

# *Professionalisme!*

## Exploring standards for teaching and learning



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# Think globally – act locally

■ GLOBAL – me



■ LOCAL – you



■ Personal stance – *posisi Anda* - us



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# Outline of presentation

## A 'GLOBAL' VIEW:

global



1. The nature of educational standards
2. Learning standards
3. Teaching standards
4. Personal professional teacher standards

national



posisi Anda



# Educational standards



- **Learning standards:** the outcomes that students should achieve from learning
- **Teaching standards:** the required levels of training, expertise and *practice* for teachers
- **Program standards** – i.e. the required teacher qualifications, teaching-learning contexts, materials, equipment, student-teacher ratios, etc that enable the learning standards and teaching standards to be achieved.

# Purposes of educational standards

- Educational standards are described and mandated by governments to drive educational improvement and national growth
- They are used to establish accountabilities



# Learning standards

## *Aspects of learning standards:*

- curriculum (what is it that students should know, understand and be able to do?)
- mandated
- teacher situated



global



local

## Contents of the ASN

- Achievement Content Standards Repository (ACSR) includes over 713 learning standards documents for K-12 education as promulgated by departments of education.
- Research and Development on best practices and recommendations for representing content and skill standards.



# Classroom standards





# Research on global application of learning standards

National goals as expressed in performance standards:

- raise aspirations and define educational excellence
- make educational objectives transparent to students and
- provide a framework for teachers

Learning standards must be aligned with:

- The curriculum taught in schools
- Teaching resources and textbooks
- Teacher training
- Professional development



# Teaching standards



- **Teacher achievement determined by student achievement against learning standards**
- **Some countries describe *accomplished* teaching**
- **Inputs: teacher training, class size, resources**
- **Outputs: student learning outcomes**

# Teacher developed professional standards. Australia. 2006.

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Example:



- **Professional standards for accomplished teaching of languages and cultures**

**Language specific annotations:  
Indonesian**



# Professional standards for accomplished teaching of languages and cultures: Bahasa Indoneisan

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## *Teacher standards in:*

- Knowledge of Indonesian language and culture
- Language pedagogy for Bahasa Indonesia
  
- Educational theory and practice
- Ethics and responsibility
- Professional relationships
- Active engagement with wider context (local – global)
- Program standards (teaching context and resources)

# Extract from teacher developed standards – Bahasa Indonesia

Accomplished teachers of Indonesian have the ability to use Indonesian outside classroom contexts, such as:

- *managing the transactional needs of basic living and travelling in Indonesia*
- *engaging in casual conversation with other speakers of Indonesian including non-native speakers*
- *participating in some formal language contexts (such as visiting a school or meeting local community members)*
- *making telephone calls, reading and writing e-mails and/or letters,*
- *reading newspapers and magazines, watching television broadcasts and listening to radio programs with a general understanding. (However, in news broadcasts and current affairs, aspects such as assumed knowledge, speed of delivery, specialised vocabulary, acronyms, etc require a greater linguistic and cultural repertoire than is needed for teaching)*
- *reading literature and using contemporary media (e.g. magazines, internet, television, films, etc.) for enjoyment*

# Extract from teacher developed standards – Bahasa Indonesia

Teachers have explicit knowledge of the linguistic system of Indonesian and demonstrate this in their teaching, e.g.:

- *principles of word formation (prefixes, suffixes, reduplication, etc.)*
- *principles of sentence structure (word order, connectives, etc.)*
- *the sound system and orthographic system of Indonesian*
- *features of the noun system: e.g. reduplication*
- *features of the verb system: e.g. the di- passive construction, verb families built on stems + ber-, ter-, men- prefixes.*
- *features of noun verb system: e.g. ke- -an, pe- -an, forms.*
- *personal pronouns: e.g. formal and informal versions of pronouns (e.g. anda, kamu), avoidance or omission of pronouns and the use of address terms in place of 'you'*



# The primacy of the teacher

- More than any other variable, teachers make the educational difference.
- Teachers matter.



*Excellent teachers create 1.5 years of learning per year*

*Poor teachers create 0.5 years of learning per year*



# Personal professional teaching standards

*Our stance, posisi, results from our:*

- “professionalism and knowledge of education, teaching and learning,
- personal and professional experience and self-understandings,
- understandings of new and different contexts for students, teachers and communities and their impacts on learning,
- engagement with contemporary understandings, including complexities and ambiguities, of [subjects] and pedagogy, and by
- relating experience and past practices to new situations and new understandings as [our] stance develops and changes.” (Scarino & Liddicoat, 2008)





# Professionalisme !



- I look forward to working with you in achieving this *professionalisme*