



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

	Australia (1971)
	Canada (1961)
	Finland (1969)
	Greece (1961)
	Ireland (1961)
	Korea (1996)
	The Netherlands (1961)
	Poland (1996)
	Spain (1961)
	Turkey (1961)
	Austria (1961)
	Czech Republic (1995)
	France (1961)
	Hungary (1996)
	Italy (1961)
	Luxembourg (1961)
	New Zealand (1973)
	Portugal (1961)
	Sweden (1961)
	United Kingdom (1961)
	Belgium (1961)
	Denmark (1961)
	Germany (1961)
	Iceland (1961)
	Japan (1964)
	Mexico (1994)
	Norway (1961)
	Slovak Republic (2000)
	Switzerland (1961)
	United States (1961)

global



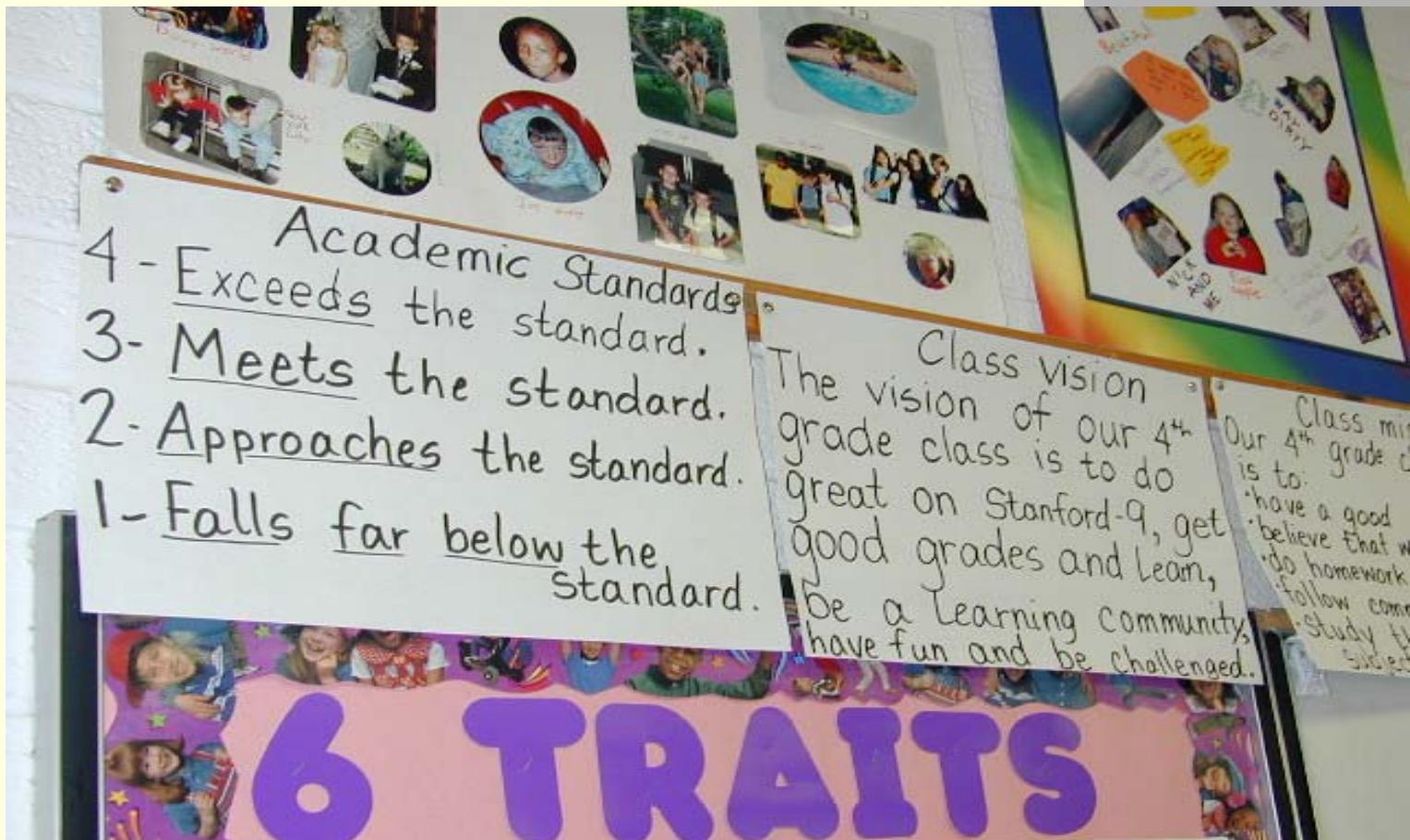
local

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



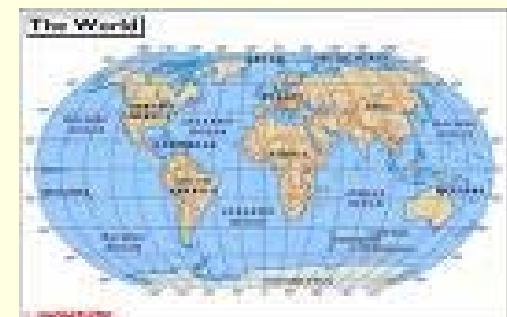
Research on global application of learning standards

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.

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

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*