backing on to that comment, in terms of the interpretation and seeing yourself as mentioned earlier, you were in the unique position of having to undertake an analysis of your own and a colleague's teaching practices. Describe for me how you felt about seeing yourself on video.

A   Well, it wasn't very enjoyable to be honest. And this is the way I've been all my life. I'd prefer not to be watching myself or listening to myself. But purely from a professional stand point it was very interesting to see not only the way I provide feedback. It's like stepping outside of yourself to see yourself and I was surprised to see how much I moved. I seemed to never stand still for more than a second. At times I missed opportunities when a student would ask a question that hinted at misunderstanding. I could see that by being a spectator and sitting back and watching my own class there were things that I had missed. So in that way it was very useful.

Q   In terms of the elements themselves what did you feel were your strengths and what were the areas for development?

A   When I did this I thought my marks would be a lot lower than they were the first time round. I'm always a lot harder on myself, but by following the elaborations I was able to conclude that I did do many of these things. So I was very similar in terms of my analysis to the last time H had observed and analysed my teaching. One of my weaknesses was in the area of Student Self Assessment and the setting up of tasks where they could really understand where their level of performance would be and also providing that at the individual level rather than what I saw of myself, which was a lot of whole class work in this area. I need to think of ways to make it a little bit richer for the individual.

Q   And strengths?

A   I think the way I did provide feedback at times was helpful for some and my sequencing of ideas from the big to the small. One of the biggest factors for me is the age group I teach and at the end of the day this is a Year 6 class and I'm not going to expect them to have a university style lecture where they sit and listen to me talk to them for 70 minutes. I try to move things on from whole group to working in pairs to small groups to individuals. These interactions and the verbalisation of the learning that flows from them remains one of my strengths.

Q   **Has this experience analysing your colleague's lessons, stimulated a desire for subsequent professional conversations? If so, about what?**

Certainly after watching J's lesson, an area I'd like to develop would be the integration of the use of visual aids in the teaching of English. I think that's something I need to utilise a lot more in some of my classes. I spend a lot of my time, especially this year, focussing on continua and students' understanding of them and getting them to progress. I would love to be able to balance that with having some visual aids. Visual aids that might help students to understand faster and to support the more visual learners. So certainly, the use of visual aids in English is something I would like to discuss further.

Q   **Is there anything else you would like to tell me about the experience of analysing lessons using the Teaching and Learning Framework?**

A   I just think that it is something all teachers should know about. All teachers at this school have had lessons observed. As part of the PD in the September holidays I think it would be valuable to evaluate some of the lesson videos as it's helpful in your every day teaching practice to stimulate that need to reflect on the feedback we give to students. It's already helped me to reflect upon and use different forms of stimulus in the class. It's already helped me to understand that the Learning Intention isn't just something that they write down at the start of the lesson, but rather it dictates the sequence and the flow within the teaching plan. It's helped me with my overall focus, clarity, feedback and performance criteria. I just find it very helpful and the perfect professional learning tool to use on a professional development day to provide an in depth focused study of practice.

Q   Well thanks R for your very candid and open reflections on the process and I appreciate your involvement. Once I have conducted these interviews with all of the participants, we will then get together for a focus group discussion where I will try to draw out trends and insights for us to have an open dialogue in and around your experiences to complete this qualitative analysis. I will also have your analysis of the sample lessons against the framework for comparison with H's 'expert analysis'. So that we can come back to the research question as to how the use of a video-stimulated reflective process might affect the understanding of a Teaching and Learning Framework in a group of Middle School teachers. Thank you so much for your time today.

Appendix 16: Tania's interview transcript

Interviewer: C (Q)

Interviewee: T (A)

Q   T, thanks for being part of this research project, it's part of my M Ed research through ECU in Perth, and I appreciate your commitment to be involved in the process. The purpose of today is to go through the semi structured interview prompts and to get your feedback in relation to your analysis of the two sample lessons from J and R. From here, all of your responses will be typed up into a transcript and given back to you to ensure that they form an accurate record of our discussion. Following this process, we will set up a focus group and that group will bring together individual participants to discuss trends and observations. In essence, the research question is: How does the use of a video-stimulated reflective process affect the understanding of a Teaching and Learning Framework in a group of Middle School literacy teachers. T has been provided with the semi-structured interview prompts, so at this stage we are going to move through each one of these and I've invited M to elaborate on his responses. So firstly, **what do you consider is the purpose of the Teaching and Learning Framework?**

A   I thought it provided an opportunity for a teacher to reflect on teaching practices and focus on assessment – as there seemed to be a real focus on assessment. It is also a valuable tool to assist in the planning of a lesson. This Framework provides an opportunity for a teacher to reflect on teaching practices and focus on assessment. It is also a valuable tool to assist in the planning of a lesson, raising an awareness of the areas of focus for improving one's teaching. Specifically, there is an element of accountability for student learning in that the assessment process is transparent. The assessment tool is clear and students are provided with explicit feedback using that tool so that they get some idea of where they are sitting in regard to the Learning Intention.

Q   **Tell me about your experience analysing J and R's lessons using the Observation Record and Professional Practice Standards rubrics (B/A/P/D).**

A   I tried to look at it from the students' point of view and I put myself in the students' shoes. I asked myself questions like: was the explanation clear? Were the requirements for, and the expectations of the students clearly communicated? What sort of language was used and was it relevant? J's lesson was also a revision of skills for me I thought about it in terms of – I could probably use her lesson as a teaching resource because she was so knowledgeable and so explicit about the language that I could probably use that as a support for one of my own lesson's linked to similar Learning Intentions. I felt that some elements of the rubric weren't relevant, especially the ones that directly referred to continuum aspects. I felt R was very clear about the 'bigger picture' component of his lesson and in terms of his assessment; he contextualised his lesson that way. He gave good group feedback, although he drew on a limited number of students and just having a look as someone observing from the outside it made me aware that I hope I don't do that as it's

important to teach and gather feedback from across the whole class. So, individual feedback was hard to see in this lesson as it was more group feedback. I think it was done well but not explicitly in relation to the continuum as an assessment tool for the purpose of giving feedback. His use of oral cues was good and he was encouraging. He knew what level the students were at, based on the previous assessment task. Which I thought highlighted once again the need for formal assessment to really know your kids and know that you are teaching at the correct level. I thought his use of questioning was good for prompting the kids and clarifying their understandings.

Q   So in terms of using the Framework as a tool for analysis, which of the 'Essential Elements' did you find it difficult to make judgements for and why?

A   Reflecting on Teaching and Learning was obviously difficult for us to look at, just in terms of the video because we didn't have the opportunity to discuss with the teacher how they assessed and we didn't have access to their records of assessment. So I didn't find that easy to assess or as relevant. Because we viewed just one lesson, I noticed that J used a lot of the language from the Writing continuum and R just used it in terms of the assessment task. There wasn't an explicit matching up of 'that response will place you at a level x on the continuum', which is what I would have expected having the rubric sitting right in front of me.

Q   So you would have liked to have drilled down into the students' learning a little more?

A   Yes, because as I said earlier, for both teachers these were lessons taken from within a series and that more explicit feedback may have been given in the lesson prior.

Q   How useful then did you find the (Foci) Elaborations?

A   I would have been lost without them. They were really helpful, especially in a situation where you have a group of teachers assessing and looking for the same evidence as part of a lesson observation. So, for me the Elaborations were definitely essential.

Q   So in the situation where you had five elaborations within one element, how did you come to make a decision as to how best to represent the teaching against the rubric?

A   Well that's where a little bit of subjectivity comes into it, but I used my professional judgement.

Q   But they completed the picture for you?

A   Yes, because the more detail the better to enable you to make an on balance decision.

Q   Were you easily able to distinguish between the different rubric levels (B/A/P/D) for each Essential Element?

A   I found it a little bit challenging because there was a little bit of subjectivity, but there again I think it would come with practice. It's almost like using the Writing continuum and our process for cross marking. So to ensure consistency, the more well practised and the more discussion that is had around the observations would generate more confidence in offering

accurate analyses against the Framework. As it can be a little uncomfortable assessing a colleague, you want it to be as accurate as possible.

Q   A number of participant s have made the connection between the Literacy process of cross marking student writing to make the assessments as objective and consistent as possible. In this context it would involve shared observation of one video and then focussed discussion around the placement of the elements within the teaching against the Professional Practice Standards rubric. It's an interesting theme that has been coming through to minimise the subjectivity you've alluded to.

A   Yes and there is a lot of cross over with assessing students. We need to have familiarity and confidence in our capacity to objectively assess and provide feedback to students and teachers. We have become so much better at collecting student samples and being able to have shared understandings as to what level 5 punctuation looks like, in relation to the Writing continuum criteria. We almost need to code and capture the video footage to be able to clearly demonstrate what Proficient teaching looks like in relation to the different elements within the Framework.

Q   As you analysed J and R's lessons, did you make connections with your own practice and if so, could you describe these?

A   J's lesson especially struck a cord with me in the way in which she presented her teaching. I talk and gesture with my hands and she did this also, which I think reflected a genuine passion for her subject and her heightened level of interest in what she was teaching. I was aware of that and enjoyed observing that. It also really highlighted the need to have real contexts for the development of literacy skills. Actually, putting those lessons next to each other I found that the Obama lesson was much more relevant and the kids were genuinely interested in the contemporary nature of the content. So having this real context meant that they were engaged and interested in the teaching because it was meaningful to them. It also reinforced the need to continually revise and revisit key language skills within different yet authentic contexts, with a view to being able to transfer them to these different contexts. So that was the biggest thing I got out of it in terms of my own practice.

Q   So have you trialled this within your new school setting this year?

A   No, only because I feel that the program here is very much thematic and it's based on integrated learning.   This term we are doing aboriginal culture and personal identity. I guess I am trying to integrate my English teaching into those contexts but not as explicitly as I was at BCC. By the same token, I have used the context of planting our vegetable garden to explicitly develop the style, structure and language features of procedural texts. We've also had some really good work around audience and purpose.

Q   In your setting now, have you been able to develop within the students the language of language (metalanguage) as part your commitment to developing their key literacy skills?

A   In this area I'm starting from scratch a little bit. There's a culture where we only use the one word for something whereas I like to talk about a procedure, hypothesis, aim and prediction. I'm trying to swap and change that language so that they can recognise that 'hypothesis' is the most appropriate word to use in science, but we make a 'prediction' in

maths. So the language has been a challenge for me because the vocabulary hasn't really been developed.

Q **Has this experience of analysing colleague's lessons, stimulated a desire for subsequent professional conversations? If so, about what?**

A The first thing I thought of was that it highlighted my naivety in comparing School A and School B (my last school and this one). In revisiting the Framework I firmly believe we need to carefully examine our assessment processes here at this school to provide appropriate tracking and to provide the teacher with information and direction in relation to delivering the curriculum. We also need to provide feedback to students in a uniform and structured way and information for parents in promoting accountability and responsibility for students and their learning. So I would really like to have some lengthy discussion around assessment and how we approach it. I know this happens in Years 7 and 8 but there doesn't seem to be anything filtering through to Year 5 and 6 within Middle School. We need to know what the approach is across Years 5 to 8; otherwise we will continue to operate in isolated pockets and quite independently. I'd also like to have discussion in relation to the philosophy behind assessment, as I don't want to assess just to see where they arrive at the end of the teaching and learning journey. I want to assess so that I really know my kids' abilities and I want them to be more aware of the learning process, including thinking and reflecting upon their own learning. So this experience has really directed me back to a position I've always held, in that assessment should be a tool for learning and used to inform teaching.

Q How would something like this (the Framework) sit as a tool for professional learning in your current context?

A I think it would provide a bit more of a focus. At the moment here, there are so many things going on – and the school is very generous in offering opportunities for support and PD. But as a consequence we have many different people grabbing onto different things and because we have the Positive Education going on it has really highlighted the need to focus on one or two things and get them right rather than try a piecemeal approach to many different things. So whilst I want to pursue the assessment pathway or track, my Year 5 teaching partner, wants to focus more on Positive Education. So whist we are passionate about different things, we need to be more focused on those elements that make the key difference for students. If we could tie down our focus we could then work together in the one direction and these sorts of Frameworks could certainly provide that sort of focus.

Q **Is there anything else that you would like to tell me about the experience of analysing lessons using the Teaching and Learning Framework?**

A I would be interested in undertaking further observations with the Framework but using some of the other elements.

Q So looking at other elements that you would find easier to observe and analyse?

A Yes, and maybe with a different focus to look at other instructional elements such as questioning for example. Then I could get feedback on my use of questions as part of my instructional strategies.

Q   How would you roll out the elements within the Framework as part of a focus on questioning?

A   They would have to be made familiar with how this works. The way it was explained to me was through the focus on Learning Intentions, which was an obvious place to start. Once staff were comfortable with that they could then choose to follow up other elements where they felt they needed support or some development. This would then give the teachers a little more ownership of their professional learning in and around their own teaching practice.

Q   Well thanks T for your very candid and open reflections on the process and I appreciate your involvement. Once I have conducted these interviews with all of the participants, we will then get together for a focus group discussion where I will try to draw out trends and insights for us to have an open dialogue in and around your experiences to complete this qualitative analysis. I will also have your analysis of the sample lessons against the framework for comparison with H's 'expert analysis'. So that we can come back to the research question as to how the use of a video-stimulated reflective process might affect the understanding of a Teaching and Learning Framework in a group of Middle School teachers. Thank you so much for your time today.

Appendix 17: Semi-structured Interview Data Coding

Note: in vivo codes have been *italicised* and themes have been CAPITALISED

1. **What do you consider to be the purpose of the Teaching and Learning Framework?**
   - BRIAN – reflection, analysis of strengths and weaknesses, improve performance, avoid complacency (*reflection/analysis/improvement*)=REFLECTION, ANALYSIS
   - TANIA – reflection, focus on lesson effectiveness and assessment, support lesson planning (*reflection/analysis/planning*)=REFLECTION, ANALYSIS
   - JAN – isolate critical elements of teaching, scaffold professional learning linked to these standards, deepen understanding of these elements, focussed feedback against best practice scale, considered judgement compared to impressionistic observation (*isolate critical elements/professional learning against same/objective feedback*)=FEEDBACK
   - JUDITH – structure to monitor teaching practice and offer valuable feedback on classroom teaching (*audit or monitor/feedback*)=FEEDBACK
   - MARK – help teachers to become better, incorporation of video to focus on structured lessons, supports teachers to come to know how to maximise student learning (*improvement/focus on lesson structure/maximise student learning*)=IMPROVEMENT
   - ROBERT – template for lesson analysis, judge current teaching performance, motivate improvement (*analysis/judge performance/improvement*)=INFORM, GUIDE PRACTICE
   - RICHARD – guideline for professional standards, tool for reflection and improvement (*professional standards/reflection/improvement*)=REFLECTION, INFORM, GUIDE PRACTICE
   - HEATHER – professional learning tool, set of principles reflecting the essence of good teaching practice, inform and guide the preparation of excellent teaching (pre-lesson) and guide reflection and evaluation regarding practice (post-lesson) – (*professional learning/standards/inform practice*)=INFORM, GUIDE PRACTICE

2. **Tell me about your experience analysing J and R's lessons using the Observation Record and the Professional Practice Standards rubrics (B/A/P/D).**
   - BRIAN – inexperience caused some confusion and challenge, wanted moderation as part of the process to reduce subjectivity (*confusion/challenging/moderation*)=MODERATION
   - TANIA – took it from student perspective, used positive practice as a resource or scaffold, prompted analysis of the quality of feedback and reflection on the importance of assessment (*student perspective/prompted reflection on feedback and assessment*)=REFLECTION
   - JAN – self analysis posed challenges as overly critical of self, video supports precision in reviewing practice as part of a fine-grained analysis, found it easier to analyse colleague, easier rating Beginning than judgements between A/P and D, tool remains a good one to make judgements re essentials of teaching (*self analysis issues/video offered fine-grained analysis*)=ANALYSIS

- JUDITH – inexperience in using T&LF caused challenge, issue of isolated judgements from just one lesson, wanted more knowledge of the tool (*challenging/inexperienced in using tool)=EXPERIENCE*
- MARK – process was enlightening, positive experience enabling uptake of some teaching strategies – in particular, how they generated student engagement (*enlightening/uptake of teaching strategies)=INFORM, GUIDE PRACTICE*
- ROBERT – inexperience using the T&LF caused challenge, framework very focussed for specific school context (BCC) structured lessons, performance criteria and learning intentions, confirmed focus on essential learnings (*inexperienced/challenge consistent focus within school/focus on essential learnings)=INFORM, GUIDE PRACTICE*
- RICHARD – challenge placing the teaching in specific levels, analysis created self reflection, critiquing others provided deeper understanding of the T&LF, prompted deeper level analysis (*challenge rating standards/self reflection/prompted deeper understandings)=REFLECTION, ANALYSIS*
- HEATHER – in situ and online analyses were consistent reflecting experience applying the T&LF (*consistent ratings based on experience with framework)=EXPERIENCE, ANALYSIS, FEEDBACK*

3. **Which of the 'Essential Elements' did you find it difficult to make judgements for and why?**
    - BRIAN – assessment elements 'against performance criteria on a learning continuum' students didn't contribute to its design, clarity of Learning Intentions – inconsistency of wording between Framework and Elaborations (*assessment against criteria/learning continuum)=PERFORMANCE CRITERIA*
    - TANIA – 'maintaining records of student progress against a Learning Continuum' as the video didn't provide evidence regarding teacher assessment records, required post lesson dialogue with the teacher (*reflection not visible from video)=VIDEO WEAKNESSES*
    - JAN - assessment elements 'against performance criteria on a learning continuum' how was the learning in the lesson to be assessed against the continuum, was there specific formative assessment evidence gathered? Black analogy 'chef tasting soup is formative, whereas, customer tasting soup is summative' (*how assessment evidence is gathered in the lesson)=ASSESSMENT*
    - JUDITH – hard to make judgements regarding assessment records, presumption that records kept outside of the classroom, issue with student v teacher generation of performance criteria (*access to assessment records/generation of criteria)=PERFORMANCE CRITERIA*
    - MARK - assessment elements 'against performance criteria on a learning continuum' difficulty grasping Framework language and the issue of students not contributing to the design of performance criteria, also 'monitoring of student learning against learning intentions' mentally or more obviously as records taken in the lesson (*students not contributing to design of criteria/evidence of feedback against intentions)=ASSESSMENT*

- ROBERT – clarity of learning intentions can be interpreted many different ways and required student interview in addition to lesson observation to make a judgement, questioning of the T&LF so as to make it even more clear and objective as to what students had learnt as a result of the teaching in a lesson; difficult to analyse 'student self assessment' (*learning intention clarity/self assessment*)=ASSESSMENT
- RICHARD – challenged by making judgements on those elements posing challenges in own teaching i.e. knowing what the element should look like and how to measure it at each of the four PPR levels; clarity of learning intentions linked to the language of the T&LF; assessment elements 'against performance criteria on a learning continuum' as for other participants, given the performance criteria is predetermined (*challenge by elements problematic in own practice/learning intention clarity/assessment against performance criteria*)=CHALLENGE OWN PRACTICE
- HEATHER – 'monitoring of student learning against learning intentions' mental storage v concrete portable recording of student learning; assessment elements 'against performance criteria on a learning continuum' as for other participants, given the performance criteria is predetermined (*monitoring storage and visibility of feedback/assessment against performance criteria predetermined*)=PERFORMANCE CRITERIA

4. **How useful did you find the (Foci) Elaborations?**
   - BRIAN – very useful starting point, gave some scope and understanding, still challenged by the analysis, some need modification and improvement (*generally useful/scope for some modification*)=SUPPORT TOOL
   - TANIA – lost without them, essential tool, extra detail to make on balance decisions to place the teaching (*essential/extra detail to make on-balance decisions*)=DIFFERENTIATION, MODERATION
   - JAN – provide essential differentiation, vehicle for moderation, impact of role and self in deliberations noted (*essential/differentiation vehicle for moderation*)=DIFFERENTIATION, MODERATION
   - JUDITH – really helpful, unable to assess without them, balanced view, enabled clear distinction between the elements (*helpful/clear distinction between ratings*)=OBJECTIVE ANALYSIS
   - MARK – good to use, free of jargon, could use them to analyse practice quite comfortably (*useful/jargon free/comfortable tool for analysis*)=ANALYSIS
   - ROBERT – extremely useful for a novice observer, objective guide, removed subjectivity (*useful/objective tool*)=OBJECTIVE ANALYSIS
   - RICHARD – very beneficial, further unpack and probe each element, outstanding in helping determine what practice should look like at each level or standard (*beneficial/probed each element/surfaced practice*)=DIFFERENTIATION, MODERATION
   - HEATHER – provide the rich detail needed to make on balance judgements regarding the rankings, promote consistency across rankings and observations/observers (*rich detail/balanced judgements/consistency/objectivity*)=SUPPORT TOOL

5. **Were you easily able to distinguish between the different rubric levels (B/A/P/D) for each Essential Element?**
   - BRIAN – lack of experience in using the tool as a factor in distinguishing between levels, focussed on assessment approach based on the use of the TLF, interpretation between levels caused him to examine formative v summative assessment practices in his own teaching (*difficulty due to lack of experience/examined own assessment practices)=EXPERIENCE*
   - TANIA – little challenging, would come with practice, ensure consistency through more discussion linked to observations of practice, suggested we capture and code video evidence to distinguish between elements (*some challenge/desire to use video exemplars)=VIDEO EXEMPLARS, INFORM, GUIDE PRACTICE*
   - JAN – err on the side of not being arrogant in her own self analysis, wanted to move beyond the video to question the teacher's decision making to make a definitive call, extremes of performance B and D were easier to identify, filtered through her own lens (*issues re own lens/limitations of video/rating of extremes)=VIDEO LENS, PERSONAL LENS*
   - JUDITH – difficulty at the top end of rubric differentiating between P and D, viewing of D as an absolute – hence didn't rate any teaching at this level, problem judging lessons in isolation (*difficulty rating Proficient as an absolute)=DIFFERENTIATION*
   - MARK – not too ambiguous, B easy to assess followed by a logical continuum performance, could see connections and differences between rating levels, takes you away from having to use 'gut feeling' (*some ambiguity/more objective re performance standards)=ANALYSIS*
   - ROBERT – not difficult as elaborations made the distinctions between levels clear, removed inconsistency due to hard marking or misinterpretation, you couldn't misinterpret the evidence (*clear distinctions/promoted consistency)=ANALYSIS, DIFFERENTIATION, MODERATION*
   - RICHARD – some wording caused some concern e.g. 'difference between focuses mostly on and focuses on', difficult to rate teaching as a fully Distinguished performance (*minor issues re wording/Distinguished as an absolute)=DIFFERENTIATION, MODERATION*
   - HEATHER – even with much experience observing lessons – times still present when it is not easy to distinguish between rubric levels, elaborations are essential at these times (*essential objective support tool)=DIFFERENTIATION, MODERATION*
6. **As you analysed J and R's lessons, did you make any connections with your own practice? Could you describe these?**
   - BRIAN – more links to areas for own development, rather than connections with what he's doing now; impressed with how they assessed learning, hints on homework monitoring, learnt more about pacing and momentum, connections to his own work in other subjects re the setting of assessment tasks (*development of self/video surfaced key strategies)=INFORM, GUIDE PRACTICE*
   - TANIA – connection with J re enthusiasm shown via gesturing and passion; highlighted the need to have real contexts for literacy development; Js lesson

informed her own practice; caused her to challenge some of the practices in her new setting (*connected with enthusiasm/challenged practice in a new setting*)=INFORM, GUIDE PRACTICE

- JAN – use of the TLF grounded Js analysis away from using her own lens; watching others, highlights elements within own practice; highlighted missed opportunities to gather formative assessment information 'tasting the soup' over the course of the lesson (*grounded analysis/surfaced missed opportunities in assessment*)=SHARED UNDERSTANDINGS, ANALYSIS
- JUDITH – separated her response, as for J she loved her enthusiasm and rated it as an important link to success in her own teaching, she had engagement that JT felt wasn't always a component of her own lessons. In terms of R, she connected with phases of instruction and mentioned 'noisy engagement' and student modelling of their learning; reflected on a need to develop metalanguage knowledge base herself and consequently, for her students (*identified with positive development opportunities/areas for development in own practice*)=SHARED UNDERSTANDINGS, ANALYSIS
- MARK – commented on what he saw as negatives (the use of laptops for part of Rs writing class) and positives in terms of Js classroom management and explicit instruction which he felt aligned with his own approaches (*highlighted alignment and non alignment with own practice*)=ANALYSIS, REFLECTION
- ROBERT – more focus was on the use of the TLF observation rubric to rate the teaching rather than compare it to his own approaches; learnt things from Js teaching related to the provision of varied forms of timely and focused feedback; emphasised difference in teaching styles; he observed that he had missed opportunities to clarify misunderstandings; consistency between his own ratings against the TLF and an earlier observation from HEATHER (*focussed on peer rating accuracy/missed opportunities to clarify student misunderstandings*)=OBSERVATION, REFLECTION, ANALYSIS
- RICHARD – connection to the timing of his own lessons to get the balance between instruction and application, reflection unearthed this as a different element from within the TLF; reflected on an apparent lack of visual stimulation within his lessons and a desire to develop his metalanguage to support his instruction in English classes (*connection to balance in own practice/areas for development*)=OBSERVATION, REFLECTION, ANALYSIS
- HEATHER – strong links between observation and own practice, analyses every teaching decision and move in terms of own situations; quest for excellent teaching as a high priority and observation serves as extremely valuable avenue to professional learning (*impact of observations on own professional learning and practice*)=SHARED UNDERSTANDING, LEARNING

7. **Has this experience of analysing your colleague's lessons, stimulated a desire for subsequent professional conversations? If so, about what?**
   - BRIAN – wants to talk to colleagues more often to share ideas and techniques so as to achieve more in the classroom, observation process one of the best resources we have, more explicit links to those instructional strategies that have impacted positively on student learning so as to develop

instructional consistency across classes (*more collaboration/capture effective instructional strategies*)=INFORM, GUIDE PRACTICE

- TANIA – gave a point of reference for comparing professional learning in two different schools – in particular, deficiencies in assessment as identified within the TLF, created discomfort in the new setting in terms of a lack of intensity and desire to use assessment to inform teaching, missing opportunities to use the TLF to focus improvement efforts within her new school (*school comparison/lack of intensity and commitment to a competency framework*)=MISSED OPPORTUNITY, LEARNING

- JAN – critical to continue to endeavour to have all staff understand all Essential Elements within the TLF and recognise the difference between the four Professional Practice Standards as points of progress and to engage in self analysis as well as accurate observation of others – then we would be a much better organisation; continuing conversations need to occur in and around what the TLF means for day to day practice in classrooms (*continued development of staff understanding of TLF/promote self analysis/objective feedback/links to day to day practice*)=SHARED UNDERSTANDING, INFORM, GUIDE PRACTICE

- JUDITH – reticent due to the fact that she found it difficult to observe others, brave big thing for teachers to do; keen to schedule pre and post lesson discussions to get more understanding of lesson context ; sense some scepticism as to the value of the process (*difficulty observing peers*)=VIDEO ISSUE

- MARK – interested in using the TLF to further enhance professional learning and discussion in and around applying the Professional Practice Standards to his own and the work of other teachers, wished to develop his work in and around feedback and assessment, further explore video as a reflective tool to analyse the types and quality of assessment feedback given to students (*enhance professional learning further/extend video reflection to audit assessment*)=ANALYSIS, INFORM, GUIDE PRACTICE

- ROBERT – stimulated to develop his capacity to integrate visual aids into his teaching based on one of the research lessons (*prompted change to practice*)=GUIDE PRACTICE

- RICHARD – can't ever have enough conversation about teaching, to improve – observation and subsequent discussions are among the best forms of professional development you can have, greatest benefits I've derived from my teaching have come from these frameworks, wants to have more observations linked to his own areas for development (*best form of professional learning/contributes to refinement of understanding of practice*)=ANALYSIS, REFLECTION, LEARNING

- HEATHER – privilege of having many conversations related to the TLF, conversations contribute to the ongoing development, refinement and understanding of the framework elements – it needs to remain, fluid, dynamic, responsive and adaptive; continuing professional conversations will increase and ensure awareness, understanding and contribution (*power of conversation/develops and refines understanding of TLF elements*)=SHARED UNDERSTANDINGS, REFLECTION, INFORM, GUIDE PRACTICE

8. **Is there anything else you would like to tell me about the experience of analysing lessons using the Teaching and Learning Framework?**

- BRIAN – challenging to mark using the TLF, still interested in a moderation process in addition to the valuable elaborations=*MODERATION*
- TANIA – would like to undertake further observations focusing on some of the other elements that may be easier to observe and analyse e.g. questioning linked to Learning Intentions=*GUIDE PRACTICE*
- JAN - more time needs to be dedicated to overlaying the TLF with models like Lesson Study to enhance professional learning and improve student learning=*PROMOTE LEARNING*
- JUDITH – learnt a lot from the experience and is of value if used correctly – benefit from it if used in the right way as an opportunity for growth and professional learning=*LEARNING, GUIDE PRACTICE*
- MARK – struggled to be able to analyse and capture many different elements at the same time, wanted to 'sit in' to get an even greater sense of the engagement and participation of the students, wanted more cameras to see students' reaction to the instruction=*VIDEO LIMITATIONS*
- ROBERT – the TLF is something that all teachers should know about, could use more video excerpts as part of professional learning days to stimulate reflection upon the essential elements; my own understanding of the critical importance of Learning Intentions has been enhanced through the TLF, observations and professional learning workshops; helped me to develop focus, clarity and feedback against performance criteria; provides in-depth focused study of practice=*SHARED UNDERSTANDING, ANALYSIS, REFLECTION, GUIDE PRACTICE*
- RICHARD – by using the TLF you can sharpen up assessment, design a learning intention for each and every class, gather evidence linked to the achievement or otherwise in every single class – that's close to the ideal world!=*INFORM, GUIDE PRACTICE*
- HEATHER – framework in tandem with video data provide new avenues for teachers and schools to engage in rigorous, serious, observation and analysis of classroom teaching to support and improve teaching and learning=*ANALYSIS, REFLECTION, GUIDE PRACTICE, MODERATION, DIFFERENTIATION*

Appendix 18: Participant Analysis of JAN's lesson on – 2007 Observation Record

Teacher ID:		Class ID:		Date:		Time:
Learning Area:				Focus/Topic:		
Sequence of lesson in unit:				Notes:		

ESSENTIAL ELEMENTS	B	A	P	D	COMMENTS
PLANNING FOR TEACHING & LEARNING					
Learning Intentions					
- connection to sequence of important learning			JAN JUDITH	BRIAN ROBERT TANIA RICHARD HEATHER MARK	
- clarity			JAN TANIA JUDITH	BRIAN ROBERT RICHARD HEATHER MARK	
Coherence of Teaching Plan					
- learning activities			JAN MARK JUDITH	BRIAN ROBERT TANIA RICHARD HEATHER	
Selection of Assessment Methods					
- congruence with learning intentions					(See 2008 Observation Record Sheet)
- performance criteria on a learning continuum					

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

TEACHING & LEARNING: FEEDBACK & ASSESSMENT				
Monitoring of Student Learning Against the Learning Intentions				

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Appendix 19: Participant Analysis of JAN's lesson on – 2008 Observation Record

Teacher ID:		Class ID:			Date:			Time:
Learning Area:					Focus/Topic:			
Sequence of lesson in unit:					Notes:			

ESSENTIAL ELEMENTS	B	A	P	D	COMMENTS
PLANNING FOR TEACHING & LEARNING					
Selection of Assessment Methods					
- congruence with learning intentions			JAN TANIA JUDITH	BRIAN ROBERT RICHARD HEATHER MARK	
- performance criteria on a learning continuum		JAN JUDITH	BRIAN TANIA RICHARD	ROBERT HEATHER MARK	
TEACHING & LEARNING: FEEDBACK & ASSESSMENT					
Monitoring of Student Learning Against the Learning Intentions			JAN HEATHER MARK JUDITH	BRIAN ROBERT TANIA RICHARD	
Feedback to Students			JAN TANIA MARK JUDITH	BRIAN ROBERT RICHARD HEATHER	
Assessment					

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

- against performance criteria on a learning continuum	JUDITH	JAN	BRIAN ROBERT TANIA HEATHER MARK RICHARD	
- student self-assessment & monitoring of progress	JUDITH	JAN	BRIAN TANIA	ROBERT MARK RICHARD HEATHER
REFLECTING ON TEACHING & LEARNING				
- Maintaining Records of Student Progress Against a Learning Continuum	JUDITH		BRIAN JAN TANIA HEATHER	ROBERT RICHARD MARK

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Appendix 20: Participant Analysis of ROBERT's lesson on – 2007 Observation Record

Teacher ID:	Class ID:	Date:	Time:
Learning Area:		Focus/Topic:	
Sequence of lesson in unit:		Notes:	

ESSENTIAL ELEMENTS	B	A	P	D	COMMENTS
PLANNING FOR TEACHING & LEARNING					
Learning Intentions					
- connection to sequence of important learning		BRIAN TANIA	ROBERT JAN RICHARD MARK JUDITH	HEATHER	
- clarity		BRIAN ROBERT TANIA HEATHER MARK	JAN RICHARD JUDITH		
Coherence of Teaching Plan					
- learning activities		ROBERT JAN TANIA RICHARD	BRIAN HEATHER MARK JUDITH		
Selection of Assessment Methods					
- congruence with learning intentions					(See 2008 Observation Record Sheet)
- performance criteria on a learning continuum					

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

TEACHING & LEARNING: FEEDBACK & ASSESSMENT				
Monitoring of Student Learning Against the Learning Intentions				

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Appendix 21: Participant Analysis of ROBERT's lesson on – 2008 Observation Record

Teacher ID:	Class ID:	Date:	Time:
Learning Area:		Focus/Topic:	
Sequence of lesson in unit:		Notes:	

ESSENTIAL ELEMENTS	B	A	P	D	COMMENTS
PLANNING FOR TEACHING & LEARNING					
Selection of Assessment Methods					
- congruence with learning intentions		BRIAN TANIA	ROBERT JAN RICHARD HEATHER MARK JUDITH		
- performance criteria on a learning continuum		ROBERT TANIA MARK	BRIAN JAN RICHARD JUDITH	HEATHER	
TEACHING & LEARNING: FEEDBACK & ASSESSMENT					
Monitoring of Student Learning Against the Learning Intentions	TANIA	BRIAN JAN MARK	ROBERT RICHARD HEATHER JUDITH		
Feedback to		JAN	BRIAN		

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

	B	A	P	D	
Students		TANIA MARK	ROBERT RICHARD HEATHER JUDITH		
Assessment					
- against performance criteria on a learning continuum	TANIA		BRIAN ROBERT JAN MARK JUDITH	RICHARD HEATHER	
- student self-assessment & monitoring of progress		BRIAN ROBERT JAN TANIA MARK HEATHER JUDITH	RICHARD		
REFLECTING ON TEACHING & LEARNING					
- Maintaining Records of Student Progress Against a Learning Continuum	JUDITH	BRIAN TANIA MARK	ROBERT JAN RICHARD HEATHER		

B = Beginning   A = Approaching Proficient   P = Proficient   D = Distinguished

Appendix 22: Jan's Lesson Plan		
ELO/TOPIC: Grammar – analysing texts in context	**Level: Y9**	**Date: 11 November 08 #16**
LEARNING INTENTION/S – posed as a 'big' question/s or a clear statement of what students will know and be able to do as a consequence of the teaching.	**Materials/Preparation**	
Students will demonstrate their ability to use the grammatical metalanguage appropriately when analysing Obama's acceptance speech and identify and analyse a range of discourse and stylistic features of this text. Metalinguistic terms to be used throughout the lesson: Phrases and clauses: Sentence structures – simple, compound, complex, compound-complex Word classes: Pronouns, conjunctions, verbs [active and passive voice] Discourse level: semantic field, repetition, antonymy, grammatical parallelism, alliteration, metaphor [new to T3 King Island students]	o Obama acceptance speech o Obama's speech – linguistic analysis	
TEACHING STRATEGIES & QUESTIONS SELECTED TO INITIATE STUDENT THINKING AND TO ADDRESS MISCONCEPTIONS **What specific teaching strategies have you selected to best facilitate the learning intention/s? What are the key questions you will pose to students to scaffold their progress towards the learning intention/s?**	**ASSESSMENT AND FEEDBACK DETAILS** **What would evidence of student progress towards the learning intention/s look like? How will the feedback to students be provided, and what feedback is required to ensure learning?**	
Language users make choices. Texts are packaged in particular ways to align with the purpose, the audience and the context of the communication. Barack Obama's acceptance speech was carefully crafted to create a powerful impact upon his audience. Every word; every idea; every placement of every word; every punctuation mark; every sentence was *chosen* for a particular purpose. Our knowledge of grammar helps us to understand those choices. 8 minutes of Barack Obama's acceptance speech…. Guide questions – linguistic analysis Using their knowledge of word classes, clauses and other stylistic/literary discourse features, students will work through Obama's speech in sections. o 1.58 – 4.06: Qs 1, 2 and 3 re: sentence structures; stylistic/literary discourse features o 9.15 – 10.35: Q 4 re: Pronoun usage	Students will need to demonstrate that they can identify and label the following grammatical features: o Voice – passive and active o Semantic field o Antonymy o Grammatical parallelism o Repetition NB: T3 King Island students have not undertaken work on these features and will need to be supported as they negotiate these new concepts and demonstrate their ability to identify and explain their use in context. Student will demonstrate progress by being able to use the metalanguage to describe particular features of the speech. As evidenced by the revision of word classes and phrases and clauses, these elements have to be revisited on a regular basis – these students have	

	been explicitly studying grammar for at least 3 years, but their ability to readily recall terms, provide examples or identify them in context was somewhat unimpressive… and these are exceptional students.

o Q5 re: stylistic/literary discourse feature, sentence structure

o 13.38 – 18.31: Qs 6, 7 and 8 re: Voice, stylistic/literary discourse features

Q1:
Reconnect with clause structures [sentence structures]
A sentence is a grammatical construction that makes sense on its own.
VERBS are critical in identifying clauses.
A **simple sentence** contains just one clause; it has only one finite verb and is described as a main clause.
A **compound sentence** contains two or more simple sentences [therefore, two or more verbs] linked by a coordinating conjunction. Each clause in a compound sentence carries equal weight and makes sense on its own.
A **complex sentence** contains one main clause and one or more subordinate or dependent clauses. A subordinate clause does not make sense standing on its own.
A **compound-complex sentence** contains both coordination and subordination.

Analysing a sentence
1. underline the verbs in the sentence
2. identify the main lexical verb(s) and mark the main clause(s)
3. label the clause elements
4. identify the subordinate clauses
5. identify the type of subordinate clause by identifying the word class of the first word

Students will be required to complete the annotations for submission – the progress they have made towards the learning intention will be measured by their success in identifying the particular linguistic features.

HOMEWORK **25 minutes**	**DIRECTION FOR NEXT LESSON** **Based on your reflection, what will be the focus of the next lesson for these students?**
Spelling and vocab for Week 6; Skillworks #34 Recitations – Wednesday and Friday of this week	*Romeo and Juliet* – Act IV

Appendix 23: Robert's Lesson Plan	
ELO/TOPIC:Writing Poetry Author: GILRLevel: 6 Date: 06/05/2008	
LEARNING INTENTION/S – posed as a 'big' question/s or a clear statement of what students will know and be able to do as a consequence of the teaching.	**Materials/Preparation**
General Objective To make vocabulary choices to suit appropriate writing style To experiment with and expand your personal repertoire of working vocabulary. **Specific Objective** To use effective vocabulary in a poem To have a large knowledge database of vocab specifically for their next AT1.	PowerPoint Presentation Prepared word document highlighting vocab on the continuum Student steps document Examples of poetry Images taken from their History resources. Writing books (students)
TEACHING STRATEGIES & QUESTIONS SELECTED TO INITIATE STUDENT THINKING AND TO ADDRESS MISCONCEPTIONS **What specific teaching strategies have you selected to best facilitate the learning intention/s? What are the key questions you will pose to students to scaffold their progress towards the learning intention/s?**	**ASSESSMENT AND FEEDBACK DETAILS** **What would evidence of student progress towards the learning intention/s look like? How will the feedback to students be provided, and what feedback is required to ensure learning?**
Lesson Introduction Students sitting in their seats, ask for answers to homework question. *What makes vocabulary effective in poetry?* Put up the word document Showing VOCAB on the continuum, ask the students to differentiate in their own words, keeping in mind each others responses to the homework question. Make sure students understand the difference between each statement.. Read out some examples and ask them where they would place it on the vocab continuum. Read some examples of poetry to the students that are obviously different. Say where they would place each one. Ask what was particularly good about the vocab on the second one. **Lesson Exploration:** Have the students explain what they have been studying in History about	Anecdotal notes of participation through discussion of homework page. Marking onto homework sheet successful completion of the task or not, gauge high, medium and low by responses. Students provided with ongoing oral feedback throughout discussion. Ensure students (Linus, Liam, Marah, Tom K and Grace) are involved in the discussion to reassure me that they understand differences. Anecdotal notes on understanding of material covered in History. This as a

explores and Aztecs Read Hernan Cortes poem to class asking them to write down specific vocab that relates to the Aztecs *Ripped out hearts* *Ate victims flesh* *Killed with sticks and stones* **In groups have the students Brainstorm as many words that they can think about images of Aztecs that are displayed on the whiteboard.** **In groups have the students Brainstorm as many words that they can think about images of Christopher Columbus that are displayed on the whiteboard.** Leave all the words up on the board so students can use them as a reference point. Encourage them to use other words, but they are there to help the struggling workers. Explain students need to go back onto the shadow poetry website and have a chosen poem type. Ensure they stick to the formula of the poem and put in as many descriptive words as they can about the Aztecs or explorers. **Conclusion** Have students read out their examples with the writing continuum back up on the whiteboard and ask what they achieved. Plus did they achieve the learning Intentions for the lesson in their poem. If time students are to write another poem using a formula which they create themselves	learning mentor of the group also gives me a great insight as to how they are doing in other subjects. Observation of written notes taken on the poem as well as brainstorming list. Assess student's work walking around the room and asking them to explain what they have written. Base notes of who is relying on the words as to those that are using them as a springboard. Anecdotal notes Ongoing verbal feedback to ensure students get ideas from each other and to understand where a piece would sit on the continuum.
HOMEWORK	**DIRECTION FOR NEXT LESSON** **Based on your reflection, what will be the focus of the next lesson for these students?**

Appendix 23: Robert's Lesson Plan	
ELO/TOPIC:Writing Poetry Author: GILR**Level: 6 Date:** 06/05/2008	

LEARNING INTENTION/S – posed as a 'big' question/s or a clear statement of what students will know and be able to do as a consequence of the teaching.	**Materials/Preparation**
General Objective To make vocabulary choices to suit appropriate writing style To experiment with and expand your personal repertoire of working vocabulary. **Specific Objective** To use effective vocabulary in a poem To have a large knowledge database of vocab specifically for their next AT1.	PowerPoint Presentation Prepared word document highlighting vocab on the continuum Student steps document Examples of poetry Images taken from their History resources. Writing books (students)
TEACHING STRATEGIES & QUESTIONS SELECTED TO INITIATE STUDENT THINKING AND TO ADDRESS MISCONCEPTIONS **What specific teaching strategies have you selected to best facilitate the learning intention/s? What are the key questions you will pose to students to scaffold their progress towards the learning intention/s?**	**ASSESSMENT AND FEEDBACK DETAILS** **What would evidence of student progress towards the learning intention/s look like? How will the feedback to students be provided, and what feedback is required to ensure learning?**
Lesson Introduction Students sitting in their seats, ask for answers to homework question. *What makes vocabulary effective in poetry?* Put up the word document Showing VOCAB on the continuum, ask the students to differentiate in their own words, keeping in mind each others responses to the homework question. • Make sure students understand the difference between each statement.. Read out some examples and ask them where they would place it on the vocab continuum. Read some examples of poetry to the students that are obviously different. Say where they would place each one. Ask what was particularly good about the vocab on the second one. **Lesson Exploration:** Have the students explain what they have been studying in History about	Anecdotal notes of participation through discussion of homework page. Marking onto homework sheet successful completion of the task or not, gauge high, medium and low by responses. Students provided with ongoing oral feedback throughout discussion. Ensure students (Linus, Liam, Marah, Tom K and Grace) are involved in the discussion to reassure me that they understand differences. Anecdotal notes on understanding of material covered in History. This as a

explores and Aztecs Read Hernan Cortes poem to class asking them to write down specific vocab that relates to the Aztecs *Ripped out hearts* *Ate victims flesh* *Killed with sticks and stones* **In groups have the students Brainstorm as many words that they can think about images of Aztecs that are displayed on the whiteboard.** **In groups have the students Brainstorm as many words that they can think about images of Christopher Columbus that are displayed on the whiteboard.** Leave all the words up on the board so students can use them as a reference point. Encourage them to use other words, but they are there to help the struggling workers. Explain students need to go back onto the shadow poetry website and have a chosen poem type. Ensure they stick to the formula of the poem and put in as many descriptive words as they can about the Aztecs or explorers. **Conclusion** Have students read out their examples with the writing continuum back up on the whiteboard and ask what they achieved. Plus did they achieve the learning Intentions for the lesson in their poem. If time students are to write another poem using a formula which they create themselves	learning mentor of the group also gives me a great insight as to how they are doing in other subjects. Observation of written notes taken on the poem as well as brainstorming list. Assess student's work walking around the room and asking them to explain what they have written. Base notes of who is relying on the words as to those that are using them as a springboard. Anecdotal notes Ongoing verbal feedback to ensure students get ideas from each other and to understand where a piece would sit on the continuum.
HOMEWORK	**DIRECTION FOR NEXT LESSON** **Based on your reflection, what will be the focus of the next lesson for these students?**

Appendix 24: Heather's Expert Analysis of Jan's Lesson (Teaching & Learning Framework – 2007 Observation Record)

Teacher ID: Jan	Class ID: Y9	Date: 11-11-08	Time: P2
Learning Area: LI		Focus/Topic: Grammar – Analysing Texts in Context	
Sequence of lesson in unit:		Notes: Remembrance Day Silence observed at 11.00 am	

ESSENTIAL ELEMENTS	B	A	P	D	COMMENTS
PLANNING FOR TEACHING & LEARNING					
Learning Intentions					
-connection to sequence of important learning				√	Connections to a sequence of important learning were made obvious through the lesson. Focus was on important deep conceptual learning, understanding topics in depth, the big ideas of the subject and the structure of the discipline.
-clarity				√	The LIs were clear, narrow, tight and specific to this lesson. They stated what students will learn as a result of engagement in the instruction and they suggested viable assessment techniques.
Coherence of Teaching Plan					
-learning activities				√	The selected activities were highly suitable to the LIs and the students. The sequence of instruction was logical and appeared to be engaging and appropriately challenging. Activities encouraged thinking, anaysis, problem-based learning and depth of learning.
Selection of Assessment Methods					
-congruence with learning intentions					(See 2008 Observation Record Sheet)
-performance criteria on a learning continuum					
TEACHING & LEARNING: FEEDBACK & ASSESSMENT					
Monitoring of Student Learning Against the					

Learning Intentions					

B = Beginning A = Approaching Proficient P = Proficient D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

January 2008

Appendix 25: Heather's Expert Analysis of Jan's Lesson (Teaching & Learning Framework – 2008 Observation Record)

Teacher ID: Jan	Class ID: Y9	Date: 11-11-08	Time: P2
Learning Area: LI		Focus/Topic: Grammar – Analysing Texts in Context	
Sequence of lesson in unit:		Notes: Remembrance Day Silence observed at 11.00 am	

ESSENTIAL ELEMENTS	B	A	P	D	COMMENTS
PLANNING FOR TEACHING & LEARNING					
Selection of Assessment Methods					
-congruence with learning intentions				√	Selected assessment tools would enable important information about LI to be elicited. Planning indicates responsiveness to the learning needs of individual students and groups of students.
-performance criteria on a learning continuum				√	The discussion and modeling of performance criteria were woven through the lesson design. Expectations were clearly set and reinforced. Strategies for producing high performance were thoroughly examined.
TEACHING & LEARNING: FEEDBACK & ASSESSMENT					
Monitoring of Student Learning Against the Learning Intentions			√		The progress of individual students was monitored actively, and diagnostic information was collected from individuals regarding their understanding. Tasks and questions were designed to evoke aspects of understanding. (*Note -uncertain whether records of important information were completed (check).
Feedback to Students				√	Feedback for students appeared focused, useful and timely. Students made obvious use of the feedback provided as they worked on tasks during the lesson.
Assessment					
-against performance criteria on a learning continuum			√		Opportunities were provided throughout the lesson for students to be fully aware of the criteria for high performance. (**Note – possible problem with the T&L FW criteria and elaborations regarding students contributing to the development of performance criteria – propose modifications?)
-student self-assessment & monitoring of progress				√	Student comments and questions indicated frequent monitoring of the quality of their work. They initiated questions and made active use of feedback and assessments in their learning.
REFLECTING ON TEACHING & LEARNING					

-Maintaining Records of Student Progress Against a Learning Continuum				

B = Beginning A = Approaching Proficient P = Proficient D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

Appendix 26: Heather's Expert Analysis of Robert's Lesson (Teaching & Learning Framework – 2007 Observation Record)

Teacher ID: Robert	Class ID: Y6	Date: 06-05-08	Time: P2
Learning Area: LI		Focus/Topic: Writing – Narrative Poetry	
Sequence of lesson in unit:		Notes:	

ESSENTIAL ELEMENTS	B	A	P	D	COMMENTS
PLANNING FOR TEACHING & LEARNING					
Learning Intentions					
-connection to sequence of important learning				√	Connections were made to sequences of important learning in Literacy and in related disciplines (HI). Focus was on important deeper conceptual learning and on understanding topics in depth. Big ideas with respect to Writing were focused on throughout the lesson.
-clarity		√			The LIs were moderately clear and some were stated as student learning. An additional LI could have been included to indicate the emphasis on student understanding that was obvious throughout the lesson. See notes on lesson plan.
Coherence of Teaching Plan					
-learning activities			√		The learning activities appeared suitable for the students and LIs. They represented significant cognitive challenge and there was some evidence of differentiation for students in the design of tasks. Activities emphasized thinking, encouraged depth and permitted student choice.
Selection of Assessment Methods					
-congruence with learning intentions					(See 2008 Observation Record Sheet)
-performance criteria on a learning continuum					
TEACHING & LEARNING: FEEDBACK & ASSESSMENT					

Monitoring of Student Learning Against the Learning Intentions					

B = Beginning A = Approaching Proficient P = Proficient D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, & VIT Professional Standards 2007

Appendix 27: Heather's Expert Analysis of Robert's Lesson (Teaching & Learning Framework – 2008 Observation Record)

Teacher ID: Robert	Class ID: Y6	Date: 06-05-08	Time: P2
Learning Area: LI		Focus/Topic: Writing – Narrative Poetry	
Sequence of lesson in unit:		Notes:	

ESSENTIAL ELEMENTS	B	A	P	D	COMMENTS
PLANNING FOR TEACHING & LEARNING					
Selection of Assessment Methods					
-congruence with learning intentions			√		Assessment tools selected could elicit some important information about the intended learning. Planning indicates responsiveness to the learning needs of students determined by prior (and future) assessments.
-performance criteria on a learning continuum				√	Specific performance criteria were modelled and discussed and strategies for producing high performance were examined thoroughly.
TEACHING & LEARNING: FEEDBACK & ASSESSMENT					
Monitoring of Student Learning Against the Learning Intentions			√		Obvious monitoring of the progress of students throughout the lesson. Tasks set and questions asked evoked aspects of understanding. Applied some procedures to pinpoint students' strengths and problems.
Feedback to Students			√		Feedback provided appeared to be focused, of high quality and timely.
Assessment					
-against performance criteria on a learning continuum				√	Students had many opportunities throughout the lesson to become aware of the performance criteria and to analyse writing examples using the criteria.
-student self-assessment & monitoring of progress			√		Students were encouraged to assess and monitor the quality of their own work against the performance criteria, and to make use of this in their learning.
REFLECTING ON TEACHING & LEARNING					

-Maintaining Records of Student Progress Against a Learning Continuum				

B = Beginning A = Approaching Proficient P = Proficient D = Distinguished

Adapted from Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, VIT Professional Standards 2007

Appendix 28: Focus Group Question Prompts

Research question: How does the use of a video-stimulated reflective process affect the understanding of a Teaching and Learning Framework in a group of Middle School Literacy teachers?

1. How would you respond to the research question from your own perspective?
2. In terms of your own understanding of the Teaching and Learning Framework, describe the impact of the video component on the reflective process.
3. Given the opportunity to apply your understanding to the viewing and analysis of Jan's and Robert's lessons, what conclusions did you come to regarding the level of understanding required to provide objective feedback against the Teaching and Learning Framework?
4. During the research and beyond, what impact has the T&LF had on your own classroom practice?
5. In regard to the research process you have been involved in, which elements contributed to your professional learning in a positive way? Which elements had a negative impact on your professional learning?
6. What elements/aspects of your teaching have you reviewed or changed as a direct result of your exposure to the Teaching and Learning Framework?
7. How would you best incorporate the use of the Teaching and Learning Framework in the professional learning programs offered to the staff?
8. Based on your own professional deliberations and conversations, how would you describe the level of understanding of the Teaching and Learning Framework at the time of the research?

Appendix 29: Focus Group Question Responses

Research question: How does the use of a video-stimulated reflective process affect the understanding of a Teaching and Learning Framework in a group of Middle School Literacy teachers?

How would you respond to the research question from your own perspective?

- time to reflect/understand TLF/what does it looks like in each lesson
- provided distance and space to clarify thinking/focussed, disciplined time to observe things differently/critical tool
- time to rewind and review whilst taking observational notes/necessary distance
- challenging due to inability to ask clarifying questions pre and post lesson
- some limitations regarding the video – cameras can't capture fine-grained elements such as student knowledge/reactions
- elaborations supported reflective thinking
- video couldn't capture some elements – atmosphere and momentum
- classrooms are multi-dimensional, whereas video is just one lens
- suggested having the observer in the room to undertake the analysis – then use video as a clarification tool
- would expose gaps in teaching for one participant located in another setting and promote shared goals/no tool or forum to generate professional learning discussions in and around teaching practice

In terms of your own understanding of the Teaching and Learning Framework, describe the impact of the video component on the reflective process.

- understanding of the TLF comes from trying to apply it – you use it when it laid over a video to make a judgment, then it comes alive/you come to terms with the TLF because you have to apply it to that 'teaching moment in time' as captured on the video recording
- slightly apprehensive, non-traditional method/ put it out of your mind, you don't know what it looks like until you jump in/some teachers on the defensive; however, there is no ill intent linked to its use – it's there to support our teaching and learning
- takes me back to my pre-service teaching days and having another presence in the room/video initial anxiety and apprehension is overcome when you sit down and go through your own reflective process – it builds understanding of the TLF and your teaching on the whole
- video analysis is not a negative/we don't always enjoy it but we know it is so good for our professional learning/it helps us step over the notion of the classroom as the centre for private practice
- challenging to have the video initially but you do get used to it/it's part of growing up, hearing your own voice recorded for the first time/it puts you under a spotlight – the same as having an interview or other life experiences
- source of reflection on one's own teaching and as a resource for other teachers

- can be daunting in the early stages and this should be acknowledged
- excerpts must be carefully selected and lifted from teaching episodes to take the tediousness out of some of the viewing
- provides opportunity to review and reflect on one key element at a time rather than several

Given the opportunity to apply your understanding to the viewing and analysis of Jan and Robert's lessons, what conclusions did you come to regarding the level of understanding required to provide objective feedback against the Teaching and Learning Framework?

- committed to devoting the extra time to develop my understanding of the TLF using the elaborations/reflections on my own lessons aligned closely with a recent observation undertaken by Dr Heather – her comments were lifted from the elaborations which helped with the objectivity
- having received feedback it prompted you to explore the elaborations to frame accurate feedback for colleagues
- importance of having elaborations to scaffold what the next level in the Professional Practice Standards (PPS) looks like
- to use the TLF properly, you need a deep working knowledge and in order to be objective you need to have shared understandings
- always going to be problematic being objective as we filter our observations, reflections, through a particular lens – elaborations keep us tied to the TLF and its elaborations
- a lot to focus on in one lesson – clarify what the PPS levels look like via professional learning in relation to the levels in the PPS to be focused on

During the research and beyond, what impact has the T&LF had on your own classroom practice?

- it has been extremely valuable to target a small number of key elements and aspects to develop shared understandings and to develop our own practice in relation to these – we've used this model to focus our teaching on one or two key aspects within the Writing continuum
- strong alignment in the research lessons between peer ratings of Learning Intentions where the professional learning had been focused
- critical audit of our own practice, especially in relation to the balance between formative and summative assessment practices
- helps you to focus on making explanations as explicit as possible/helped to really define what you wanted students to know and be able to do in each class/constant reminder as to what is important in the design and delivery of every lesson
- huge potential (lost some momentum in 09) – lower profile as frameworks of responsibilities occupied an increased focus
- minimal impact for one participant now in another school setting/different priorities and little reflection on teaching/ emphasis more on building relationships, rather than building teacher capacity

In regard to the research process you have been involved in, which elements contributed to your professional learning in a positive way? Which elements had a negative impact on your professional learning?

- all positive to have everything out there/it aligns with a true sense of what it is to engage in professional practice/ you need to be open to this of reflection, analysis and feedback to ensure that our practice is of an acceptable standard/ no one is out there to attack you in this process
- entire process contributed to my learning/ I was forced to articulate my thinking about certain aspects and this can be really good for you/ in surfacing this thinking it leads to deeper reflection upon my own practice
- analysis of the lessons enabled me to see alternative pathways and approaches to constructing the learning within a lesson linked to the same learning intention/ the process allowed us to see different personalities and discuss their classroom work in relation to the TLF

What elements/aspects of your teaching have you reviewed or changed as a direct result of your exposure to the Teaching and Learning Framework?

- much more focused on learning intentions and referring back to them during the lesson to show explicitly, the type of learning (or level) required/ this was an area of practice I really needed to work on as it helps to give each lesson, meaning
- formative assessment
- lesson timing and pace in relation to the concepts being taught
- use of visual stimuli
- clear elaboration of and access to, performance criteria

How would you best incorporate the use of the Teaching and Learning Framework in the professional learning programs offered to the staff?

- capturing of video excerpts as TLF exemplars
- use research to isolate key elements which have an impact on teacher and student learning
- gather staff input as to how best to incorporate the selected elements into professional learning programs, then use video to identify staff members who do this well and capture these snippets as references for others
- using and sharing expertise a bit more in subject meetings
- support staff to see what the PPSs look like to provide solid evidence as to what to aspire towards
- the best professional learning you can do involves observing, discussing and unpacking real teaching practice
- embed it in professional learning programs currently in place e.g. English Collaboratives, modelled master lessons and demonstration lessons
- should be a consistent element within Staff Conference Professional Learning Days to keep it moving forward and to develop shared understandings

Based on your own professional deliberations and conversations, how would you describe the level of understanding of the Teaching and Learning Framework at the time of the research?

- my understanding was not great – the elaborations really helped me to move through the process
- my knowledge was limited, but grew quickly as I was involved in its use and developed shared understandings through the video and elaborations
- we still need to develop our understandings as to what really differentiates between the teach at the four PPSs – once this is established, staff can be invited to present their own video excerpts, representative of some of the different standards