

# **Early career language teachers' use of professional standards: A case study of factors impacting decisional capital**

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Thesis submitted in fulfilment of the requirements for  
the degree of

**Doctor of Philosophy**

under the supervision of Professor Lesley Harbon and  
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February 2025

## **Certificate of Original Authorship**

I, Sherryl Anne Saunders, declare that this thesis is submitted in fulfilment of the requirements for the award of Doctor of Philosophy, in the School of International Studies and Education, Faculty of Arts and Social Sciences at the University of Technology Sydney.

This thesis is wholly my own work unless otherwise referenced or acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

This document has not been submitted for qualifications at any other academic institution.

This research is supported by the Australian Government Research Training Program.

Signature:

Date:

## Acknowledgements

The decision to undertake the research journey that is a PhD is not be made lightly. It needs to be thoughtfully and carefully considered before commencing. So it was for me. My professional life has been in education – being a teacher, working with teachers, supporting teachers. I was working in a job that was secure and rewarding (albeit challenging), yet it was a job that left little room for contemplation. However, the time did come to ask myself if there was more that I could learn. A cautious person by nature, I opted to take some leave without pay to start the journey – to test the water, as it were. Ultimately, I resigned, took a deep breath and made the ultimate plunge. It has been a six-year journey to this point.

This study and resulting thesis would not have been possible without wonderfully supportive supervision with astute observations and expert guidance when I was meandering in the tall grass and insightful provocations when I was potentially venturing down rabbit holes. My heartfelt gratitude goes to Professor Lesley Harbon and Dr Mark Tutton. Lesley has been the mainstay of my studies. From her initial warmth when I first discussed the possibility of this research with her, to the gentle, yet persistent guidance, her ongoing review and analysis of my work has made this journey possible. Mark's astute observations and rigorous attention to detail helped me to truly focus on the really important issues and to express my thoughts and findings with (hopefully) clarity. Through the course of my studies, I have had the privilege of receiving advice and guidance from Dr Ruth Fielding and Associate Professor John Buchanan, both of whom willingly gave of their time and wisdom. I have, also, received feedback and support from the broader UTS academic community. Thank you. Additionally, I acknowledge and thank Dr Terry Royce for his expert editing support.

This research was supported by an Australian Government Research Training Program (RTP) Scholarship.

To my *PhD Champions* confrères who were my fellow student travellers on the journey... The support over Whatsapp and the laughs in the HDR space were always welcome. Congratulations to each of you on your studies.

To the teachers who participated in my study, particularly the early career language teachers who shared their remarkable journeys with me – you have my profound thanks. Sharing your stories and your passion for languages teaching at a time of great social uncertainty at the height of the COVID-19 pandemic was incredible. I hope my investigation and findings honour your contributions.

I save my final words to those who mean most to me. Though the words are few in number, the depth of feeling is unbounded. To my husband, Greg, I am eternally grateful for the unfailing support and steadfast belief that I could do this. Off the back of the last 40 years – here's to the next 40...

To my children, Mike, Ben, Megan and partners, Jarrad, Matilda and Walter, I appreciated your belief that this was a natural progression for me – that, of course, I would study for a PhD. I hope that I am a model of determination for you. As you all travel your own life journeys, my words of encouragement to you – persistence pays and, in the end, the rewards are worth it – especially when you have wonderful family around you.



## **Statement of thesis format**

This thesis is a conventional thesis. It is structured as a series of chapters.

Chapter 1 – Introduction to the research study and justification of how it adds to knowledge in the field

Chapter 2 – Review of the literature relevant to the research study

Chapter 3 – Research approach and methodology

Chapter 4 – Findings related to worthwhile knowledges and use of professional standards

Chapter 5 – Findings on development of accomplished teacher practice

Chapter 6 – Discussion of findings

Chapter 7 – Conclusions and recommendations

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## Glossary

ACARA	<b>Australian Curriculum, Assessment and Reporting Authority.</b> ACARA is an independent statutory authority with a vision to inspire improvement in the learning of all young Australians through world-class curriculum, assessment and reporting.
AFMLTA	<b>Australian Federation of Modern Language Teachers Associations.</b> AFMLTA is the national professional teacher association representing teachers of all languages in Australia.
AFMLTA Standards	<b><i>Professional Standards for the Accomplished Teaching of Languages and Cultures.</i></b> Developed by AFMLTA as discretionary professional standards for Language teachers.
AITSL	<b>Australian Institute for Teaching and School Leadership.</b> AITSL is a government owned company that defines and maintains national standards for teachers and principals; leads and influences improvement in teaching and school leadership.
APST	<b><i>Australian Professional Standards for Teachers.</i></b> Nationally developed professional standards used in registration processes for all teachers who work in schools in Australia. Developed under the auspices of AITSL.
ECLT	<b>Early career Languages teacher.</b> Participants in the case study component of this research who identify as Language teachers.
EQ	<b>Education Queensland.</b> EQ is the provider of state school education in Queensland, Australia.
QCT	<b>Queensland College of Teachers.</b> The <b>QCT</b> is the teacher registration body in Qld. All teachers must be registered with QCT before commencing teaching in a school in Queensland.
SBL	<b>School-based leader.</b> Participants in the case study component of this research who have a role in supporting ECLTs at the school site.
TRA	<b>Teacher regulatory authority.</b> TRA is the overarching title for teacher registration organisations in Australia. QCT is an example of a TRA.

## **Abstract**

Supporting early career language teacher growth makes a vital contribution towards renewal and sustainability of the teaching profession. Engaging with professional standards is a required component of every early career language teacher's professional life. Early career teacher experience of engagement with standards is variable. Further, the concepts of teacher practice embodied in a professional standards document is variable. Exploration of connections between concepts of teacher practice in standards and use of the standards by early career language teachers and those who support them is lacking.

This descriptive case study uses Habermas' critical theory into worthwhile knowledges to examine interview, focus group and questionnaire data from 5 early career language teachers and 4 school-based leaders across 5 schools. Findings show professional standards construct worthwhile knowledge about teacher practice as having requisite instrumental knowledge and ability to apply it predictably and reliably. However, teachers construct worthwhile knowledge about teacher practice as engaging in collaborative and reflective practice with colleagues. Despite system overtures about using professional standards to support teacher growth, this was not a feature of teachers' lifeworld. Teachers use professional standards to meet systemic compliance and control needs, but not for any further expanded purpose.

The limited role of professional standards in supporting development of early career language teacher practice results from the differing concepts of worthwhile knowledge embodied in the standards and held by teachers. The original focus was to explore the relationships between professional standards, use of professional standards by early career language teachers and their developing professionalism. The focus has moved to a closer examination of their professionalism, exploring

concepts of professional capital (Hargreaves & Fullan, 2012), with focus on decisional capital and early career language teachers' capacity to engage in meaningful decision-making in their contexts.

Findings of this research conclude that the use of generic, managerially regulated professional standards has seen a 'standardisation' in the teaching profession and has resulted in early career language teachers having a narrower understanding of their work. Further, the mutual obligation between schools (as systems) and teachers for developing high-quality teacher practice is not equitably balanced. The power of schools to compel teacher participation in generic professional activity obfuscates the need for early career language teacher engagement in discipline-specific professional activity at appropriate points in time.

# Chapter 1: ECLTs: Nature and scope of the study

## 1.1 Introduction

*‘... you can have the APST [Australian Professional Standards for Teachers] and the AFMLTA [Australian Federation of Modern Language Teacher Associations] standards, but if you actually don’t have a mentor to explain them to you and to put into context or to reflect on this with you, they kind of become a bit useless, in my opinion.’ Giselle, Japanese teacher, 5<sup>th</sup> year after graduation.*

This thesis examines the early career period for Australian Language teachers, in the five years after graduation. Through a critical theory frame, based on the work of Habermas (Cooper, 2010; Gaskew, 2019; Habermas, 1987), the thesis examines the notion of accomplished Language teacher practice evident in professional standards for teachers and how the professional standards are used by early career Language teachers (ECLTs) and by school-based leaders (SBLs) who support and mentor the ECLTs. The thesis also examines ECLTs’ and SBLs’ beliefs related to how professional standards support teachers in becoming accomplished practitioners. In another contributing layer of analysis, consideration is given to ECLTs’ professional stance (Cochran-Smith & Lytle, 1999; Scarino & Liddicoat, 2009) and the factors that impact ECLTs’ exercise of decisional capital (Hargreaves & Fullan, 2012) to expand their practice.

I have spent much of my professional life supporting teachers as they go about their work. Working as a teacher, an Assistant Principal and a leader in the Languages education field, I have reflected on ‘what is’ – understanding the lifeworlds (Cooper, 2010; Gaskew, 2019) of teachers, their skills and training, the contexts in which they work and how to support teacher practice effectively; and I have considered ‘what

could be' – seeking to improve teacher support and development of teacher practice from an informed basis.

As a colleague, mentor, and supervisor, I worked with teachers to develop teacher practice – theirs and mine. A significant part of these processes focussed on developing a shared understanding of teacher practice. As Mahony and Hextall (2000) assert, there is value in making expected professional behaviours explicit. I have experience in developing a shared and explicit understanding of teacher practice using professional standards. As a Language teacher, I contributed to the processes described by Liddicoat (2006b) in the development of Language teacher standards. When complete and ready for implementation, I supported familiarisation programs and wrote about the potential impact on teachers (Saunders, 2009). I worked to support teachers' understanding of and use of professional standards. As an experienced teacher and professional association activist, I contributed to processes that resulted in broad standards for all teachers (Call, 2018). I participated in validation processes conducted by Teaching Australia (the predecessor organisation to the current Australian Institute for Teaching and School Leadership [AITSL]) for newly developed professional standards that were, ultimately, published as the Australian Professional Standards for Teachers, or APST (AITSL, 2011). Through all of this, what was unexamined were the relationships between the underpinning foundations of teacher practice embodied in the standards and teachers' own understandings of their practice.

As a preservice Language educator and as an Assistant Principal, I supported the perspective that a foundational practice for teachers is the ability to take a principled stance towards their work (Cochran-Smith & Lytle, 1999; Scarino & Liddicoat, 2009). As a Language teacher educator, I recognised that foundational practices are established during the teacher preservice period and developed during the beginning years of practice. I recognise that personal professional beliefs are initiated in teachers'

early experiences (Woods & Çakir, 2011). I recognise that the work of Language teachers can be emotional work impacted by the context of teaching and status of the subject (Acheson & Nelson, 2020; Erling et al., 2023; Haukås et al., 2022). I recognise that taking a principled stance requires an interrogation and application of theory into practice (Cochran-Smith & Lytle, 1999), and engaging within a community of practice to understand and expand professional practice (Hargreaves & Fullan, 2012). Early career teachers work to seek an understanding of a given context, to analyse and reflect on the implications of their understandings, and then they make decisions about their practice. Hopefully, early career teachers will be in situations where this interrogation and application of theory and knowledge occurs within a supportive community of practice.

Within these contexts of my practice, I understand and can identify my changing practice. I encouraged reflection on practice (Ovens & Tinning, 2009) where practice was 'unpacked' to review and analyse the experience. I encouraged reflexive practice (Ryan & Bourke, 2013) where the review and analysis lead to considering implications and development of practice. These processes are akin to Schön's (1992, p. 54) "reflecting-in-action". If the act of reflection helped understand the 'what' of experience, then reflexivity was the 'so what'. It begs the question, however of 'Now what?'. Hargreaves and Fullan (2012) propose that reflection *about* action (as an aspect of reflective practice) is the driver for change in response to 'now what?'. They assert that reflective practice is "... not just an act of will or the result of encouragement" (Hargreaves & Fullan, 2012, p. 99).

Reflective practice needs to be regular, structured, and systematic. Hargreaves and Fullan (2012) connect reflective practice to the concept of professional capital, where expanded practice is a dynamic proposition incorporating human capital (knowledgeable and skilled individuals), social capital (networked and connected

individuals) and decisional capital (empowered decision-making individuals). An important focus for me is the concept of decisional capital, which is where teachers are supported to engage in reflective practice and empowered to make decisions about their developing practice (Hargreaves & Fullan, 2012). An unexamined aspect is not whether teachers are enabled to make decisions about their practice, but rather the impact of contextual factors, such as professional standards, on the scope and types of decisions teachers make.

As a Language teacher educator, I understand the contribution of well-trained and well-supported Language teachers (Lo Bianco & Slaughter, 2009) to the development of Language learners' communication skills, intercultural capability, and their understandings of the role of Language and culture in human communication (Australian Curriculum Assessment and Reporting Authority [ACARA], 2011; Scottish Council of Deans of Education Languages Group [SCDE], 2021).

The importance of learning a Language is laying the foundations for all learning (Halliday, 1993). Well-trained Language teachers have a unique knowledge base compared with other teachers. The uniqueness of Languages teaching is the need to be skilled in using the additional Language as a pedagogical tool so that learners' communication skills in the Language are developed. Hammadou and Bernhardt (1987) succinctly summarise the position as "in foreign Language the teaching medium is the message" (p. 301). Borg (2006) included this concept as he identified five factors that distinguish Language teacher contexts from the practice of other teachers. Alongside the nature of the discipline, the other factors include methods of effective instruction, the challenge of continuous Language development, teacher isolation and the need for external support for a rich in-school experience. Lo Bianco and Slaughter (2009) added the need to be a subject advocate to defend against the refrains of a 'crowded curriculum' or to protect small candidature classes. In a more recent study,

Haukås, Mercer and Svalberg (2022) noted the limited number of studies that explored the unique attributes of Languages teaching. Their study focused on teaching of English as a foreign language. Their “most striking finding” was that the subject status across contexts had consequences for teachers and for learners (Haukås et al., 2022, p. 474). While not quite the same orientation as Lo Bianco and Slaughter (2009), the need to be subject advocate to combat the low-status of the subject was evident. For Haukås, Mercer and Svalberg (2022), teachers identified their own use of the Language and use of the Language as a pedagogical tool as significant elements of teacher practice, as salient in how to respond to the status context of learning the Language. Further, Acheson and Nelson (2023) identified that in contexts of low community and institutional support, some Language teachers feel the disproportionate weight of being responsible for student motivation.

An area for exploration is the nature of the support relationship between an ECLT and their school-based support. The scholarly literature identifies the benefit of a discipline-specific supporter (Kissau & King, 2015) for Language teachers. However, many ECLTs experience support from a colleague who is not a Languages teacher. It is worth considering how factors such as understanding and using professional standards and exercising professional decision-making are impacted by the support relationship where the ECLT and SBL have different areas of subject matter expertise.

In approaching this research, I reflect on the importance and purpose of Languages education and the words of Lo Bianco and Slaughter (2009) resonate:

*The principal reason [to actively support Languages education] is to do with the deepest purposes of education itself, to instil knowledge, to deepen understanding, to stimulate reflection and to foster skills. Languages are intimately linked to the essentially humanistic, cultural and intellectual reasons for making education compulsory. (p. 64)*



With these words in mind, I seek to understand whether the lived realities of ECLTs and the contexts in which they work contribute to or hinder Languages education. The use of a critical theory perspective positions my research as seeking to question and transform society. Habermas's (1987) theory of knowledge-constitutive human cognitive interest prompts the question of how worthwhile knowledge of accomplished practice is constructed - in standards and by teachers. Additionally, Habermas's views on system-lifeworld colonisation have applicability in situations where participants are responsible and accountable to system demands while discharging professional duties (Cooper, 2010).

This research afforded me the opportunity to investigate ECLT's understanding of and engagement with professional standards and the influence professional standards might have on their developing teacher practice. At different times in my career, I have used both the *Professional Standards for Accomplished Teaching of Languages and Cultures* (AFMLTA Standards) (Australian Federation of Modern Language Teacher Associations [AFMLTA], 2005) and the *Australian Professional Standards for Teachers* (APST) (AITSL, 2011) as part of my work with teachers. While I was as skilled as many others in a similar context in supporting teachers to become accomplished practitioners, the concrete contribution of professional standards was not evident to me. Further, I believe that the teachers' understandings of the ongoing role of professional standards in their professional practice is tenuous. How teachers, particularly ECLTs, use their knowledge, seek advice, engage in reflection, and develop their practice are all areas worthy of further investigation. Additionally, what role(s) professional standards play in ECLT knowledge, the types of questions ECLTs ask, of whom they ask questions, and the types of reflective activity they engage in are all aspects of ECLT professional practice. All these factors are the stimulus for this research.

The focus of this research, involving ECLTs, is the early career period with particular attention on teacher professional learning and development towards accomplished practice. Further, acknowledging the Australian educational context where every state or territory teacher regulatory authority (TRA) requires all teachers to engage with teacher professional standards (AITSL, n.d.; QCT, n.d.a), and the research investigates the role of standards in developing of ECLT practice. This thesis is the culmination and communication of the research study, which includes the quote from early career Japanese teacher Giselle at the start of this chapter.

Chapter 1 provides the context and aims of the research. The chapter includes an introduction to key terms. The need for the research is overviewed, particularly considering the limited research into the relationships between professional standards and ECLT development towards accomplished practice. Finally, there is a statement of the research questions and an outline of the thesis structure.

### **1.1.1 Defining key terms**

Five key terms are used throughout this study which need to be defined and understood as to how they are used in this research:

- *Languages* (with a capital L)
- *professional standards*
- *Language teacher*
- *early career*
- *accomplished practice.*

#### ***Languages***

Languages (plural and with a capital L) is the school curriculum learning area referring to the teaching and learning of what has been known in other education policy contexts and periods as “Modern Languages”, “Modern Foreign Languages” and/or “Languages other than English / LOTE”. As part of the Australian school curriculum, it is an opportunity for learners to engage in learning a Language in addition to English.

### ***Professional standards***

This research refers to two distinct previously mentioned sets of *professional standards* – the *Australian Professional Standards for Teachers* (APST) (AITSL, 2011) (Appendix 1.1) and the *Professional Standards for Accomplished Teaching of Languages and Cultures* (AFMLTA Standards) (AFMLTA, 2005) (Appendix 1.2).

As will be discussed more fully in Section 2.2, since 2000 there has been an increase in the types and approaches to professional standards for teachers (Call, 2018; Connell, 2009; Connell, 2013; Forde et al., 2016; Fransson et al., 2018; Hayes, 2007; Holloway & Brass, 2018; Ingvarson, 2010; Kleinhenz & Ingvarson, 2004; Liddicoat, 2006b; Louden, 2000; Mayer et al., 2005; Mockler, 2022; Sachs, 2005; Watson, 2016). This research refers to the two sets of professional standards (AFMLTA, 2005; AITSL, 2011) relevant to ECLTs working in schools in Queensland, Australia.

Professional standards for teachers are mechanisms for understanding and defining teacher quality (Adoniou & Gallagher, 2017; Connell, 2009) and can be used to act as signposts for development in practice (Barry et al., 2020; Liddicoat, 2006a). The attributes and behaviours required of Australian teachers are described in the APST in career stages from Graduate to Proficient to Highly Accomplished and Lead (AITSL, 2011). All teachers have their practice certified at one of these levels by a state or territory TRA. There are different titles for TRAs in each state and territory of Australia, such as the Queensland College of Teachers (QCT) or the New South Wales Education Standards Authority (NESA).

The AFMLTA Standards (AFMLTA, 2005) are another set of published standards that describe accomplished teacher practice in a Languages learning context. These standards are the culmination of consultative processes with Languages educators

(Liddicoat, 2006b) and were designed for use by Languages educators. As subject-specific professional standards (Watson, 2016), they would most naturally be used by Language teachers and those who support them.

### ***Language teacher***

Defining *Language teacher* is particularly important when considering why this research is necessary. An important consideration is whether the support for ECLTs responds to the discipline-specific needs of a Language teacher (Borg, 2006; Hammadou & Bernhardt, 1987), or is the support provided on the basis that all early career teachers have the same needs, undifferentiated by discipline-specific demands.

In this study's context, a *Language teacher* is a person who has completed an approved initial teacher education (ITE) degree course and whose major teaching area is an additional / second / foreign / world Language for secondary school contexts or who has undertaken additional / second / foreign Language teaching as a primary specialisation for primary school contexts. In Australia, ITE can be a four or five-year bachelor's degree program (such as a Bachelor of Education) or a bachelor's undergraduate degree followed by an approved postgraduate program (such as a Master of Teaching). A *Language teacher* will have engaged with the uniqueness and specificity of teaching Languages. In this study, the term 'Language teacher' does not apply to a non-specialist teacher of Languages: that is, someone who teaches a Language as an additional subject outside their field of expertise.

Upon graduation from an endorsed ITE program, a person will be certified at the level of Graduate by a TRA, such as the QCT, and will be given provisional registration. Over time and in accordance with processes specified by the TRA, provisionally registered teachers can become fully registered. Thus, all early career teachers working in Australian schools will engage in processes to move from provisional to full

registration, a process involving teacher demonstrations of capabilities aligned with the proficient stage of the APST (AITSL, 2011). These are observed by a suitable, experienced delegate, such as a Principal or Deputy Principal.

This study is situated in the state of Queensland, Australia. All teachers who work in the school sector in this state are required to have teacher registration with the QCT. Registration categories for teachers are provisional registration and full registration. To gain provisional registration, a person needs to satisfactorily complete an approved, QCT-recognised ITE program. To gain full registration, a teacher meets the process requirements required by the QCT, which includes teaching in classrooms for a minimum period of time and successful evidencing of practice (QCT, n.d.c.). In Queensland, it is possible to gain full registration with the QCT after one year of full-time teaching or a part-time equivalent.

Defining *Language teacher* is important in this research context. Given school contexts where an ECLT may find themselves being supported by a person who is not a Language teacher, as is the case in this research, there is a point of exploration for what accomplished Language teacher practice means to the study participants.

### ***Early career***

Whilst the period of service that counts as *early career* may not be significantly disputed, as explored in Section 2.3, it is important to understand what relationship exists between early career service and full professional registration.

An *early career* teacher is a person who has completed an initial period of teacher education to the satisfaction of a university or ITE provider; this is someone who has worked as a teacher in a school setting for a period up to, but not more than, five years full time, or via a part-time equivalent (AITSL, 2017). In this research context, particular

focus is on the length of experience of the early career teacher rather than the procedural aspects of registration to teach. Having met the criteria for full registration does not immediately change a teacher's status from *early career* to *experienced*. Notwithstanding the fact that some of the research participants are fully registered, their experience as a Language teacher is five full years or less of Languages teaching.

Early career is the period in which those new to the profession can develop their skills (McCormack et al., 2006; Robson & Mitka, 2017). The five-year period is assumed to be sufficient time for new teachers to gain employment and demonstrate the standards in practice.

### ***Accomplished practice***

'Accomplished' is a term that is used frequently in this thesis. Two sets of teacher professional standards (AFMLTA, 2005; AITSL, 2011) are referred to, each identifying 'accomplished' behaviours. Given that each set of professional standards uses the word differently, it is important to be clear that *accomplished practice* has a specific meaning in this research context. *Accomplished* (with its meaning of skilled or proficient) *practice* is a process of understanding the expected professional behaviours and engaging in developmental activity to consistently exhibit expected professional behaviours.

AITSL's term 'Highly Accomplished' describes one of the four career stages within the APST (AITSL, 2011), and 'Highly Accomplished' teacher practice is described through a series of descriptors. AFMLTA's term of 'accomplished teachers of Languages' is a statement of teaching practice that should be aimed for across a teaching career (AFMLTA, 2005).

## **1.2 Background to the research**

To understand the current Australian context in which ECLTs develop towards accomplished practice, it is helpful to have an understanding of some background factors that influence ECLTs' work. This section outlines three factors that impact ECLTs. The first is an overview of Languages education in the Australian school setting, the second is a broad overview of teacher professional standards in Australia and the third factor are a cluster of issues that stem from professional standards and are related to teachers' employment at school level, including registration and work allocation.

### **1.2.1 Languages education in Australia**

The provision of schooling in Australia is a dynamic and complex operation. It involves Ministers for Education from the Federal Government and each of the eight states and territories at a macro, policy level. Schooling is facilitated and regulated by the state or territory level at the meso level. At the micro level, schools are staffed and run by government and non-government entities. Co-operation and collaboration between federal, state and territory Education Ministers on matters of national educational interest at the macro level is a recent phenomenon.

A collective, national view of the purpose and outcome of school education has been incorporated into a series of declaration documents, conveniently named after the city in which each was formally announced. The *Hobart Declaration* (Ministerial Council on Education, Employment, Training, and Youth Affairs [MCEETYA], 1989) identified an agreed set of ten national goals for schooling. In the second goal area, Languages was identified as a key learning in the curriculum for all students. The *Adelaide Declaration* (MCEETYA, 1999) followed a decade later and reaffirmed Languages as a key learning area in the curriculum. Likewise, the *Melbourne Declaration* (MCEETYA, 2008)

included Languages, especially Asian Languages, as part of the Australian curriculum. In 2021, the *Alice Springs (Mparntwe) Declaration* (MCEETYA, 2021) reaffirmed Languages as a learning area in Australian schools.

### ***Curriculum for Languages***

It is by using Language that peoples communicate, negotiate, and act (ACARA, 2011; SCDE, 2018). In learning Languages, the medium is also the content (Borg, 2006; Hammadou & Bernhardt, 1987; Haukås et al., 2022) - that is, the pedagogy and classroom process is, also, the content of the curriculum. As with every early career teacher, ECLTs expect change, hope, and work towards professional growth (Cochran-Smith et al., 2012; Conway & Clark, 2003; Fleming, 2014; Johnson et al., 2014). This research seeks to identify the various descriptions of professional practice, embodied in the professional standards documents that are, or could be a part of the lives of ECLTs. Unsurprisingly, Liddicoat (2006a) outlines that teachers' professional knowledge in general applies to Languages teachers. Liddicoat (2006a) further identifies the professional knowledge specific to Languages teachers: target Language and culture knowledge. Target Language and culture knowledge includes knowledge of the Language and culture, how to teach it in a way that acknowledges the links between Language and culture and between all Languages and cultures (Kissau & Algozzine, 2017; Kohler et al., 2006; Liddicoat, 2006a).

### ***Teachers for the Languages learning area***

With this study's focus on accomplished Languages practice, it is necessary to situate the understandings of good practice in the field of Languages education. Attributes of accomplished Languages teachers can be described in terms of professional knowledge, including attributes such as their knowledge of subject matter and pedagogy, and their knowledge of students and how they learn. Additionally, accomplished Language teachers contribute to the profession (Kohler et al., 2006;



Liddicoat, 2006a) and reflect a strong ethical orientation (Liddicoat, 2006a). As Liddicoat (2006a) has indicated, the work of identifying teachers' professional knowledge in general has applicability to Languages teachers (p. 8).

Unique to Languages teachers is the context named by Halliday (1993), that teaching a Language is teaching the foundations for learning itself, and the means of learning is the content of the learning (Borg, 2006; Hammadou & Bernhardt, 1987; Haukås et al., 2022). Thus, the professional knowledge for Languages teachers includes target Language and culture knowledge – what it is and how to teach it in a way that acknowledges the links between Language and culture and between all Languages and cultures (Kissau & Algozzine, 2017; Kohler et al., 2006, Liddicoat, 2006a).

Further personal professional attributes of accomplished Language teachers include enthusiasm, passion, empathy, perseverance and dedication (Kohler et al., 2006). Whilst this set of attributes is not prescriptive, nor in any sense exhaustive, it is a likely reflection of the context of Languages education in Australia which Lo Bianco and Slaughter (2009) describe as often being held hostage to international relations and in which the Languages teacher must continually be subject advocate, constantly defending Languages against 'crowded curriculum', lack of student interest or other arguments (p. 28).

### **1.2.2 Teacher professional standards in Australia**

Several reports (Organisation for Economic Co-operation and Development [OECD], 2019; Wyatt-Smith et al., 2017) identify the reasons given by current practising teachers to become teachers. These include the desire to share new knowledge, the capacity to impact student learning, and wanting to 'make a difference' by positively impacting students' lives. Further, a body of evidence (see Hattie, 2003; Rowe, 2003

for a broad overview of the literature on teacher quality) demonstrates the strong positive correlation between teacher quality and student outcomes. If students matter, then there is a practical need to understand teacher quality. Supporting the development of teacher practice as a part of improving teacher quality occurs when there is consistent understanding of, and agreement about, the work of teachers, with its complexities and nuances (Ingvarson, 2010; Ingvarson, 2011; Kleinhenz & Ingvarson, 2004). A professional standards statement can be an explicit means of describing the work of teachers that contributes to consistency of understanding (Ingvarson, 2010; Kleinhenz & Ingvarson, 2004; Rowe, 2003).

Holloway and Brass (2018) note that some teachers perceive standards as useful in order to "... know and monitor themselves, improve themselves, and fashion themselves as professionals" (p. 380). Formalised statements of professional standards are policy mechanisms for making explicit the features of quality teachers (Hardy, 2008; Holloway & Brass, 2018; Ingvarson, 2010; Kleinhenz & Ingvarson, 2004; Mayer et al., 2005). Depending on the policy context, professional standards can be used for a variety of purposes, including the externally-driven (Holloway & Brass, 2018), accountability-focused (Kleinhenz & Ingvarson, 2004; Mayer et al., 2005), management of teachers (Connell, 2009; Hardy, 2008; Holloway & Brass, 2018; Mayer et al., 2005); as well as descriptive, generative purposes (Buchanan et al., 2013; Burke et al., 2015; Cochran-Smith et al., 2012) for professional growth. In and of themselves, professional standards do not enhance teacher quality (Mayer et al., 2005) or promote the development of professional practice. Rather, development in practice is reflective of how the professional standards are constructed, how the standards are used, and by whom (Call, 2018; Fransson et al., 2018; Mayer et al., 2005).

Given the literature that suggests professional standards can have a generative, enhancement-of-professional-practice purpose (Hardy, 2008; Mayer et al., 2005), and

that teachers find them a useful tool to describe their work (Holloway & Brass, 2018), consideration needs to be given to the mechanisms by which it is assured that teachers know, understand, accept or challenge both the purpose and description of the professional standards. The literature (Ingvarson, 2010; Kleinhenz & Ingvarson, 2004; Rowe, 2003) describes mechanisms and programs, implemented with varying degrees of success, whose focuses were enabling experienced teachers to describe their work and facilitating growth in their professional capacity. Whilst not explicitly excluded, the reviewed literature rarely focuses on the early career teacher or ECLT experience of professional growth, within a standards framework.

Experiences of early career teachers have been subject to significant research. Frequently, the research into early career teachers is in the context of induction into the teaching profession (Buchanan et al., 2013; Burke et al., 2015; Fleming, 2014; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Schuck et al., 2018; Spencer et al., 2018). The focus on induction is in response to a real or perceived attrition and retention emergency of teacher numbers (Buchanan et al., 2013; Ingersoll, 2012).

Across a broad spectrum of research, the professional learning needs of early career teachers and the ways to support them have been considered. Themes in the literature include the role of collegiality and modes of structured support, supporting student engagement through appropriate curriculum/lesson development and behaviour management, and responding to workload and isolation issues and accessing ongoing professional learning (Buchanan et al., 2013; Burke et al., 2015; Fleming, 2014; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Schuck et al., 2018; Spencer et al., 2018). In more than one publication, the intention of enhancing retention rates of early career teachers in the profession was a useful starting point from which to discuss the professional growth of these teachers (Buchanan et al., 2013; Burke et al., 2015;

Cochran-Smith et al., 2012). Literature that started with retention rates as a point of investigation did not focus on the development of teachers' reflective practice.

In responding to a perceived need to define quality teaching, the early 2000s saw a proliferation of professional standards for teachers (Connell, 2009). By 2003, a generic framework for the whole profession in Australia had been developed (Ministerial Council on Education, Employment Training, and Youth Affairs [MCEETYA], 2003). Ultimately, the responsibility for defining the work of teachers through professional standards would fall to the government-owned organisation, AITSL. The first iteration of the APST was published in 2011. Every early career teacher in Australia currently uses the APST (AITSL, 2011) as they move from their initial teacher education at university into the profession as a graduate teacher.

According to Sachs (2003), it is imperative that teachers have input into the definition and content of professional standards if they are to have a developmental, generative purpose. More plainly stated, the professional standards should be by the profession for the profession. The AFMLTA Standards resulted from a detailed consultative process with Languages educators (Liddicoat, 2006b) and are professional standards that could be classified as by the profession and for the profession. As subject-specific professional standards (Watson, 2016), the AFMLTA Standards would most naturally be used by Languages teachers and those who support Languages teachers.

### ***Comparing the APST and the AFMLTA Standards***

The APST are generic standards that encompass the whole, in-school teaching profession in Australia. They are used by early career and experienced teachers, alike. The APST contain a matrix of descriptions of practice across 7 standards applicable to 4 career stages (graduate, proficient, highly accomplished and lead). The standards focus readers' attention on a broad area of practice, such as 'Know how students

learn'. The standards are further broken down into broad focus area and descriptors. The literature (see Section 2.2) asserts that the APST are career-guiding. Teachers of all career stages and across all areas of teaching can (and are expected to) use the APST as part of meeting their professional obligations.

The AFMLTA Standards are subject-specific standards that describe aspirational Language teacher practice. Domains of practice operate in a similar fashion as the 7 standards of the APST, to focus readers' attention on an area of Language teacher practice, such as 'Language and Culture'. The literature (see Section 2.2) asserts that the AFMLTA Standards are aspirational in nature which can be used as a guide to good practice. Table 1.1 provides a short comparison of the professional standards.

**Table 1.1**  
*Short comparison of the APST and the AFMLTA Standards*

Aspect of comparison	APST	AFMLTA Standards
Orientation	Generic (all teachers)	Subject-specific (Language teachers)
Purpose	Career guiding for 4 career stages	Aspirational for accomplished practice
Construction	Short phrases used to describe practice at a career stage for an identified focus area	Sentence / Short paragraph to describe accomplished practice within a specific domain
Use	Mandatory or regulatory component (teacher registration) Optional component for professional practice guidance	Optional or discretionary use for professional practice guidance
Accessibility	Used across the profession Widely known by teachers and those who support teacher practice	Limited knowledge of AFMLTA Standards across Language teacher groups Minimal / No knowledge across those who support Language teacher practice

### 1.2.3 Teacher registration and practice in Australian schools and local workload allocation models

Section 1.1.1 identified the need to be a registered teacher to work in schools in Queensland. In this study, case participants refer to various elements of their work in schools. Some ECLTs refer to aspects of their teacher registration and their work allocation. Both ECLTs and SBLs refer to ongoing need to engage in professional development processes. It is necessary to put some contextual information around these aspects of work.

### ***Teacher registration***

As noted earlier, education in Australia is primarily the responsibility of state and territory governments. The power to implement and enforce approaches to teacher registration and teacher practice is with the appropriate TRA. However, national-level cooperation between Federal Ministers of Education and state and territory Ministers of Education result in the development of materials, such as the APST (AITSL, 2011) that are by the states and territories as part of the regulatory frameworks.

Teachers who work in Queensland schools must have teacher registration with the QCT. Those who graduate from an approved ITE program will be granted provisional registration. QCT identifies that transition to full registration requires a minimum of one year of teaching experience and meeting of the APST (QCT, n.d.c.) and completion of a provisional to full registration recommendation form. One year's teaching experience is defined as 200 days of classroom teaching experience, delivering an education program based on an approved syllabus. QCT advises that a range of annotated and verified evidence must be used to demonstrate the meeting of each descriptor across the seven APST standards (AITSL, 2011). Evidence needs to be verified at the time of collection by an appropriate person such as the Principal or mentor teacher. The gathered evidence is referred to as a portfolio or professional portfolio or portfolio of practice. After the completion of the requisite teaching experience and compilation of a professional portfolio, a Reviewer (usually the Principal) completes the full registration recommendation form. A positive recommendation means a provisionally registered teacher transitions to full registration.

Fully registered teachers are required to pay an annual fee to remain fully registered and to complete a renewal of registration process every five years. The five-year renewal process obliges teachers to meet professional conduct, recency of classroom practice and professional development and learning requirements. Professional

conduct relates to criminal history checks, misconduct, unprofessional conduct and disciplinary matters. Recency of classroom practice requires teachers to have classroom teaching experience of a minimum of 100 days across the five-year period. Teachers are required to undertake 20 hours of continuing professional development (CPD) per annum. Across the five-year period, CPD must include different types of activities that are a balance of school-directed and teacher-initiated activities (QCT, n.d.b.).

The QCT positions CPD within a policy framework that focuses on performance development (QCT, n.d.a.). The policy asserts that CPD is differentiated from professional learning in the literature. CPD requires teachers reflection on their practice against the APST (AITSL, 2011) to identify development goals (QCT, n.d.b.). Performance development goals have individual needs and aspirations identified and are consistent with teachers' employer goals. Goals will involve the engagement in professional development learning across school-directed (and supported) and teacher identified professional learning.

The QCT *Continuing Professional Development Policy and Framework* (QCT CPD Framework) (QCT, n.d.a.) is consistent with AITSL's *Australian Teacher Performance and Development Framework* (AITSL PD Framework) (AITSL, 2012b). The AITSL PD Framework (AITSL, 2012b) identifies the importance of a "performance and development culture" in which teacher performance and development occurs in a structured cycle of appraisal, development and refinement of teaching practice (p. 6).

### ***Teacher workload allocation and practice in schools***

As noted in Section 1.1.1, a Languages teacher is a person who has completed an approved ITE program that includes an appropriate specialisation in Languages education. In most secondary schools in Australia, the acceptable specialisation

includes a Languages teaching methodology course as well as the equivalent of a third-year degree level study in a specific Language (Wheldon, 2016, p. 2). At the school site, the leadership team will allocate teachers to subject areas based on their teaching qualification. A teacher is teaching *out-of-field* if they are teaching a subject where they do not have the requisite level of tertiary study in the subject area and they do not have the method component. Examples of Languages teachers working out-of-field are teachers who bi/plurilingual in another Language, such as Japanese, who have Mathematics as their *in-field* teaching area yet are allocated to teach Japanese.

In Queensland, a teacher's workload will consist of a student-facing, in-class teaching component (class contact time), a planning and preparation (planning and prep) component and an additional duties component. The 'load' of a teacher is worked from the class contact time. There are specified minima and maxima for class contact time that sit within the overall quantum of time for full time teaching. Each subject area for each year level will have specified class contact time, usually worked out in the number of lessons for the week. The planning and prep time is directly related to the number of class contact hours – the more class contact hours, the more planning and preparation time.

Some early career teachers are allocated a reduced number of class-contact hours to assist the transition into the profession. Where the reduction relieves a teacher from all lessons for a particular class, it is referred to as a 'line of release'. For example, a teacher may be allocated to teach a Year 7 Spanish class, where the class-contact is 3 x 45-minute lessons per week. A line of release would be 135 minutes per week. As explored across a number of sections in Chapter 5, reducing the class-contact hours is one strategy used to support at least one ECLT in this study.



### **1.3 Purpose and rationale**

The purpose of this research is to examine ECLTs' use of professional standards to inform their practice as they develop to become accomplished teachers. To achieve the stated purpose, the study examines the underlying views about the accomplished teaching embedded in professional standards documents. Comparing the views from the documents with the views about teaching practice that are held by ECLTs and by SBLs provides a basis for analysing the alignment or otherwise of the views of accomplished practice. Further, there is analysis of research participants' views about the nature and purpose of professional standards and the way professional standards are used to understand how ECLTs are using professional standards in becoming accomplished practitioners.

The literature on reflective practice (Hargreaves & Fullan, 2012; Schön, 1992) provides ample discussion of what it is and its benefits. This literature covers the necessity of developing in communities of practice (Hargreaves & Fullan, 2012) with a focus on professional capital. Hargreaves and Fullan (2020) assert that even when there is a stated emphasis and full integration of human, social and decisional capital, there is little evidence of widespread adoption of practices that promote professional capital. In this research context, it is worth pursuing an investigation into the impact of contextual factors, such as professional standards, on the scope and types of decisions (as part of their decisional capital) that ECLTs make as part of their developing practice.

Ultimately, this study will contribute knowledge to the under-explored research area of the generative or inhibitory nature of professional standards in supporting the development of ECLT practice.

### **1.3.1 Why focus on Language learning**

The fundamental importance of learning Languages cannot be overstated. Languages are rich, dynamic, complex and intimately human (Lo Bianco & Slaughter, 2009). Using Languages is the medium through which peoples communicate and accomplish action (ACARA, 2011; SCDE, 2018). As Halliday (1993) states “[W]hen children learn Language, they are not simply engaging in one kind of learning among many; rather, they are learning the foundation of learning itself.”(p. 94). Languages are multiple and varied. Thus, learning multiple Languages is to enable the development of communication skills, intercultural capability and understandings of the role of Language and culture in human communication (ACARA, 2011; SCDE, 2018). The learning of more than one Language, structured and facilitated in the school setting, is vital to maximising opportunities for “students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world” (ACARA, 2011, p. 6).

There is abundant scholarly literature regarding the benefits of learning multiple Languages (Lo Bianco, 1987; Lo Bianco & Slaughter, 2009; Marcos, 1998; Morgan et al., 2016). Marcos (1998) summarises the literature on the benefits, offering a view of the personal, cognitive, and societal benefits. Learning multiple Languages facilitates the development of communication skills, and intercultural capability and deepens understanding of the role of Language and culture in human communication (ACARA, 2011; SCDE, 2018). Language teachers who are well-trained and well-supported (Lo Bianco & Slaughter, 2009, p64) are central to realising plurilingual opportunities for students.

Well-trained Language teachers, supported throughout their careers, are among the key elements necessary for successfully realising plurilingual learning opportunities for

all students (Lo Bianco & Slaughter, 2009, p. 64). Reflective of this importance, it is appropriate to research the factors that contribute to the training and support of Language teachers. Researching the processes that support Language teachers during their early careers provides valuable data that continues to advance the field.

### **1.3.2 Why focus on early career practice**

In their first years in the profession, early career teachers, including ECLTs, anticipate change and expect growth in their practice (Cochran-Smith et al., 2012; Conway & Clark, 2003; Fleming, 2014; Johnson et al., 2014). If growth is anticipated and expected, then it is important to know what professional growth means and how it can be engaged with in a proactive manner. This study seeks to identify the parameters or dimensions within which professional growth, as applied to ECLTs, occurs and to identify mechanisms by which growth is actively pursued. The focus on the experience of the early career teacher is important because it contributes to the body of empirical research on how well-trained and well-supported Language teachers provide plurilingual learning opportunities for all students. It is, also, important because it is so rarely the focus in the contemporary literature.

From the perspective that the efficacy of personal professional growth is more substantial where the subject is actively involved in making the decisions about the what, when and how of growth opportunities (Sela & Harel, 2019), and professional growth can be supported by having descriptions of ambitious practice as a guide (Thompson et al., 2013), this research seeks to analyse the various descriptions of professional practice, embodied in professional standards documents, that may feature in the lives of ECLTs. Operating from the view that there is a direct link between philosophical views about the role of a teacher and how to describe what a teacher does (Moore, 2004), the study will investigate the experience of ECLTs' engagement

with professional standards documents, representing explicit statements of desired practice, as part of the process aimed at supporting their professional growth.

### **1.3.3 Why focus on teacher professional standards**

As Moore (2004) asserts, there is a direct correlation between philosophical views about the role of a teacher and the description of what a teacher does. Often, the philosophical view is made most apparent in professional standards documents (Connell, 2009). Therefore, it is worth researching the experience of ECLTs' engagement with professional standards documents as part of the process aimed at supporting their professional growth. It is valuable to know whether the philosophical view of the 'good teacher' underpinning professional standards accords with participants' views about what constitutes the 'good teacher'. In the context of this study, it may be particularly useful knowledge to consider in situations where there are different perspectives about teacher practice at play between an ECLT and their SBL.

It is apparent that professional standards for teachers, particularly in the form of the APST (AITSL, 2011) factor large in the life of ECLTs. For this study, a further consideration is whether the APST are sufficiently comprehensive, descriptive, and inclusive to support their specific learning needs (Saunders, 2009). The AFMLTA Standards, as subject-specific professional standards (Watson, 2016), are most naturally used by Language teachers and those who support them.

## **1.4 Research problem**

There is limited investigation into the development of ECLTs' practice, specifically in terms of the contribution of professional standards in facilitating development towards accomplished practice. The area that is the focus of this investigation is at the intersection of two research gaps identified in a literature review (see Section 2.2.3 and

Section 2.4.1). The first gap is understanding the relationship between the descriptions of teacher practice contained in professional standards and the understandings of teacher practice as described by teachers themselves. The second gap is an understanding of the relationships between an ECLT and those that support their developing practice, specifically in regard to the processes or conditions that support the development of ECLT practice with emphasis on the development of decisional capital. In the following section, each research gap is further described and analysed.

#### **1.4.1 Research gap 1 – connecting teacher standards to teacher beliefs about teaching**

There is a significant amount of literature on ways of understanding and describing teacher practice and how that might be reflected in professional standards. Moore (2004) noted that the philosophical views of the ‘good teacher’ are reflected in what the ‘good teacher’ does. They also explored concepts of teachers being ‘competent craftspersons’, ‘reflective practitioners’ and ‘charismatic subjects’ as dominant discourses in teaching. Each discourse presented the good teacher as having a particular set of knowledge and skills which embodied a particular view of worthwhile knowledge for teachers.

Researchers have examined and presented findings into the approaches to professional standards (Call, 2018; Connell, 2009; Mahoney & Hextall, 2000; Liddicoat, 2006b) and purposes of professional standards (Hardy, 2008; Holloway & Brass, 2018; Ingvarson, 2010; Kleinhenz & Ingvarson, 2004; Mayer et al., 2005). Connell (2009) identified a managerial approach that is consistent with a teacher audit purpose. She noted that individual standards are separate, discrete descriptions with a mixture of background knowledge, pedagogical skill, organisational knowledge and more. Holloway and Brass (2018) compared the understandings of two separate groups of teachers to managerially constructed professional standards. Their findings noted that

teachers interviewed in 2003-2005 expressed a degree of scepticism about the efficacy of professional standards (Holloway & Brass, 2018, p. 367). Study participants expressed views of the use of professional standards as paper pushing, bureaucratic and CYA (cover your ass). However, participants in a study a decade later, with interviews in 2013-2014, expressed normalised views that accountability mechanisms, including the use of professional standards, were a necessary means to understand themselves and the quality of their work, as teachers (Holloway & Brass, 2018, p372). However, what has not been critically examined is the philosophical orientation to the 'good teacher' that underpins professional standards and the beliefs of teachers. This study examines the 'good teacher' through an investigation of accomplished practice (as I have defined in Section 1.1.1), how it is constructed in professional standards and how accomplished practice is understood and aimed for by ECLTs.

#### **1.4.2 Research gap 2 – connecting use of teacher standards and impact on teacher decision-making about practice**

The literature on professional standards for teachers included themes that professional standards reflect various views on what teachers do (Call, 2018; Connell, 2009; Fransson, Gallant & Shanks, 2018; Mayer, et al., 2005), standards as an articulation of quality (Darling-Hammond, 2017; Sachs, 2005); standards for regulation and accountability (Allard & Doecke, 2014; Sachs, 2005), and standards for reflection and growth (Call, 2018; Hardy, 2008; Mayer et al., 2005; Sachs, 2005). The identified gap in the research is the lack of evidence or understanding of the relationship, if any, between the underpinning epistemology of the professional standards and how the role of a teacher is enacted. The literature gap extends to the secondary area of how the underpinning assumptions and understandings embedded within the professional standards influence the support provided to teachers to assist in the development of their practice.

Identifying the role of teacher professional standards when used by SBLs and by ECLTs to support development towards accomplished practice has been at the heart of this research. Additionally, the research investigates how professional standards are used on the ECLT's understanding of accomplished practice. A particular area of exploration is the nature and scope of any discretionary judgements that ECLTs make about their practice. Hargreaves and Fullan (2012) identify this as decisional capital which is the ability to make wise and defensible decisions in teaching practice (p.94).

## **1.5 Research questions**

The overarching research concerns what ECLTs' use of professional standards reflects about their understandings of accomplished practice and how they become accomplished practitioners. It seeks to identify worthwhile knowledge about accomplished practice that is embedded in professional standards and teacher understandings of accomplished practice. Framing the overarching question in terms of a more general 'accomplished practice' acknowledges that ECLTs are being asked to examine and understand their practice through both generic and discipline-specific professional standards. The overarching research question is expressed as follows:

*What does early career Language teacher use of professional standards reflect about their understandings of accomplished practice and the extent to which they are empowered to become accomplished practitioners?*

The research program involves breaking down the overarching question into elementary components. Ultimately, three questions are posed:

*RQ 1: Using a critical framework of worthwhile knowledges, what understandings of accomplished Language teacher practice are evident in professional standards for teachers and evident in the understandings held by early career Language teachers and school-based leaders?*

*RQ 2: How are professional standards used by early career Language teachers and school-based leaders and how does the way professional standards are used impact the development of accomplished practice?*

*RQ 3: How does the way professional standards are used reflect early career Language teachers and school-based leader assumptions of accomplished Language teaching and how accomplished practice is developed?*

Table 1.2 identifies each contributing research question and maps the conceptual focus within the question and the mechanisms used to capture relevant data.

**Table 1.2**  
*Research questions matrix*

Research questions	Conceptual focus	Data sources/s
1. Using a critical framework of worthwhile knowledges, what understandings of accomplished language teacher practice are evident in professional standards for teachers and evident in the understandings held by early career Language teachers and school-based leaders?	Conceptualisations of accomplished Languages teaching and learning that may be embedded in professional standards	Document examination and analysis
	Understandings of accomplished language teacher practice held by LTs, ECLTs and SBLs	Survey of LTs
		Semi-structured questionnaire of ECLTs
		Semi-structured questionnaire of SBLs
	How is the critical theory of worthwhile knowledge conceptualisations related to conceptualisations held by LTs, ECLTs and SBLs?	Document examination and analysis
		Survey of LTs
2. How are professional standards used by early career Language teachers and school-based leaders and how does the way professional standards are used impact the development of accomplished practice?	How are professional standards used by ECLTs?	Focus group with ECLTS
		Semi-structured questionnaire of ECLTs
		Focus group with ECLT
	How are professional standards used by school-based leaders?	Interview with ECLT
		Semi-structured questionnaire of SBLs
	How are professional standards used	Interview with SBLs
3. How does the way professional standards are used reflect early career Language teachers and school-based leader assumptions of accomplished Language teaching and how accomplished practice is developed?	What does the manner in which professional standards are used, reflect about the underpinning assumptions of accomplished languages teaching and the role of professional standards in supporting professional growth	Observation of ECLTs and SBLs
		Interview with early career language teachers
		Interview with SBLs



## **1.6 Thesis structure**

This first chapter introduces the research, outlining the Australian context of professional standards for teachers and the Language learning context. In Chapter 2, relevant literature to the research is reviewed. Key issues relevant to the study of ECLT use of professional standards are considered. Firstly, the literature on professional growth is considered, and then the literature on teacher professional standards is overviewed. Literature on the ways in which the professional growth of early career teachers is supported is considered. Drawing these threads together reveals a gap in the empirical evidence – namely the relationship between teaching practice described in professional standards and how professional growth is supported. Further, an outline of the rationale and definition of Jürgen Habermas' knowledge-constitutive human elements (Habermas, 1987) and system-lifeworld colonisation (Cooper, 2010; Gaskew, 2019) as a critical theoretical framework for the research is given.

Chapter 3 provides the outline of the research approach, including the philosophical underpinnings and epistemology that informs it. First, there is a restatement of the research purpose. After a brief outline of the theoretical underpinnings, an explanation of the appropriateness of the approach and methods for the study design is provided, followed by an outline of the data collection and analysis techniques.

Chapter 4 responds to two of the three posed supporting research questions. The first question asks what understandings of accomplished Language teacher practice are evident in: (i) professional standards for teachers and held by (ii) early career teachers and (iii) SBLs. The second question investigates how the professional standards are used by ECLTs and SBLs and what 'worthwhile knowledge' is presumed within these standards?

Chapter 5 responds to the third supporting research question. Findings into the way professional standards are used by ECLTs and SBLs and findings into ECLTs and SBLs beliefs about the role of professional standards in supporting the development of accomplished practice are provided.

In Chapter 6, the findings are discussed. Chapter 7 draws this thesis to a close, with some noting of the contributions of the research to the field, identification of some limitations and the conclusions that are drawn from the results. Additionally, future research propositions are considered.

## **1.7 Summary**

This chapter has provided an orientation to the research and overviewed how the research is being presented in this thesis. Following introductory comments on key terms and the researcher's role, the researcher's purpose and need were overviewed, particularly in light of the limited research into the relationships between professional standards and the development of ECLTs towards accomplished practice. Given the stated purpose, the chapter then presented a statement of the research questions that provide the impetus for the study. Finally, the chapter concluded with an outline of the thesis structure.

### **1.7.1 Revision to professional standards**

In closing the chapter, I provide information concerning the revision of the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005) that occurred during the time this research was undertaken. As will be overviewed in Chapter 3, the data collection phase with participants took place from July to December 2020. As part of conducting a focus group and interviews with ECLTs and SBLs, participants were

provided with soft copies of the APST (AITSL, 2011) and the AFMLTA Standards that were current at that time. Data were analysed using the versions of the documents provided to the participants.

At a similar time to my data gathering, AITSL engaged in a process to develop professional standards for middle leaders and principals. As part of the process, a 'standards stocktake' with a 'light touch' review of the APST was undertaken (School Leadership and Teaching Expert Standing Committee [SLTESC], 2020). Ultimately, the content descriptors of the actual standards did not change, but the way the APST (AITSL, 2011) are presented was modified to a totally web-based document with downloadable elements. Additionally, AFMLTA engaged in a review of the AFMLTA Standards. The revised standards, *Professional Standards for Accomplished Teaching of Languages* (AFMLTA, 2021), were published in 2021.

As I indicated, my data analysis of participants' data and their use of standards considered the versions provided to them.

Chapter 2 will now review the relevant research literature.

## **Chapter 2: Literature review**

### **2.1 Introduction**

In Chapter 1, I outlined how I came to this research project. My professional interests in the use of professional standards and supporting early career teachers intersecting with my professional responsibilities and were the impetus for this study. In Chapter 2, I summarise the literature that informed my investigation. In Section 2.2, I present an interrogation of the literature on the *types* of professional standards and *approaches* to standards with reference to how types and approaches might impact teacher practice. In Section 2.3, I outline the factors that might impact early career teacher practice in general and then advance some specific considerations for ECLT practice. In Section 2.4, I consider the evidence for a teacher's professional stance as it relates to the development of ECLT practice. In Section 2.5, I examine Habermas's critical theory (1987) and the concepts of knowledge interests and system/lifeworlds (Gaskew, 2019) that influence the initial theoretical framework adopted here. I propose this initial theoretical framework at the conclusion of the section.

### **2.2 Understanding professional standards**

Professional standards for teachers have been a frequent element of policy debates in education in Australia, New Zealand, the UK, and the USA since the 1990s (Sachs, 2005). As part of the policy debates there was a perceived need to define the role of the teacher, particularly in terms of the attributes and behaviours of high-quality teachers. One consequence of debates on these terms was a proliferation of professional standards for teachers (Connell, 2009; Ingvarson, 2010). The types and approaches to professional standards that arose from the debates included national standards for teachers in school and subject-specific standards such as standards for Language teachers.

Accompanying this proliferation of standards is an expansive literature on professional standards, a small percentage of which considers the type or coverage of the standards, noting whose professional practice is captured by the document (Chadbourne, 2001; Hayes, 2007; Louden, 2000; Watson, 2016). A significantly larger percentage of the literature considers the approach to standards which, generally, outlines a connection between the purpose of the standards and the construction of the standards (Connell, 2009; Forde et al., 2016; Hardy, 2008; Ingvarson, 2010; Liddicoat, 2006a; Liddicoat, 2006b; Mahony & Hextall, 2020; Mayer et al., 2005). It is worthwhile to consider both types and approaches to standards because two sets of professional standards are integral to this research: the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005), both of which have applicability to the developing practice of ECLTs and are thus examined in this research.

### **2.2.1 Types of standards – whole of profession or subject-specific**

The literature on *types* of professional standards uses consistent descriptions for the coverage of teacher practice by any given set of professional standards (Chadbourne, 2001; Hayes, 2007; Louden, 2000; Watson, 2016). Professional standards could be categorised as one of three types, namely (i) generic and encompassing the whole teaching profession, (ii) specialist teaching area such as early years, middle years, or special education or (iii) subject-specific such as Languages (AFMLTA, 2005) or Mathematics (Australian Association of Mathematics Teachers [AAMT], 2006).

The coverage of practice captured within each type of professional standard is reasonably straightforward just by reading the name. Generic standards encompass the whole profession, sometimes with cumulative descriptions of practice across career stages. Specialist area standards detail what teachers need to know and be competent within an identified area such as early childhood, middle years or teacher-librarians.

Subject-specific standards detail what teachers need to know and be able to do within the discipline or field. In the Australian context, generic standards and subject-specific standards have received the most attention, with the specialist area being the last type to be developed (Watson, 2016). The focus of this literature review will be on generic standards and subject-specific standards.

Watson (2016, pp. 27-28) asserts that from the mid-late 1990s, the development of professional standards for teachers in Australia considered an overarching question of “what constitutes accomplished teaching?”. She showed that across the first decade of the 2000s, concurrent processes saw the publication of professional teacher association subject-specific standards and TRA generic, whole-of-teaching standards. Chadbourne (2001) also observed that the frenzied development of multiple sets of subject-specific professional standards was a ‘second wave’ of professional standards, following on from the ‘first wave’ of generic professional standards developed in the early 1990s.

### ***A unified field – pros and cons of generic professional standards***

There is an argument that generic standards can fail to mean anything substantial to the reader. Standards that are to apply equally to all subjects and all teachers of any student, regardless of student age, can be so diffuse in using opaque language and jargon-laden terminology. Since they are not written in plain English, they are rendered almost meaningless to any person who reads them (Louden, 2000). An assessment of the generic professional standards that were developed for the Advanced Skills Teacher (AST) process, implemented in Australian schools in the early 1990s, found that they were “untenable in principle and of little use in practice” (Ingvarson & Chadbourne, 1995, p. 55). The development of the professional standards involved only education sector unions and employer representatives, and excluded teacher professional associations and teachers. A fraught industrial context between teacher

employers and unions at the time worked against wide consultation in a developmental process, or the use of a research-based approach to design the standards. The AST process represented the 'first wave' use of generic professional standards in Australian schools.

A countervailing argument is that if professional standards are to meet a purpose (see Section 2.2.2 for a more detailed discussion) of enhancing the profession, then it is a reasonable assertion that it is counterproductive for individual teachers to rely on multiple sets of professional standards (Hayes, 2007). Hayes (2007) asserts that acceptance or normalisation of the use of standards by the profession requires the development of common purposes and consistent processes expressed in consistent language. Generic standards appear to offer appropriate teaching conceptualisations, allowing for opportunities to foster teacher collaboration across subjects and the development of professional learning communities (Chadbourne, 2001).

Chadbourne (2001) argued that there is often an unrecognised consensus between generic and subject-specific professional standards. He provided a worked example from the National Board for Professional Teaching Standards (NBPTS) in the United States of America. The NBPTS has developed age-specific, subject-specific standards. Using the *Early Adolescence / English Language Arts Standards* (NBPTS, 1998) as the base document, Chadbourne identified in the document where there are generic statements that could apply to all teachers in all subject areas. Further, he identified individual standards which refer specifically to the subject of English Language Arts yet could equally have another subject, such as Mathematics, substituted. He proffered the view that generic standards can have a unifying impact on the teaching profession, particularly when written in a way that does not privilege one learning area over another (Chadbourne, 2001). The conclusion drawn was that "a rich set of generic standards would be more useful than a weak set of subject-specific standards"

(Chadbourne, 2001). The proposition described by Chadbourne in 2001 was that a 'third wave' of multi-layered, profession-defined standards that operate in a symbiotic relationship between generic elements and subject-specific exemplification was needed.

### ***High-quality discipline knowledge – pros and cons of subject-specific standards***

Subject-specific professional standards for teachers focus on the distinctive knowledge base of the named subject (Chadbourne, 2001), and include descriptions of practice that require the relevant pedagogical content knowledge necessary to teach the subject (Shulman, 1987). The literature consistently describes the benefit of subject-specific professional standards for teachers as providing a clear and purposeful focus on a named area of learning (Chadbourne, 2001; Hayes, 2007; Liddicoat, 2006a; Watson, 2016).

Frequently, one further value is described in terms of the expert contribution of those involved in developing the standards (Doecke, 2006): this is captured by the idiom of 'by the profession, for the profession'. Those who have deep knowledge of the subject matter and how to teach it maintain the position that appropriate descriptions of high-quality practice come from within the field (Liddicoat, 2006a). In the Australian context, the 'by the profession' part was frequently represented by professional teaching associations. For many standards documents, developed by associations, the target teacher within the discipline was the accomplished teacher. The subject-specific standards were seen as an opportunity to drill below-surface generality and articulate more specifically what accomplished teachers know and do in the field (Ingvarson, 2010).

However, there are multiple challenges when using subject-specific standards – for teachers and schools. Teachers who do not work from within a specific learning area



and do not identify as subject-specific teachers could find the task of understanding their practice through subject-specific standards more onerous and challenging. Additionally, schools trying to promote collaboration among all teachers and across subject areas may find generic standards more helpful (Chadbourne, 2001). It is worthwhile noting that a concern with the use of subject-specific standards, especially if the use of the standards is directed by school leadership, is the potential establishment of a hierarchy of importance or privilege for the selected subject areas (Chadbourne, 2001). Examples of the privileging of directed use of subject-specific standards could result in teachers in those areas receiving greater access to supported professional learning opportunities or school-wide professional learning for all teachers, regardless of discipline, coming from the directed standards.

Two sets of professional standards – APST and AFMLTA Standards (AFMLTA, 2005) In this research, I have used both the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005) to seek an understanding of ECLT use of standards. The AFMLTA Standards (AFMLTA, 2005) are part of the ‘second wave’ of the standards movement in Australia (Chadbourne, 2001). The APST were published in 2011 as the *National Professional Standards for Teachers*, later renamed as the *Australian Professional Standards for Teachers* (AITSL, 2011). Whether the APST represent the envisioned standards that Chadbourne had in mind as part of the ‘third wave’ can be debated.

Not all types of standards are equal in terms of awareness of and use by the community of practitioners. Many of the early sets of subject-specific standards have faded from the collective memory, except for those involved in their writing (Watson, 2016). In current teaching contexts in Australia, generic standards in the form of the APST are used in a widespread manner through mandatory processes for teacher registration. In some circumstances, anecdotal evidence suggest that subject-specific professional standards appear to have a role in the development of a portfolio of

practice for advanced credentialing (Watson, 2016). The rationale for incorporating both the AFMLTA Standards (AFMLTA, 2005) and the APST into this research stems from the view that both types of standards can provide insight into teacher understanding of their developing practice and a connection to the role of professional standards in shaping what is valued and cultivated. Ingvarson (2010) asserted that there is a need for the brevity and conciseness of generic standards combined with the detailed and supportiveness of professional learning available through subject-specific standards.

As identified in this section, development of professional standards for teachers in the Australian context has followed a series of 'waves'. Development of discretionary generic standards were intended to provide a career pathway for classroom-based teachers (first wave). Development of a diverse range of discretionary subject-specific standards were intended to provide support to subject teachers (second wave). The current context for Australian teachers is the obligatory use of a specifically named set of generic standards (Watson, 2016). The literature outlined here is not a review of which type is better. Rather, the aim is to set the context to investigate the role of professional standards in early career teacher development of practice.

### ***Change over time – revisions to the APST and the AFMLTA Standards (AFMLTA, 2005)***

Over the course of my research, both the APST and the AFMLTA Standards (AFMLTA, 2005) underwent revision. For the AFMLTA Standards (AFMLTA, 2005), the changes were modest. The most obvious change was one of nomenclature, with the phrase 'languages and cultures' replaced with 'languages'. Additionally, a student-wellbeing perspective was included in the standards and reflective questions. The changes to the APST were significant in terms of the presentation of the standards. The published, downloadable document (AITSL, 2011) was transferred to being totally web-based, and

some ancillary material, such as the Preamble (AITSL, 2011, p. 2), was removed. The content descriptions within each standard did not change.

### **2.2.2 Approaches to standards – developmental or managerial**

As noted earlier, a significant portion of the literature related to professional standards includes discussion about various approaches to standards, with the identification of purposes and how these purposes are met (Connell, 2009; Forde, et al., 2016; Hardy, 2008; Ingvarson, 2010; Liddicoat, 2006a; Liddicoat, 2006b; Mahony & Hextall, 2020; Mayer et al., 2005; Sachs, 2003; Sachs, 2005). Sachs (2003) classifies standards as: common-sense and/or quality assurance or as quality improvement. In the sense-making or assurance orientation, standards are about minimum levels of teacher performance. In the quality improvement orientation, standards focus on teacher professional learning and development. Liddicoat (2006a) classifies two orientation standards as an externally benchmarked expected performance level or as a guide for good practice. Similarly, Mahony and Hextall (2000) identified two broad approaches to designing and using professional standards – a developmental approach and a regulatory or managerial approach. In working with both the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005), it is possible to identify both guide for practice and expected performance orientations, as will be explored in Chapters 4 and 5.

For Holloway and Brass (2018), teachers perceive standards as useful in order to “... know and monitor themselves, improve themselves, and fashion themselves as professionals” (p. 380). Formalised statements of professional standards are policy mechanisms for making explicit the features of quality teachers (Hardy, 2008; Holloway & Brass, 2018; Ingvarson, 2010; Kleinhenz & Ingvarson, 2004; Mayer et al., 2005). Depending on the policy context, professional standards can be used for a variety of

purposes. These purposes include the externally driven (Holloway & Brass, 2018), accountability-focused (Kleinhenz & Ingvarson, 2004; Mayer et al., 2005), management of teachers (Connell, 2009; Hardy, 2008; Holloway & Brass, 2018; Mayer et al., 2005); as well as descriptive, generative purposes (Buchanan et al., 2013; Burke et al., 2015; Cochran-Smith et al., 2012) for professional growth. In and of themselves, professional standards do not enhance teacher quality (Mayer et al., 2005) or promote professional growth. Rather, growth in teacher quality is reliant upon how the professional standards are defined, how the standards are used, and by whom (Call, 2018; Fransson, Gallant & Shanks, 2018; Mayer et al., 2005).

Ultimately, the scholarly literature is reasonably consistent in the view that the purpose of a developmental approach seeks to support professional learning for teachers that is aimed at improving the quality of teaching across their career. The purpose of a regulatory approach is to use standards as a tool for managerial control and measuring teacher effectiveness.

### ***Developmental approaches***

In the Australian context, the connection between the ITE and TRAs, in terms of their mutual use of the APST speaks most clearly to the view that early career teachers are on a continuum of developing practice. Exposure to the necessary skills to be an effective teacher is embedded into preservice programs (Moloney, 2009), and also needs to be embedded in initial professional learning or induction programs as early career teachers graduate and venture to schools.

According to Sachs (2005), a developmental approach to professional standards should encompass teachers' professional, practical and personal skills and attributes. Such standards would engage teachers in ongoing learning, recognising that teaching is context-specific and can change and develop. The importance of teacher-owned

standards used to guide professional learning is a key feature of developmental standards (Ingvarson, 1998; Sachs, 2003).

In this research context of early career Language teachers, a further consideration is whether the APST is sufficiently comprehensive, descriptive, and robust to support their specific learning needs (Saunders, 2009). Given the literature that suggests that professional standards can have a generative, enhancement of professionalism purpose (Hardy, 2008; Mayer et al., 2005) and that teachers find them a useful tool to describe their work (Holloway & Brass, 2018), consideration needs to be given to the mechanisms by which it is assured that teachers know, understand, accept, or challenge both the purpose and description of the professional standards.

The scholarly literature (Ingvarson, 2010; Kleinhenz & Ingvarson, 2004; Rowe, 2003) describes mechanisms and programs, implemented with varying degrees of success, whose focus was enabling experienced teachers to describe their work and facilitating growth in their professional capacity. Whilst not explicitly excluded, the reviewed literature rarely focuses on the early career teacher or ECLT experience of professional growth, within a standards framework.

### ***Managerial approaches***

Managerial approaches to professional standards for teachers have arisen as a means of establishing the quality, efficiency, and effectiveness of teachers (Mahony & Hextall, 2000). A starting point for a managerial approach to standards has been the perspective that making explicit the knowledge, skills, and features of quality teaching, for those inside and outside the profession, enables the recognition, reward and celebration of quality teaching (Mayer, et al., 2005). Forde and her co-authors (2016) asserted that if standards were to be used in an evaluation of practice, there needed to be “an accurate and credible mapping of practice” (p. 21). However, a widespread

critique of managerial approaches is that complex competencies of quality teachers are reduced to simplified aspects of practice (Fransson et al., 2018, Tuinamuana, 2011), emphasising instrumental behaviours leading to a fragmentation of practice (Forde et al., 2016).

In this vein, Connell (2009) identified concerns that standards documents are lists of sentences, clauses or dot points that operate independently with little or no connection with each other. She asserts that more sentences, clauses, or dot points can be added (or taken away) without troubling the framework; the issue is that the sentences, clauses or dot points do not come from a systematic view of education as a field of knowledge.

The scholarly literature identifies a concern that managerially oriented standards may prompt teachers to stop seeking innovation in their teaching and focus on meeting standards or on 'proving' they meet a standard. They spend less time on the responsive, reflective aspects of their work (Adoniou & Gallagher, 2017; Ryan & Bourke, 2013; Sach, 2003).

### **2.2.3 Use of professional standards and influence on teacher practice – a gap in empirical evidence**

A discussion about teacher quality often results in a response that professional standards are helpful, as they provide a descriptive and qualitative sense of the work that teachers do. As has been covered here, the scholarly literature on professional standards for teachers includes themes on:

- reflecting particular views of teaching (Call, 2018; Connell, 2009; Fransson, Gallant & Shanks, 2018; Mayer et al., 2005)
- as an articulation of quality as being a competent or reflective practitioner (Darling-Hammond, 2017; Sachs, 2005)

- standards for the purpose of regulation and accountability (Allard & Doecke, 2014; Forde et al., 2016; Sachs, 2003)
- standards for the purpose of reflection and growth (Call, 2018; Hardy, 2008; Mayer et al., 2005; Sachs, 2005).

However, the empirical literature on the connections between the use of professional standards and teacher practice is more limited. Kriewaldt (2012) linked empirical research into the process of lesson study to standards. She describes lesson study as a collaborative, research-oriented professional learning process in which a group of teachers plan, implement, and reflect on specific episodes of classroom teaching. Kriewaldt asserted that lesson study could be a mechanism for moving the purpose of standards from “meeting statements of teaching to improving processes of learning” (p. 37). Her conclusion, and importantly for this study, was that it is possible to reorient from a focus on standards for accountability to a discourse that drives professional learning.

Barry, et al. (2020) reported on their research into teacher perspectives on the role of the APST when used as part of the evaluation of teacher performance in an Australian school. Their study explored teachers’ experiences of a school-based appraisal process which used the APST as a key benchmark to appraise performance and identify areas for future improvement. One of their findings is that the inclusion of the APST is not a critical element in determining teachers’ views about the value or outcomes of the evaluation process. Rather, other factors, such as the level of trust between the teacher and their evaluator or the evaluator’s perceived competence, were more important in shaping teachers’ views about the process and outcomes of the appraisal (Barry et al., 2020). Barry et al. (2020) found that teachers understanding the criteria being used as part of the evaluative framework (whether that be the APST or something else) was incredibly important if the process is to provide a meaningful understanding of current performance and indication of areas for future development.

The quantity of scholarly literature about standards is significant. Types, approaches, and purposes of standards are all featured in the literature. Notably, the literature on empirical outcomes is more limited. Fransson et al. (2018) noted the irony that there is an emphasis on teachers using 'evidence-based' approaches to teaching yet little empirical evidence connects standards and teachers' practice. The particular gap in knowledge that is the focus of this research is the relationship between the epistemological frame of professional standards and how it impacts teachers' understandings of their practice.

## **2.3 Early career practice**

In approaching this research, the overarching question seeks to understand what ECLT use of professional standards reflects about their understanding of accomplished practice. After considering professional standards (Section 2.2), it is now important to consider the early career component of this research. This section commences with an overview of the literature on working with early career teachers as a broad group, before moving to the literature on early career *Language* teachers. In the broad literature on supporting early career teachers, specific attention is given to the processes intended to support growth in teacher practice.

### **2.3.1 Working with early career teachers to develop practice**

Investigation into supporting recent teacher graduates into the profession is significant (Buchanan et al., 2103; Burke et al., 2015; Ingersoll, 2012; Kemmis et al., 2014; Whalen et al., 2019). Often, the starting point is how to support beginning teachers in an effort to stem attrition from the profession (Buchanan et al., 2103; Ingersoll, 2012) before moving to a consideration of what helps beginning teachers develop their practice (Ingersoll, 2012; Whalen et al., 2019). The conclusion drawn is that effective and comprehensive induction can ameliorate early career attrition.



The literature focuses on the components of effective induction and how they relate to teacher attrition. While much of the literature does come from the perspective of wanting to understand early career attrition from teaching, there is a body of work (Burke et al., 2015; Chong, 2011; Fleming, 2014) that reviews the principles of effective induction and identifies the connections impacting on teachers' practice. Interestingly, the research literature variously describes support for early career teachers as a problem to be fixed, a gap in learning to be filled, or a situation to be addressed. At best, there appears to be a confirmation of the perspective that early career teachers are not yet fully formed (Robson & Mtika, 2017). At worst, it could be seen as a deficit view of early career teachers or their initial teacher education.

### ***Attributes and impacts of effective induction***

Activities that are identified as part of the induction program vary (Ingersoll, 2014). Regular, supportive meetings with the Principal or other School or Department leaders, ongoing guidance and feedback from a mentor, common collaboration and planning time with other teachers and reduced teaching loads are several of the more common induction strategies. According to Ingersoll (2014) having a mentor teacher from one's own subject area and having common planning time with other teachers from the same subject area were the two most effective induction strategies to reduce teacher attrition. Unsurprisingly, Ingersoll's (2014) research identified that the bundling of induction strategies together (for example supportive meetings with the principal + common planning time) into a package of support was more effective than a single strategy induction.

As noted earlier, a proportion of the literature on supporting early career teachers comes out of a deficit perspective. Common in the literature (Buchanan et al., 2013; Burke et al., 2015; Fransson et al., 2018) are the studies beginning from the premise that attrition rates amongst early career teachers are high, that this represents a

‘problem’, and identifying ways to respond to the ‘problem’ will be helpful to the profession. Any benefit to the early career teacher is presented as a useful by-product whereby teachers who feel well-prepared for their role, supported, connected with colleagues and able to access ongoing, formal and informal professional development are more likely to stay in the profession. The benefit of any growth in practice is noted, but not necessarily elaborated upon.

Consistent themes emerge from the literature regarding early career teacher experiences and perspectives on useful supports received during their early careers, often as part of induction (Buchanan et al., 2013; Burke et al., 2015; Fleming, 2008; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Schuck et al., 2018; Spencer et al., 2018). These themes include concepts of collegiality and structured support (from one another, school leadership and mentors), support for student engagement (including behaviour management), responses to workload and isolation and access to opportunities for professional learning. Often the intention of the research is to identify the type of support the early career teacher found useful in order to assist decision-makers who support early career teachers in determining the allocation of limited resources (Burke et al., 2015; Ingersoll & Smith, 2004). It was further noted that the research provided a useful starting point for supporting the professional growth of early career teachers (Buchanan et al., 2013; Burke et al., 2015; Cochran-Smith et al., 2012).

Nevertheless, some researchers (Kemmis, et al., 2014) have investigated relationships between various types of mentoring programs, not as a response to attrition rates, but rather as a mechanism for understanding the ways in which early career teachers experience their first years in the profession (Hudson & Hudson, 2016; Kemmis, et al., 2014; Spencer et al., 2018). The research looked at, amongst other things, models of mentoring, how to pair mentors and mentees, mentors training, and promotion of in-

school collegial relationships, cross-school relationships, and access to or provision of professional learning. Additionally, many areas identified as worthy of support include support for behaviour management, developing classroom activities and presence, and accessing useful educational research. To the knowledgeable observer, many of these support areas are not surprising. Usually, the benefits of the intervention are evidenced through the early career teachers' personal perspectives and reflection on their teaching capacity (Spencer et al., 2018).

In an extensive review of the available empirical literature on the impacts of induction on early career teacher practice, Ingersoll and Strong (2011) noted that most studies showed a positive impact. Teachers who participated in some form of induction performed better in a range of teacher practice areas such as keeping students on task, being able to adjust classroom activities to meet learners' interests and needs and demonstrating successful classroom management. Ingersoll and Strong (2011) found that there was some variance in the level of positive outcome (from significant to slight) on teacher performance. They suggested that the potential reason for the variance in positive impact might relate to change not being immediately evident. Further, they noted that a strong presence in the empirical literature was a theme of 'what works' but without any significant theoretical engagement about why it works. Finally, one observation made by Ingersoll was that while there was scholarly literature on induction, the empirical research was more limited (Ingersoll, 2012).

### ***Mentoring***

Mentoring is often the first concept that comes to mind when trying to understand the world of the early career teacher. It is a strategy frequently associated with induction (Buchanan et al., 2013; Ingersoll & Strong, 2011). According to Kemmis and co-authors (2014), there are three archetypal models of mentoring in early career practice, such as mentoring that exists for the purpose of passing probation (as supervision), traditional

mentoring for the purpose of support (as support), and peer-group mentoring (as collaborative self-development) (Kemmis et al., 2014).

In mentoring processes that exist for the purpose of supervision and passing probation, the mentor and mentee both use the specialist discourse of the state to manage the probationary period of the mentee. Mentors and mentees comply with the requirements to address professional standards, develop a portfolio of practice as evidence and discuss the evidence within the portfolio. The roles that mentor and mentee take are accepted – the mentor is the agent of the state and will sign off (or not) on probation and the mentee accepts the legitimacy of the framework that requires the mentee to demonstrate their skills (Kemmis et al., 2014, p.159).

In traditional mentoring processes that exist for the purposes of support, both mentor and mentee engage in observation (of mentee), discussion, and collection of evidence. The purpose of the mentoring relationship is for the mentee to develop their practice as part of growing into the profession and for the mentor to act as the wiser experienced professional (Kemmis et al., 2014 pp.160).

In the third model identified by Kemmis and colleagues, mentoring is proposed as collaborative self-development centres around processes of collective reflection with colleagues. The dispositions of mentors and mentees is to cultivate a professional community, committed to individual and collective self-development. The assertion is that this form of mentoring is more likely to enhance teachers' sense of professional autonomy (Kemmis et al., 2014, p. 161).

### **2.3.2 ECLTs and developing their Language teacher practice**

Much of the literature considered to this point has relevance and currency for all early career teachers. Attributes of accomplished Language teachers can be described in terms of professional knowledge, such as their knowledge of subject matter and pedagogy, their knowledge of students and how they learn, and their contributions to the profession (Kohler et al., 2006; Liddicoat, 2006a) and the ethical basis of their practice (Liddicoat, 2006a). As Liddicoat (2006a) indicated, identifying teachers' professional knowledge in general has applicability to Language teachers.

However, there are specific areas of professional knowledge unique to Language teachers. Areas of practice that differentiate language teachers from other teachers include the method of effective instruction, maintaining appropriate subject matter competence, teacher isolation, the requirements on a Language teacher to support a rich program, and being a subject advocate (Acheson & Nelson, 2020; Borg, 2006; Hammadou & Bernhardt, 1987; Haukås et al., 2022; Lo Bianco & Slaughter, 2009).

A unique contextual element of Languages education in that medium of instruction is also the content (Borg, 2006; Hammadou & Bernhardt, 1987; Haukås et al., 2022). Acknowledging the relationship between the medium of instruction and the content, the professional knowledge for Language teachers includes target language and culture knowledge and how to teach the Language and culture in ways that acknowledge the links between Language and culture and between all Languages and cultures (Kissau & Algozzine, 2017; Kohler et al., 2006, Liddicoat, 2006a).

Thus, Languages are modelled and used meaningfully in all Languages classrooms. How Language is used by the Languages teacher in the classroom is reflective of the program type. In Content and Language Integrated Learning (CLIL) programs, Language teachers use language *for* learning (target language use to enable students

to function in the classroom), *of* learning (target language drawn from the additional content area being in the studied), and *through* learning (supporting student use and development of the target language) (Bower et al., 2020). In stronger forms of Bilingual Education, where the focus is developing student bilingualism, the target language is the language used in the classroom (Baker & Wright, 2017). In language-as-subject programs, contemporary strategies and methods, such as communicative language teaching (Lo Bianco & Slaughter, 2009) and Teaching proficiency through reading and storytelling (TPRS) (Printer, 2023) promote the active use of the Language.

As competent practitioners, Language teachers need to have contemporary knowledge of the Language and culture. Maintaining and continuously developing contemporary skills has a particular character for Language teachers. Formal study of the Language at a site in Australia is possible. However, using the Language appropriately and effectively requires in-country experience, as well as regular opportunities for Languages teachers to engage in regular communicative activity (such as talking with friends) (Borg, 2006; Hammadou & Bernhardt, 1987). Opportunities for engagement in Language learning should consider both formal, certified or credentialed experiences as well as informal experiences.

Further, the personal and professional attributes of accomplished Language teachers include enthusiasm, passion, empathy, perseverance, and dedication (Kohler et al., 2006). Whilst this set of attributes is not prescriptive, nor in any sense exhaustive, it is a likely reflection of the context of Languages education in Australia which Lo Bianco and Slaughter (2009) describe often being “held hostage to international relations” and in which the Language teacher must continually be “subject advocate”, constantly defending Languages against ‘crowded curriculum’, a lack of student interest, or other arguments (p. 28). Acheson and Nelson (2020) detailed the potential for excessive,

negative impact on the emotional work and stress of Language teachers who work in contexts where there is a lack of institutional and community support.

Having detailed aspects of the professional knowledge of Language teachers, there is a need to consider the role of teacher beliefs in how the role is enacted. Language teachers' beliefs about their work can influence their pedagogical decision-making (Erling, et al., 2023; Haukås et al., 2022; Woods & Çakir, 2011). Woods and Çakir (2011) usefully identify that teacher beliefs are expressions of professional knowledge that are implicit and embedded in practice and personal. For example, Language teacher choices about the extent and use of Language in the classroom as a pedagogical tool will be a personal expression of their beliefs about the myriad of complex factors in the modern classroom. These complexities include students' abilities, program type, teachers' own confidence with the Language, among many other factors.

Having identified the attributes of supportive contexts for all early career teachers, it is important to focus on the needs of early career Language teachers. Noting the caution in taking a finding from one context and universalising (Kissau & King, 2015), it can be proposed that what supports the growth of early career teachers may be supportive for ECLTs. Understanding how research into supporting early career teacher growth, in a general sense, plays out in Languages teaching contexts needs to be understood. Additionally, research that is particular or distinct to Languages teaching should be examined.

ECLTs benefit from individual support and guidance, such as through induction programs and mentoring processes, as much as any other early career teacher (Kissau & King, 2015). In mentoring contexts, an increased positive effect is noted for the mentee when support is provided by a mentor from the same content area (Kissau &

King, 2015; Smith & Ingersoll, 2004). Additionally, Kissau and King (p.156, 2015,) made particular note of the positive impact of mentor appreciation of, and response to, the nuances of the impact of mentees' linguistic and cultural backgrounds, which may be an important consideration for the ECLT whose first Language and culture is different from the dominant Language of the school or educational context. Indeed, as Kissau and Algozzine (2017) identify, Language proficiency is but one domain of knowledge in which ECLTs require support and guidance.

The importance of early career teachers' active involvement in their professional growth (Sela & Harel, 2019; Thompson et al, 2013) can be equally applied to early career Language teachers (Mann, 2005). Mann (2005) suggests that Language teacher development has been a 'bottom-up' endeavour with the individual teacher taking the main role in shaping their own professional growth, rather than a 'top-down' school development experience. The concept of positive benefit being attributed to active self-engagement in professional growth is one that has been evident in the literature over time (Mann, 2005; Sela & Harel, 2019; Thompson et al., 2013). Self-engagement in professional growth as a process operates in conjunction with the domains of professional knowledge in which professional growth can be anticipated. Understanding professional growth in *what*, contained within the domains of professional knowledge, sits alongside the benefits of self-engagement in professional growth as a process.

One contextual factor that may be disproportionately felt by ECLTs is the pressure to be a subject advocate or needing to promote the benefits of learning a Language to students, parents and, often, principals and colleagues (Lo Bianco & Slaughter, 2009). Working and trying to grow, in a context that is subject to "vicissitudes of politics and conflict" (Lo Bianco & Slaughter, 2009, p. 28) can be difficult. Having to strenuously and persistently advocate for the learning area which is subject to external influence



(Lo Bianco & Slaughter, 2009) such as funding vagaries (Kissau & King 2015), and knowing that this is what will happen as you enter the profession, can act as disincentives to becoming a Language teacher. In this context, the perseverance needed to become an accomplished Language teacher is admirable.

## **2.4 Professional stance and professional capital**

Notably the academic literature on teacher quality is, predominantly, a product of the late 20<sup>th</sup> century (Cochran-Smith, 2021, p. 416). There are an extraordinary number of reports, studies, literature reviews, research and investigations that identify the teacher as the most significant influence on student outcomes (see Darling-Hammond, 1996; Fransson et al., 2018; Hattie, 2003; OECD, 2005; Rowe, 2003). The call to define *teacher quality* has been overwhelming within this body of literature. The definition of teacher quality is strongly influenced by the lens through which it is viewed. A neoliberal agenda, with its emphasis on education as being in the business of human capital formation (Connell, 2009, 2013), along with a shift from the local to the global and from the industrial to the knowledge economy (Cochran-Smith, 2021), will tend towards efficiency and effectiveness models of teacher quality. However, the neoliberal agenda is challenged when describing and accounting for the complexity of the work of teachers within any definition of teacher quality (Call, 2018; Cochran-Smith, 2021b; Fransson, et al., 2018; Marom, 2018; Moore, 2005; Pinto et al., 2012; Robinson & Campbell, 2010).

The response to the overwhelming call to define teacher quality has been, generally, accompanied by definitions that were in the forms of standards, frameworks, descriptions of competencies and dispositions (Moore, 2005). However, in the context of understanding teacher quality leading to descriptions of quality, Goodwin and Low's (2021) contention that teacher quality is a concept in search of a definition is useful for

this research (p. 366). The aforementioned calls arise out of particular movements and contexts. Such particularity should lead us to examine the underlying assumptions *about* quality that have shaped the definitions *of* quality, and the ensuing impact that this has had on professional standards as a framework *for* quality.

The literature on teacher quality describes the contexts from which the calls arise with amazing consistency. Fransson and his co-authors describe 'teacher quality' as a mega-narrative, which has become the key driver for the outcome of educational policy. Features of this pervasive mega-narrative (Fransson, et al., 2018) include global media as reporters and constructors of league tables out of arbitrary tests such as the Programme for International Student Assessment (PISA), thereby promulgating a particular view of quality or reporting on the latest deficiency of schools at educating a nation's young people. It also includes governments responding to the various challenges out of such assessments or reports and the educational establishment responding to governments and to challenges of growing global interdependence (Biesta, 2009; Call, 2018; Cochran-Smith, 2001, 2005, 2021a, 2021b; Connell, 2009; Marom, 2018; Moore, 2005; Pinto, et al., 2012; Robinson & Campbell, 2010). Within the context of this mega-narrative, two broad paradigms that shape the underlying assumptions about teacher quality are the contested space. These paradigms characterise the quality teacher as either the competent teacher as human capital or the reflective practitioner. It is an arbitrary nomenclature that researchers acknowledge do not operate in isolation from one another and does overlap (Cochran-Smith, 2021b, Moore, 2005; Sachs, 2010)

In reality, teachers find ways to enact the role of teacher that accords with their circumstances. Some will take a pragmatic stance, doing what is asked of them in varying contexts, while others will take a reflexive stance on what the implication is for them as practitioners (Moore, 2005). However, the choices any teacher makes will be

significantly shaped by the paradigms in which they find themselves. The ECLTs of this study have understandings of teacher quality, articulated as accomplished practice, shaped by their experiences. A question for consideration is the impact of ECLT context on how the ECLT enacts their role.

### ***Reflective practitioner contextualised***

In defining a *good teacher*, Cochran-Smith (2021, pp. 417-418) presented a sequence of logical propositions that drive a human capital understanding of teacher quality. Such propositions frame the purpose of education as the development of learners who can contribute to a future, globalised knowledge economy. A dominant picture is that of the 'competent teacher' ideal which uses a skills or practices approach to teacher quality, framed by standardisation, testing of individuals and compliance (Connell, 2009; Marom, 2018), and quality teacher practice is auditable and evident to the 'expert connoisseur' (Robinson & Campbell, 2010). A 'competent teacher' model privileges and protects dominant forms of knowledge; it is, often, a paradigm used by governments that come from a neoliberal, business orientation (Connell, 2009; Marom, 2018; Moore, 2005; Pinto et al., 2012). Defining teacher quality in these terms is often seen as reductionist, describing the quality in discrete measurable units (Pinto et al., 2012).

As a counterpoint, there is a sense that education should be and is, more than a contribution to economic health and growth. Education is about and for relationships, knowledges, values, and ways of knowing. Thus, teacher quality in these terms uses a discourse of 'reflective practitioner' approach to emphasise deeper knowledge, is more oriented towards lifelong learners (Marom, 2018; Moore, 2005; Pinto et al., 2012), is linked to teachers' professional judgements about improvement (Robinson & Campbell, 2010) and, emphasises professional autonomy over compliance (Connell, 2009; Moore, 2005).

Hargreaves and Fullan (2012, p. 88) explored the discourse of the 'reflective practitioner' through the framework of professional capital. Their framework asserted quality teaching for the whole profession requires professional capital. Professional capital (PC) is a function of the combination of human capital (HC), social capital (SC) and decisional capital (DC). Their succinct encapsulation reads as a 'formula':

$$PC = f(HC, SC, DC).$$

Hargreaves and Fullan (2012) assert that HC is about the attention to and investment in individual talent. There is investment in teachers who have requisite subject knowledge and know how to teach it, understand how learners learn, and are committed to engaging with and reflecting on innovative practice. HC is about possessing a "passion and the moral commitment to serve all children and to want to keep getting better in how you provide that service." (p.89). SC refers to the quality and extent of the relationships and interactions between teachers, where trust, collegiality and expertise are shared (Hargreaves & Fullan, 2012, p. 91). The final element of PC is their concept of decisional capital. Decisional capital combines competence, judgement, inspiration, and the capacity to innovate in a context where the individual has the autonomy to exercise their judgement (p. 95).

According to Witt, Lewis and Knight (2022, p. 2), empirical research into the conditions that support teachers' autonomy and decision-making capacity is limited. This is similar to comments from Hargreaves and Fullan (2020) about the widespread inclusion of practical strategies that support development of PC. However, the scholarly literature notes that early career teachers need to experience a degree of autonomy to rehearse judgements and to experience critical reflection and expert mentoring (Witt et al., 2022).

### ***Decisional capital***

For many, being a teacher is a process of becoming. Most early career teachers recognise that their journey as a teacher has just begun with the concomitant anticipation of change, growth and development in their professional practice (Cochran-Smith et al., 2012; Spencer et al., 2018; Thompson et al., 2013). Growth and processes of change are gradual (Robson & Mtika, 2017).

Understanding the processes of professional growth in early career teachers has been researched (Adoniou, 2012; Cochran-Smith et al., 2012) with a dominant focus on the processes and actions of those around early career teachers – the colleagues, schools and systems (Sela & Harel, 2019). Sitting alongside research on early career teachers is a growing body of literature that focuses on early career teacher involvement in their own growth, which provides another insight into professional growth (Cochran-Smith et al., 2012; Spencer et al., 2018). Involving early career teachers in their professional growth story and making them integral to and influential in what is supported, can have a major positive impact on an early career teacher (Sela & Harel, 2019; Thompson et al., 2013). Being able to rely on and build connections to other teachers through professional learning communities of their own choosing; being able to develop reflective practices that facilitate the integration of newly experienced skills into accomplished, consistent, ambitious practice and being resilient in times of exhaustion, frustration, failure or defeat are areas where early career teachers can be supported.

Alongside the ability to have agency over elements such as involvement in professional communities, it is important for early career teachers to have a sense of ambitious or accomplished practice (Thompson et al., 2013). Consistent with the definition provided in Section 1.1.1, accomplished practice is actively engaging with expected professional behaviours *and* engaging in developmental activity to develop and exhibit expected professional behaviours. Acquiring a full repertoire of accomplished practice is a

process of encountering skills, strategies, tools, ideas and more, for the first time in a real-life classroom context and responding to the experience. Developing accomplished practice also requires understanding how a new skill, strategy, tool or idea sits in terms of current practice and where these elements sit in relation to ambitious or accomplished practice. Ultimately, developing accomplished practice is about the decisions made when (if) incorporating new elements of practice as a regular part of practice. Processes of reflection and action occur. Professional agency and understanding of ambitious practices work in conjunction with each other, particularly in situations where there is dissonance or distance between the new practice and the context in which an early career teacher works. An implicit assumption is that ambitious practice is well-described, understood and attainable. Accomplished Language teacher practice is maximising the development of Language learners' communication skills, intercultural capability, and their understandings of the role of Language and culture in human communication (Lo Bianco & Slaughter, 2009).

A further concept in the literature is the importance of reflection, reflexivity and professional agency (Buchanan et al., 2013; Conway & Clark, 2003; Heikonen et al., 2017; Schuck et al., 2018; Spencer et al., 2018). The capacity to reflect on various aspects of practice – curriculum decisions, behaviour management strategies, pedagogical choices, and so on – is positively influential on developing professionalism (Buchanan et al., 2013; Conway & Clark, 2003). Making use of structural supports, such as collegial sharing, formal mentoring or classroom observation, to assist an early career teacher in reflectively deconstructing and reconstructing their experience was powerful. Such processes moved early career teachers beyond concern for routine action, such as whether the lesson went well, to expanded thinking about understanding why it went well, or not and/or having the capacity to do something different next time (Spencer et al., 2018). Being able to exercise professional agency in making personal and professional decisions made a significant contribution to early

career teachers becoming practitioners who were willing to promote investigation for themselves and their students. Some personal and professional decisions include who to ask for support and how to make such requests (Schuck et al., 2018) and experimenting with diverse teaching methods (Heikonen et al., 2017). Hargreaves and Fullan (2012) identify the autonomy to exercise professional judgement as a necessary aspect of decisional capital.

If initial support to early career teachers is not seen as additional training, but the next necessary step in lifelong learning as a teacher, there is capacity to utilise processes that are both *means* and *ends*. That is, designing a process that is illustrative of and capacity-building for the envisioned high-quality teacher.

#### **2.4.1 Factors that impact on exercise of decisional capital – a gap in understanding**

As noted earlier in Section 2.2.3, there is a gap in the literature about the relationships between the framing of teacher practice in professional standards and how teachers understand their practice. In Section 2.3 and this Section 2.4, I have outlined literature that described support to early career teachers and considered an understanding of teacher practice as the reflective practitioner who has autonomy to exercise decisional capital. The research investigates how professional standards are used impact the ECLT's understanding of accomplished practice. A particular area of exploration is whether decisional capital features are an aspect of accomplished practice.

### **2.5 Theoretical framework**

The work of Jürgen Habermas has theoretical applicability for contexts where participants have a responsibility and accountability to system demands while discharging professional duties that involve direct engagement with others in society

(Cooper, 2010), such as teachers in schools. Habermas's early work on knowledge-constitutive human cognitive interest (hereafter called 'worthwhile knowledge') (Habermas, 1987) offers and system-lifeworld colonisation (Cooper, 2010; Habermas, 1984) offer a critical lens through which the factors that impact early career teacher decisions about their developing practice can be understood. In Section 2.4.1, I outline Habermas's critical theory and how it applies to my research context of investigating the relationships between professional standards, their use by teachers, and the impact on development of ECLTs' practice. In Section 2.4.2, I identify the relevance of Habermas's work to my research. In Section 2.4.3, I propose a conceptual framework that suggests a model of engagement for developing practice.

### **2.5.1 Habermas's critical theory**

Critical theory operates from the premise that social research should seek to question and transform society (Cohen et al., 2018). According to Hargreaves and Fernandes (2003), critical theory can be summarised in terms of base assumptions:

- knowledge not reflecting an inert world but rather an active construction by those in it
- knowledge is not value-free
- society is susceptible to change
- domination is structural and people's everyday lives are impacted by larger social institutions such as politics, economics, culture and race
- the structures of domination imprint on people's consciousness, causing adaptation to fixed patterns (Hargreaves & Fernandes, 2003, p.182).

Critical theory's main role is to raise consciousness and present possibilities of different futures, free from all kinds of subordination and alienation. It asserts that understanding the dialectical relationship between structure and human agency is the necessary first step towards a different future because knowledge of structure can help people change social conditions. Habermas conceptualised the components of the dialectical



relationship as rationalities or worthwhile knowledges (Habermas, 1987) which need to be in system-lifeworld equilibrium (Habermas, 1984). In this construct, the 'system' comprises the broad institutions (such as the economy or government or managing authorities) that impact every member of society and 'lifeworld' is the closer, intimate lifeworlds of individuals in their families and work. (Cooper, 2010).

### ***Worthwhile knowledge***

Habermas positions knowledge as being grounded in worthwhile knowledge (Habermas, 1987, pp.308-311), and producing knowledge is not a purely intellectual exercise of the mind. Interests are socially constructed and are deemed 'knowledge' because the interest will determine what counts as the object and type of knowledge (Cohen et al., 2018). The Habermasian conceptualisations of worthwhile knowledge and modes of understanding are framed around the human cognitive interests of (i) prediction and control (Technical Interest), (ii) understanding and interpretation (Practical Interest), and (iii) emancipation and freedom (Emancipatory Interest). Importantly, Habermas's model of human cognitive interests argues that each cognitive interest does not operate independently from the others (Cooper, 2010, p. 174). Indeed, there is reciprocity in the way the interests interact with each other and there are consequences from varying the balance.

Technical Interests arise out of 'empirical-analytical sciences' (Habermas, 1987, p. 308) where there is an attempt to formulate objective statements of truth which provide immediate evidence of fact or state of being. 'Facts', or worthwhile knowledges, are determined by an *a priori* emphasis on rules and the predictability and control of behaviour, and knowledge is instrumental and oriented to the control of external conditions. A worldview that is strongly influenced by a Technical Interest constructs the world in positivist, instrumental terms, and power is understood in hegemonic terms. The power to describe worthwhile knowledge is with the already empowered,

who do not readily relinquish their power. Technical Interest is understood in terms of power and control, and as Cooper (2010, p.176) asserts, the power of the Technical Interest is its power to become self-fulfilling. Individuals working within a context that emphasises instrumental knowledge as truth can identify with that 'truth' as being true. Those individuals recognise they are working within that world and can accept the given truth, but fail to recognise that they have not been able to contribute their views or mediate its truthfulness.

Practical Interests arise out of the 'historical-hermeneutical sciences' (Habermas, 1987, p.309), where there is a need to construct a personal understanding of meaning. Worthwhile knowledge is understood in hermeneutical terms, and Practical Interest emphasises the need to seek clarity in understanding and interpretation of context through the eyes of participants and in communication with others. The power to describe worthwhile knowledge is with the participants as they interact. Worthwhile knowledge for Practical Interests focuses on the *processes* of meaning-making in each context. Practical Interests do not reject or challenge the underlying premises of what is understood as worthwhile knowledge. Cooper (2010, p. 176) posits that it is in the *engagement* with others that knowledge is developed. The social processes of interpretation and communication to develop Practical Interests are no less important than the given truth of Technical Interests.

Habermas identified the dialectical relationship between Technical Interests and Practical Interests and proposed the necessity of an Emancipatory Interest to empower critical self-reflection of individuals (Habermas, 1987, p. 310). Emancipatory Interest emphasises action informed by critical reflection, requiring Technical Interest and Practical Interest to expose the operation of power and to bring about an egalitarian distribution of opportunities. Emancipation depends on the capacity to act rationally, to

be self-determined, and to be self-reflexive (Cohen et al., 2018; Hargreaves & Fernandes, 2003).

In writing for clarity and precision, it is sometimes difficult to identify a phrase or set of words to communicate to the reader the depth and nuance intended by the writer without adding unnecessary complexity. In working with Habermas's critical theory, I have worked with this issue of clearly sign-posting my intended meaning. The dilemma I worked through in terms of sign-posting my theoretical positioning is in relation the choice of words or initialisms. Words such as 'technical', 'practical' and 'interest' are relatively common. These words frequently appear together as an exploration of Habermas's critical theory. Choosing a suitable shorthand reference that brings the full intended meaning can be complicated. Using 'technical interest' (for example) can dissipate the full intended meaning for a reader. A noun group such as 'Technical KCI' can clearly be used to refer to 'technical knowledge-constitutive human cognitive interests' or 'technical worthwhile knowledge'. Reading a lengthy text that contains many initialisms (ECLT, SBL, APST, AFMLTA and so on), adding further initialisms may add unnecessary complexity. Ultimately, I have framed the important terms of Technical Interest, Practical Interest and Emancipatory Interest in these ways, with the use of initial capitalisation to signpost meaning.

### ***System-lifeworld colonisation***

Habermas proposed that societies are simultaneously conceived as systems and as lifeworlds (Cooper, 2010, p. 179). Systems are primarily associated with public life and lifeworlds are more closely associated with private life.

Lifeworlds are a reservoir of taken-for-granted convictions and understandings that are drawn upon and shared through cooperative processes of interpretation (Gaskew, 2019, p. 207). They are the source of more personal, day-to-day interactions, where

individuals develop the skills and competencies to maintain social relationships in communities. Within lifeworlds, communication is more fluid and freer moving as individuals negotiate and interact in structured and unstructured ways.

Systems are conceptualised as the source of larger, publicly held, structural concepts, such as the economic system, politics, mass media and power systems. They deal with broad communication, generally in instrumentalist ways. Communication is simplified (compared with lifeworlds) and predictable. Systems will influence how a society functions (Gaskew, 2019, p. 208). Habermas argued that the coercive power of a system's control of economic and communications networks, most usually in the guise of efficiency, can restrict and marginalise individual voices (Gaskew, 2019).

Systems and lifeworlds co-exist – separate but interconnected. Habermas argued that where the larger structural concepts go unnoticed or unquestioned, system influences begin to 'colonise' lifeworld structures (Gaskew, 2019). Where expansion of control and unfettered use of power-over by system structures goes unchallenged, primarily through a lack of mechanisms (such as permission to ask questions) leads to a situation where the control becomes normalised.

In the context of this study, systems are the structural components of the schooling sector in Australia. The structural components include national, state and territory Ministers of Education who develop policy, such as declaration documents as outlined in Section 1.2.2. Additionally, structural components include national bodies, such as AITSL and state or territory bodies such as TRAs, who implement policy, and enforce and regulate the work of teachers. At a macro level, systems have the ability to compel behaviour and activity from individual teachers. Lifeworlds are the individual teachers that make day-to-day choices, every day, about their work.

### **2.5.2 Using Habermas to interrogate professional standards and teacher practice**

In the Australian context, all early career teachers engage with the APST (AITSL, 2011). ECLTs may also engage with the AFMLTA Standards (AFMLTA, 2005). Having a mechanism to review each professional standards document and to review teacher engagement with them can be illuminating. The literature on professional standards for teachers identifies various types and approaches. However, the empirical evidence of any linkage between the approach taken in professional standards and its impact on teacher practice is absent. Further, studies of ECLT use of professional standards are also absent from the empirical literature. The use of Habermas' critical theory into worthwhile knowledges and system-lifeworld colonisation (Cooper, 2010, Habermas, 1987) enables a critical review of the underpinning views of the work of teachers and the tools they use to support their developing practice.

Using worthwhile knowledges to examine the positions being represented within the APST and the AFMLTA Standards (AFMLTA, 2005) provides useful insight into the understandings of teacher practice embedded within the documents. Specific consideration is given to the Technical Interests, Practical Interests and Emancipatory Interests evident in the professional standards. Additionally, Habermas's interests are used to investigate the strategies used to support ECLTs' professional growth. Particular attention is paid to the functioning of either the APST or the AFMLTA Standards (AFMLTA, 2005) in those strategies. Further, the research looks towards identifying any role the professional standards have in the relationship between the SBLs and their early career Languages teacher. The extent to which the participants use Habermas's worthwhile knowledges are investigated. A particular consideration is whether the professional standards can be used in a generative capacity to support the specific learning needs of early career Languages teachers as they strive to become accomplished practitioners.

### **2.5.3 Conceptual framework**

A basic understanding of critical theory (Cohen et al., 2018) is that it seeks to question and transform. Using Habermas's (1987) critical theory in this research as it applies to ECLTs, I investigate ECLT understandings of accomplished practice and their use of standards to examine what is 'worthwhile knowledge'. In doing so, I investigate the factors that impact on ECLT development and exercise of decision capital, expressed as what they accept or question in their teaching practice.

Drawing the literature together, I theorise that for Language teachers, their early career experiences are significantly shaped by the systems in which ECLTs work and the knowledges that ECLTs bring to teaching. The systems-lifeworlds balance will indicate to the ECLT what must be engaged with and in what manner. A strong systems-dominated context that stipulates the qualities of newly graduated teachers (for example, through mandatory registration processes) will direct the ECLT's attention to the required Technical Interests and Practical Interests. Furthermore, whether ECLT practice is understood and examined through a generic 'every teacher' lens or through a specific Language teacher lens has the potential to influence ECLT views about the uniqueness or otherwise of Languages as a learning area.

ECLTs are likely to experience school contexts that enable them to act collaboratively (at least to some extent). ECLT dispositions and who ECLTs work with (whether SBL or other colleagues) to understand their teacher practice and the knowledges will be influential. How ECLTs exercise decisional capital will be significantly influenced by the systems-lifeworlds orientation.

In Figure 2.1, presented at the end of this chapter, I attempt to capture the various aspects of ECLT practice and how it exists in a systems-lifeworlds dynamic. Early career Language teachers inhabit their individual lifeworlds, where personal and lived

experience impact on ECLTs' understandings of their practice. ECLT experience is within a systems context of a school (or schools) structures that impact on their lifeworlds. Developing accomplished practice is a dynamic proposition where ECLTs use known content, pedagogical and curriculum knowledge in collaborative contexts. Technical, rules-based application of knowledge is developed in socially-interpreted, context specific settings. The dynamic nature of the system pressures and lifeworld preferences experienced by ECLTs will influence the extent to which Technical Interests, Practical Interest and Emancipatory Interests have impact on ECLT development of accomplished Language teacher practice.

## **2.6 Summary**

In this chapter, I provided a review of the literature relevant to the research. I examined literature related to professional standards for teachers, early career teacher practice (including for Language teachers), developing professional capital, and literature related to the theoretical framing.

The late 1990s and early 2000's saw a proliferation of professional standards. A review of the literature on professional standards outlined types and approaches to professional standards for teachers. Watson (2016) identifies three types of professional standards, generic, subject-specific and specialist areas. Noting this research has a focus the APST (AITSL, 2011) (generic) and the AFMLTA Standards (AFMLTA, 2005) (subject-specific), the review focused on the literature of generic and subject-specific standards. The benefits and concerns of both generic and subject were outlined.

Sachs (2005) describes approaches to professional standards as a quality assurance or managerial or quality improvement or developmental. As a quality assurance approach, standards are about minimum levels of teacher performance. As a quality

improvement approach, standards focus on teacher professional learning and development. At the conclusion of Section 2.2, I identified that the relationship between the conceptual framing of professional standards and the impact on teachers' understandings of their practice is a gap in knowledge.

In Section 2.3, I provided a review of the literature related to early career teacher development of practice. Consistent themes in the effective support to early career teachers include the need for structured support, from one another and mentors; developing behaviour management skills as part of supporting student engagement, support for dealing with workload and feelings of isolation, and access to professional learning (Buchanan et al., 2013; Burke et al., 2015; Fleming, 2008; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Schuck et al., 2018; Spencer et al., 2018). Mentoring was specifically identified a strategy that is useful in supporting early career teachers. Mentoring for the purpose of passing probation, the purpose of support and peer-group mentoring (Kemmis et al., 2014) were outlined as models. Further, I examined the literature in relation to the needs of early career Language teachers when developing their practice. Like other early career teachers, ECLTs benefit from effective induction programs and mentoring processes (Kissau & King, 2015). ECLTs can benefit from a mentor from the same content area (Kissau & King, 2015; Smith & Ingersoll, 2004).

In Section 2.4, I reviewed the literature that identified the importance of the professional capital (PC) for ECLT practice. Hargreaves and Fullan describe PC as the knowledge teacher (with HC) who is connected in meaningful and collaborative ways with colleagues (who has SC) and who is critically reflective with the experience and autonomy to exercise their decision-making skills (with DC). At the conclusion of Section 2.4, I identified that a further area of exploration for this study is the extent to which decisional capital is supported in development of ECLT practice.

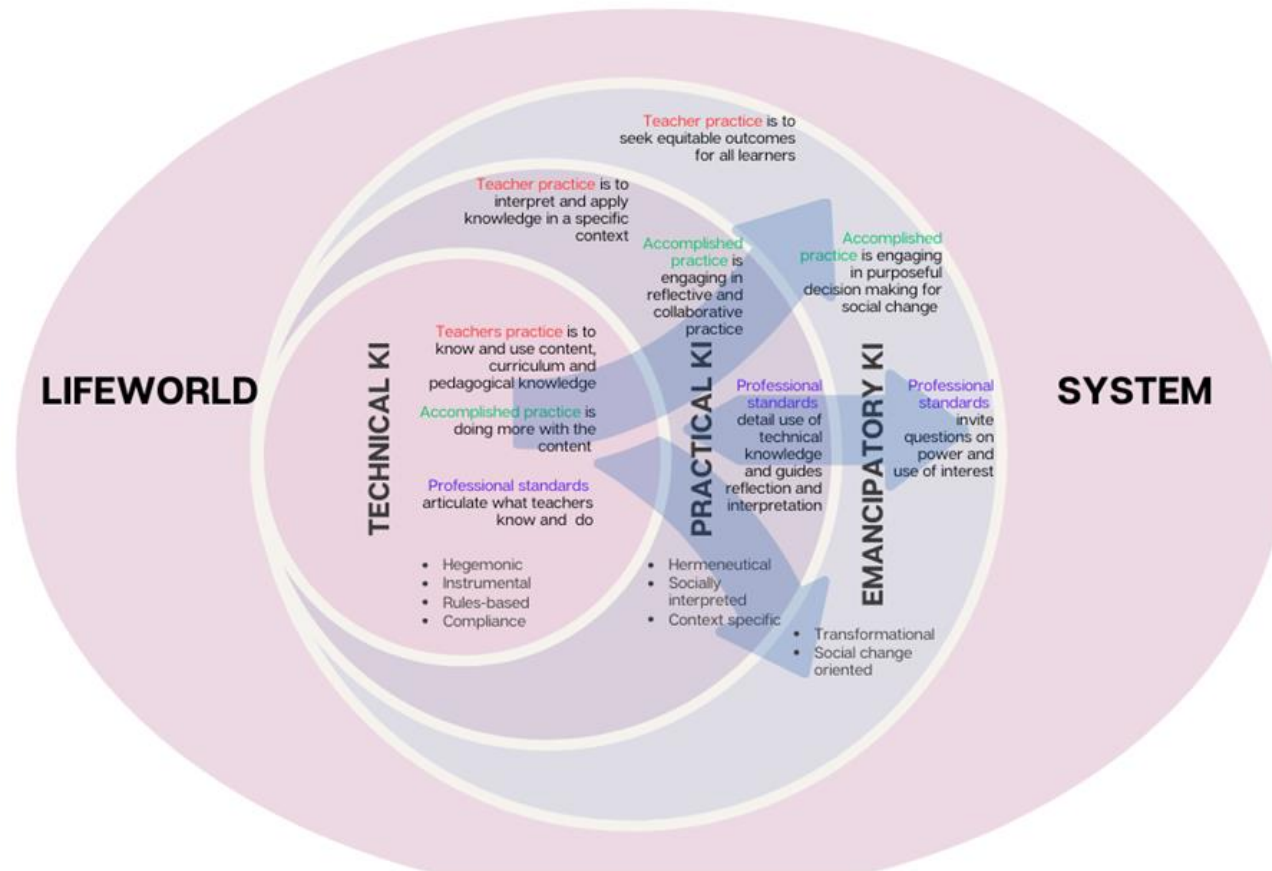


In Section 2.5, I reviewed literature related to the theoretical framing of my study. I posed a consideration of whether the generic APST (AITSL, 2011) was sufficiently robust and inclusive to adequately support the development of practice for ECLTs. Habermas's critical framework of worthwhile knowledges provides a way of understanding the worthwhile knowledges contained within professional standards and held by teachers (Habermas, 1987). In this study, worthwhile knowledges are expressed as Technical Interests, Practical Interests and Emancipatory Interests.

Additionally, Habermas's understanding of symbiotic relationship between systems-lifeworlds provides a mechanism to understand the dynamics between ECLTs and SBLs as individuals who work within a systems context (Cooper, 2010). The concept of systems-lifeworlds is useful when examining contexts where individuals have systems responsibilities (Cooper, 2010).

I concluded Chapter 2 with a theoretical framework to consider early career Language teacher practice. In moving to Chapter 3, I outline the research approach and methodology taken in investigating my research questions.

**Figure 2.1**  
**Early career Language teacher practice – Contexts of developing practice**



Adapted from Habermas (1987), Cooper (2010), Gaskew (2018)

## **Chapter 3: Research approach and methodology**

### **3.1 Introduction**

In Chapter 3, I identify the connections between the purpose of the research and the methodological choices. This includes connecting the research questions to the research design, specifically the use of a descriptive case study in Section 3.3. Within the research design section, I outline my position on the role of the researcher considering both ‘insider’ and ‘outsider’ perspectives in the research (Breen, 2007; Chavez, 2008; Greene, 2014; Merton, 1972). In Section 3.4, I introduce the participants in the study. In Section 3.5, I outline data collection processes, including the identification of and rationale for the instruments used. Additionally, this section outlines processes of instrument development and implementation. In Section 3.6, the chapter concludes with an outline of the processes of reflexive thematic analysis of the data.

This research aims to examine what understandings of accomplished practice are evident in professional standards for teachers and in the understandings held by ECLTs and SBLs who support and mentor the ECLTs. Understandings are examined in terms of worthwhile knowledge as understood within Habermas’s framework. Further, the purpose extends to an examination of how professional standards are used by ECLTs and SBLs and the beliefs of the ECLTs and SBLs about how professional standards support teachers to become accomplished practitioners. To fulfil the research aims, I used critical theory (see Chapter 2) as a basis for the theoretical framing of a descriptive case methodology examining the standards and teachers’ practices. Data were examined through reflexive thematic analysis (Braun & Clarke, 2006; Braun, et al., 2022; Clarke & Braun, 2017).

### **3.2 Methodological considerations and research questions**

As detailed in Chapter 1, I have spent much of my professional life supporting teachers, engaging with them in various contexts. In all my roles, collaboration and shared understanding have been important, particularly in developing an understanding of what it means to have accomplished teacher practice, particularly Languages teacher practice. As I described earlier, I believe I have worked with an emphasis on collaborative and reflective practice: hearing from and responding to the individual teacher is important. In wanting to move the field forward, my approach to the research needs to acknowledge and honour the valuable contribution of the individuals in the study.

Cresswell and Cresswell (2018) define qualitative research “as an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p.4). Taking a qualitative approach to the research allows for the collection of rich and detailed data, allowing for participants’ voices to be heard and explored. I bring a social constructivist perspective to seek an understanding of participants’ views on their professional experiences. Cresswell and Cresswell, (2018) assert that social constructivism in research relies as much as possible on participants’ views and that participants “construct the meaning of the situation, typically forged in discussions or interactions with other persons” (p.8). This research focuses on the participants’ experiences and involves an exploration of their understanding of the attributes of accomplished Language teachers, an exploration of how professional standards might be used in becoming an accomplished Language teacher and an exploration of how understandings impact the development of accomplished practice. A qualitative research focus on early career Languages teachers may make a greater contribution to understanding than reports based on other types of research (Duff, 2020).

Thus, the study design is grounded in the participants' experiences in their specific contexts.

The research deliberately and purposefully allowed for capturing participants' meaning and intention and analysing *their* meaning, intention, and interaction in *their* social context (Cohen et al., 2018). Examining participants' interactions and contexts through a critical lens led to understanding what was valued as worthwhile knowledge.

Hargreaves and Fernandes (2003) proposed some base assumptions about knowledge through a critical lens. They assert that knowledge is not a reflection of an inert world; rather, it is an active construction by those in it. Knowledge is not value-free. Hargreaves and Fernandes (2003) maintain that society is susceptible to change and domination is structural, and people's everyday lives are impacted by larger social institutions such as politics, economics, culture, and race. The structures of domination imprint on people's consciousness, causing adaptation to fixed patterns. This perspective from Hargreaves and Fernandes invited interrogation of participants' views on worthwhile knowledge and whether there appeared to be adaptation or accommodation to larger societal constructs of worthwhile knowledge in a teaching context.

In bringing these perspectives together, I frame the overarching research question in terms of examining ECLT's use of professional standards to understand how accomplished practice is understood and to examine the extent to which ECLTs are empowered to become accomplished practitioners. I deconstruct the overarching question into examining professional standards and the use of professional standards by ECLTs and school-based leaders (SBLs). There is a close examination of what is posited as 'worthwhile knowledge' for accomplished teacher practice. There is a critical examination of how professional standards are used with consideration of whether ECLTs are empowered, or not, to develop as accomplished practitioners.

### **3.3 Research design**

In the research design section, I outline the researcher's position and detail the implications for research design. Following on, I detail the study, outlining the benefits and limitations of a descriptive case study and the rationale for using a theoretical framework based on Habermas' (1987) critical theory of interests.

#### **3.3.1 Researcher position in qualitative research**

The relationship between the qualitative researcher and participants in the study is important to acknowledge, as the researcher's background significantly impacts on how data is interpreted (Breen, 2007). Breen (2007) provided a simple outline of insider-researchers as those who belong to the group central to the research, while outsider-researchers do not belong to the group central to the study. Sociological literature (Chavez, 2008; Merton, 1972) explores 'insider' and 'outsider' perspectives as a dichotomy or as an interchange. Merton (1972), writing in the late 1960s and early 1970s, a time that he identified as one of "evident social change" (p. 11), outlined understandings of insider knowledge and outsider exclusion from that knowledge. He explored the complexity of trying to define 'insider' or 'outsider' based on single attributes (1972), drawing the conclusion that "... all of us are both Insiders and Outsiders in various social situations ..." (1972, p. 41). Recent exploration of similar perspectives (Breen, 2007; Chavez, 2008; Greene, 2014) on the researcher-in-the-middle provides a useful view that suggests that it is possible for me to consciously consider the study from 'insider' and 'outsider' perspectives.

As a Language teacher and former Assistant Principal, I understand the participants' contexts. I understand the contexts of their practice and the influences and balance of their lifeworlds with system demands (see Section 2.5). In these respects, I am an insider. As a beginning teacher, I moved from provisional to full registration; however,

supervisors did not use professional standards. Further, it has been well over a decade since I have worked in classrooms and schools. I have worked in supporting early career teachers in other avenues, but have not experienced the supervision of beginning teachers to sign off on their full registration at the Proficient stage of the APST. I do not share the participants' experiences in these respects, so I move towards an 'outsider' perspective. Chavez (2008) presents the concept of partial insider as a useful idea to pick up on Merton's (1972) perspective that researchers can be both insider and outsider at various times. Thus, I believe that my researcher position across this study has been that of a partial insider (Chavez, 2008).

The advantages of insider positionality are frequently identified in terms of the insider researcher bringing superior knowledge of the group's culture and perspective, facilitating interaction and greater relational intimacy (Breen, 2007; Greene, 2014). A concern with insider research is that subjective involvement can be a deterrent to objective perception and analysis, with the potential for bias (Greene, 2014). The impacts of my researcher position will be further explored in this chapter, particularly in relation to the data collection instruments.

### **3.3.2 Study design**

The phenomenon being studied is the gap in knowledge at the intersection of two fields of research: (i) knowledge of the relationship between the descriptions of teacher practice within professional standards and the descriptions of teacher practice that come from teachers themselves, and (ii) whether the worthwhile knowledges embedded in professional standards are reflected in the way standards are used by beginning teachers, and those who support their developing practice (see Chapter 2).

According to Riazi (2016), mixed method research is an increasingly used approach to research. In mixed method research, both quantitative and qualitative data and analyses are present (Riazi, 2016). Quantitative data will be used to develop inferences that respond to quantitative research questions. Qualitative data will be used to develop inferences that respond to qualitative research questions. It is important to distinguish mixed method research from multimethod research. Multimethod research draws from a single research paradigm. As overviewed in Section 3.2, I am using a social constructivist paradigm (Cresswell & Cresswell, 2018). While my research draws on multiple methods that elicit some quantitative and many qualitative data, the analysis is responding to solely qualitative research questions. I have considered mixed method research but have resolved that my study is best served by a case study methodology.

Thus, in order to investigate the phenomena, where participant voice and context are important, I have used a case study methodology. Examining the operation of political power, I have based the theoretical framing on the work of critical theorist, Jürgen Habermas (Habermas, 1987).

### ***Descriptive case study***

Case study methodology provides flexibility, allowing researchers to study phenomena in wide-ranging contexts (Duff, 2020; Mills et al., 2010; Riazi, 2016). A case study methodology can use a single case or multiple, embedded cases (Duff, 2020). In the context of my research, the case is that of the early career Language teacher. Multiple embedded cases provide for the diversity of early career teacher contexts. Therefore, I have selected multiple embedded cases for my research. The “focus of the study and the basis for analysis” is the unit of analysis (Riazi, 2016, p. 336). Individual ECLTs are the unit of analysis for my study. There is a link between the unit of analysis and sampling processes, so that I have maximum opportunity to respond to my research



questions. In qualitative research, purposive sampling is used (Riazi, 2016). Purposive sampling is using a characteristic, shared across the unit of analysis, as a determinant for inclusion in the sample (Riazi, 2016). In Section 3.4.2, I outline the characteristics that are the basis for selecting the participating ECLTs.

A particular benefit of case study research is deeper research into a phenomenon in its real-life context (Duff, 2020; Yin, 2009). Yin (as cited in Cohen et al., 2018) outlined a descriptive case study as providing a narrative account of the phenomenon being studied. The strength of a case study methodology is its groundedness in reality, with the particular capacity to respond to subtlety and complexity (Cohen et al., 2018). It facilitates the capture of unique features of a situation that may be lost or hidden in large scale data. Duff (2020) asserts case study research offers the opportunity for a detailed illustration of the phenomenon being examined.

Limitations of a case study are that results may not be generalisable except where the reader or researcher sees an application, and data may not be easily open to cross-checking, which opens the possibility of findings being selective, subjective and prone to observer bias (Cohen et al., 2018). While case study is a methodology that has a strength for a researcher such as myself who brings insider knowledge of the phenomenon being studied, I needed to ensure that the limitations are understood and worked through, and that I move beyond mere description to analysis and evaluation (Denscombe, 2017). Limitations within this research will be discussed in Chapter 7.

Yin (2018) maintains that the case study can opt for analytic generalisability. Analytic generalisation is using the case study as an opportunity to shed empirical light on some stated theoretical concepts (p.38). Analytic generalisations move beyond the settings and can be used as a working hypothesis for other concrete situations. As will be picked up in Chapter 7, I give consideration to the application of the theoretical

framework from this descriptive, embedded case study to research involving other beginning teachers or teachers in other curriculum areas as an expansion of theory.

As Cohen et al. (2018) note, a case study may not have the same types of external checks and balances as other methods but there are still assurances that the research is valid and reliable. For example, the use of multiple sources of evidence, including interviews, focus groups and questionnaire responses, as an aspect of concurrent validity helps triangulate participant understanding across data sets to yield convergent validity. Ensuring data collection processes are replicable promotes research reliability. With minor modifications, all of the instruments, including the questionnaires, interviews and focus groups are all replicable instruments that could be used in other contexts.

For this study, I have designed a descriptive case study with multiple cases embedded. I have used a purposive sampling (Cohen et al., 2018) process to identify five ECLTs as participants. Having selected five ECLTs, an invitation was extended to the person at the ECLT's school who had some supervisory / support responsibility for the ECLT. That person joined the study as a case participant in the role of the SBL.

### ***Critical theory***

As noted in Chapter 2, Habermas' concepts of knowledge-constitutive interest and system and lifeworld provide a useful critical frame for this research.

In Habermas' critical theory in *Knowledge and Human Interests* (1987), worthwhile knowledge is defined through interests to expose the power interests at work and understand whose purposes are being served (Cohen et al, 2018). Worthwhile knowledge is defined around three knowledge interests (Interests) – (i) Technical Interest, (ii) Practical Interest, and (iii) Emancipatory Interest.

Technical Interests emphasise rules, predictability, instrumental knowledge, and control of external conditions. Worthwhile knowledge is understood in positivist terms as quantifiable and measurable. Power is understood in hegemonic terms. The power to describe worthwhile knowledge is with the already empowered. The empowered do not readily let go of their power. Technical worthwhile knowledge is understood in terms of power and control.

Practical Interests emphasise interaction and interpretation of context through participants' eyes. Worthwhile knowledge is understood in hermeneutical terms. The power to describe worthwhile knowledge is with the participants as they interact. Worthwhile knowledge for Practical Interests focuses on the mean-making *processes* in each context. Practical Interests do not reject or challenge the underlying premises of what is understood as worthwhile knowledge. Practical worthwhile knowledge is conceptualised in terms of understanding and interpretation.

Emancipatory Interests emphasise action informed by reflection on the purposes of social change (Cohen et al., 2018; Hargreaves & Fernandes, 2003). It exposes the operation of power to challenge the views of major economic and social structures. Emancipatory Interest has a transformative agenda, concerned with the move away from oppression and action towards social justice, equality and equity. Emancipatory worthwhile knowledge is understood in terms of emancipation and freedom.

These definitions present a sharp delineation between the interests. However, this is more artificial than concrete (Cohen et al., 2018; Romanowski, 2014). For example, employing a Practical Interest requires interpreting and applying Technical Interests. Further, it is important to note that the worthwhile knowledge underpinning a Technical Interest is not challenged; rather, how it exists and is applied in a given context is the Practical interest. Interpretation is subjective and through the eyes of the participants

and application may vary according to context. In this study, understandings of the worthwhile knowledge embedded into professional standards as descriptions of accomplished practice are analysed in terms of the extent to which they are Technical Interests, Practical Interests or Emancipatory Interests. Similarly, participants' understandings of accomplished practice are analysed to understand the extent to which participants understand worthwhile knowledge in technical, practical or emancipatory terms.

For this study, professional standards and participants' beliefs and practices were examined to understand the worthwhile knowledge of accomplished practice. A strength of the research design allowed for a critical examination of professional standards by examining the language of the standards alongside an examination of ECLT and SBL personal responses to the standards. The research design enabled an examination of the coherence between the picture of worthwhile knowledge drawn from the professional standards and worthwhile knowledge drawn from participants' statements and actions.

Alongside the concept of worthwhile knowledge is the importance of context. Teacher practice occurs in a context. Habermas (1984, 1987) theorised about communication and the interactions between the system and the lifeworld. He identified 'system' as the source of larger, publicly held, structural concepts, such as the economic system and the 'lifeworld' as the source of more personal, day-to-day interactions, such as work and family. Habermas argued that when system-level concepts overwhelm, or colonise the lifeworld, interactions become more restricted, controlled, and formal (Gaskew, 2019, pp. 204-205). Gaskew (2019, p. 208) argues that the coercive use of power in the pursuit of efficiency in the system can restrict and limit interactions within the lifeworld. In the study, teacher practice, particularly in relation to support for developing accomplished practice is analysed. The analysis focuses on whether the significant

influences on interactions are from a system use of power or from a more relational interaction as an expression of the individual's lifeworld.

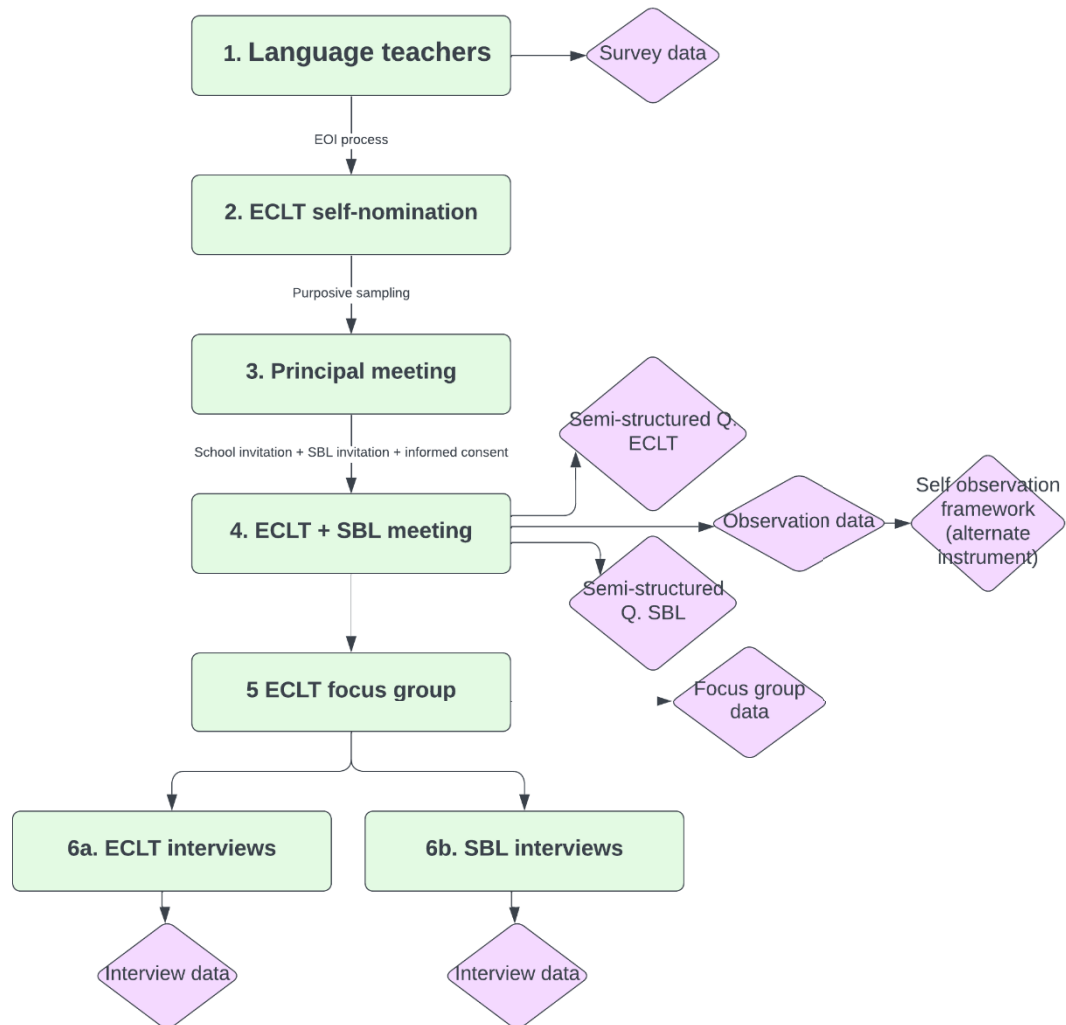
### **3.4 Participant selection and recruitment**

This research adhered to the National Statement on Ethical Conduct in Human Research guidelines. The research was approved by the University of Technology Sydney Human Ethics Research Committee (ETH19-4501) (Appendix 3.1). The various data collection instruments were reviewed, and where needed, revised.

When seeking case study participants, application for research with human participants was made with each of the school jurisdictions involved, in accordance with their respective processes. In Australia, compulsory schooling is provided by the government as public schools, or by non-government providers represented by independent or Catholic schools. In this research, the broad categories of government and non-government are used. The Education Queensland (EQ) is the government provider of state schooling (as it is called in Queensland). EQ required an ethics application for research with human participants (Appendix 3.2 – identifying school name redacted) which was approved by the school principal. Independent and Catholic schools required direct application to Principals who approved participation by their staff. Participants in the research are outlined below. First is a short outline of the broad group of Languages teachers who responded to a survey and following this is a more detailed introduction to case study participants.

Figure 3.1 outlines the research process, noting the general sequence of engagement with research participants and the data sets generated through participant engagement.

**Figure 3.1**  
*Research process – Participant engagement*



(Figure by the author)

Language teacher participants in this study can be considered as two groups – anonymous respondents to a Qualtrics survey (survey participants) and selected case study participants. All initial, anonymous Language teacher participants were sought through a survey disseminated through a language teacher association. The survey asked a number of questions about teacher practice. Additionally, the survey invited those respondents who met the ECLT selection criteria to submit an expression of interest (EOI) for participation in a case study.

It is important to make note of the context for data collection in the research. Data collection processes occurred from July 2020 to December 2020. In the Australian school setting, Term 3 is July to September, followed by, generally, a two-week break and Term 4 is October to late November or early December. The calendar year's end coincides with the school year's end. July to December 2020 was a time when COVID-19 significantly impacted society in general, with lockdowns. Schools were moving from face-to-face to remote teaching and back again.

Additionally, Queensland senior secondary schooling was embarking on the most significant reform in over 50 years. Until 2019, senior secondary curriculum results were determined through a combination of one centralised exam called the Core Skills Test and school-based assessment results, moderated on a state-wide basis for each subject. For students commencing Year 11 in 2020, the curriculum assessment was moving to external, subject-based, state-wide external examinations. Many teachers had never experienced external exams – either as students themselves or as teachers. The advent of COVID-19 prompted consideration of delaying the curriculum change, but the relevant authorities determined that it should proceed as planned. The impact of these factors will be identified as needed in the coming sections.

### **3.4.1 Survey participants**

One of the sub-questions in the research relates to the understandings of accomplished practice in the teaching of Languages. In formulating a fuller picture of understandings of accomplished practice, gathering data from a broad range of Languages teachers is useful. It is useful to triangulate perceptions about accomplished practice gathered from survey data against the APST and the AFMLTA Standards and to triangulate with case study participant responses. Triangulation of

data is one mechanism used to offset the potential for insider researcher bias (Greene, 2017) and as a mechanism to promote the validity and reliability of research findings.

The survey participants are Language teachers whose participation was sought through the Modern Language Teachers Association of Queensland (MLTAQ). Each state and territory in Australia has a Language teacher association (MLTA/LTA) that supports teachers of all Languages. Each state and territory association is affiliated with the national peak association (see the Australian Federation of Modern Language Teachers Associations (AFMLTA) website [www.afmlta.asn.au](http://www.afmlta.asn.au)). The constitution of the AFMLTA (AFMLTA, 2014) indicates national membership is based on the eight state and territory MLTA/LTAs. Thus, it is the MLTA/LTAs that have teacher members.

A search of the various MLTA/LTA websites indicates that the membership structure and profile of each state/territory MLTA/LTA is different. Some MLTA/LTAs have individual members (single teachers) and school members (acknowledging a number of teachers at a school site). Further, in some states and territories, the teacher associations supporting Language teachers include the MLTA/LTA, as well as Language-specific associations, such as the French Teachers Association or the Japanese Teachers Association. In Queensland, the MLTAQ is one of only two Language teacher associations, with the Chinese Language Teachers Association of Queensland (CLTAQ) being the second association. MLTAQ membership structure is reasonably flat, recruiting individual members of two classes (individual and individual pre-service teacher students). Both classes of members were able to participate in the survey. An individual member structure made determining the response rate to the survey much simpler. With only two Language teacher associations operating in Queensland, distributing the survey through the larger, multilingual association ensured access to as wide an array of Language teachers as possible. Further detail about the



development and implementation of the survey and the response rate is provided in Section 3.5.2.

### **3.4.2 Case study participants**

The research was a descriptive case study with five cases embedded within. ECLT case study participants were recruited through an EOI process. Part of the survey outlined in Section 3.4.1 was the option for a respondent to self-identify as 'early career', where early career had been defined as within the first five (5) years of teaching. Respondents could, then, indicate that they wished to be considered for the study and submit an EOI. Additionally, initial teacher educators in Queensland programs were approached to assist in the dissemination of study information to recent graduates, who could also submit an EOI. The EOI broadly outlined the scope of the research and that the research would involve the ECLT and an SBL from their school. Recruitment of ECLTs yielded seven (7) EOIs.

Managing the collection of EOIs, selection, recruitment and appropriate onboarding of participants who provided their fully informed consent was complex. The data collection phase was occurring at the height of the COVID-19 pandemic in 2020. Societal lockdowns were happening, with schools and teachers having to change modes of teaching from face-to-face to remote with very short notice. Initial, pre-COVID planning for the study included participation by ECLTs and a SBL (SBL) from each school. SBLs had some direct responsibility for supervising and supporting the ECLT at the school site. The recruitment process included an initial purposive sampling (see below) process of ECLTs, followed by a discussion with Principals of selected schools to overview the study. The discussion with Principals identified the request for an SBL to participate in the research alongside the ECLT. At that point, Principals and potential SBL participants could withhold informed consent and choose not to participate. In the

event of a choice to not participate, the recruitment process would then move to any reserve ECLT participants. The *Sequence of participant involvement* (Appendix 3.3) outlines steps in the recruitment process. It provides a more detailed outline of the Figure 3.1 Research process – participant involvement. Further detail about the implementation of the case study, with identification of recruitment and selection processes, is provided in Section 3.5.3.

### ***Recruitment and selection of ECLTs***

ECLT participants were selected through a purposive sampling process (Cohen et al., 2018; Denscombe, 2017). Denscombe (2017, p.42) identifies that purposive sampling is used when the researcher deliberately selects particular qualities of the people or events with a specific purpose in mind. Purposive sampling was intended to achieve a range and balance of participants across three (3) key attributes. The first attribute was the sector context of the ECLT and whether the ECLT teaches in a government or non-government school. The second attribute was whether the schooling context was primary, secondary, or across both. The third attribute was a focus on the years of experience within the early career period. The purposive sampling framework is presented in Appendix 3.4. Table 3.1 overviews the attributes of each of the potential case study participants who submitted EOIs.

***Table 3.1***  
***Expressions of interest for case study participation***

EOI source	Sector (Gov / Non-Gov)	School Type (Primary, Secondary, Other)	Years of Teaching Experience
Survey Respondent 74 *	Gov	Secondary	2-3 years
Survey Respondent 79	Gov	Secondary	2-3 years
Survey Respondent 88 *	Non-Gov	Prep-Secondary	Less than 1 year
Direct EOI 1 *	Non-Gov	Prep-Secondary	4-5 years
Survey Respondent 89 *	Non-Gov	Year 5-Secondary	1-2 years
Direct EOI 2 *	Non-Gov	Prep-Secondary	3-4 years
Survey Respondent 100	Gov	Secondary	1-2 years

\* EOI selected as a case participant

In relation to the first attribute, there were three (3) EOIs from teachers in government schools and four (4) EOIs from teachers in non-government schools. While there was an intention to have a balance of cases across the government and non-government sectors, a major impact of COVID-19 on this research was felt. EQ required all researchers seeking to work in any government schools to apply for ethical approval prior to commencing research. In August 2020, this study was in a position to apply for ethical approval for participation by government sector teachers. EQ advised that ethics applications for research in multiple government schools would not be considered before October 2020 at the earliest. EQ advised that research in one government school still required an ethics application. However, approval could be granted by the Principal. Ethics applications needed to be submitted centrally but would be forwarded to the Principal for immediate consideration. Given the nature of the embargo on applications for ethics approval for research in multiple schools and the potential for delay in collecting data, the considered opinion between my Principal Supervisor and myself was that the ethics application and subsequent sampling process include only one ECLT from the government sector. The ethics application to EQ is in Appendix 3.2, with redactions of a specific school name.

In relation to the second attribute of a balance between teachers working in primary and secondary school contexts, EOIs were received from teachers in either stand-alone secondary schools in the government sector, or from teachers in schools who had students in both primary and secondary classes in the non-government sector. With the decision to select only one participant from the government sector, the sampling process could not consider the balance between primary and secondary.

The third attribute of balance in years of experience became the attribute that the sampling process considered most closely, and it impacted the final selection of case participant ECLTs. Using the information in Table 3.1 and considering the intention to

have 5 ECLTs, four of which are coming from the non-government sector, I reviewed the years of experience of the three remaining ECLTs who worked in the government sector. I looked for any double-ups in experience in government sector EOIs with already accepted non-government ECLTs. Survey Respondent 100 (government) had between 1-2 years of teaching experience, which was the same as Respondent 89 (non-government). This meant Respondent 100 was not the most preferred participant.

Additionally, I looked for gaps in the years of teaching experience across those already accepted EOIs. There were no ECLTs from the non-government sector who had between 2-3 years of teaching experience. Respondents 74 and 79 both had between 2-3 years of experience. Either EOI from Respondent 74 or Respondent 79 would fill the gap in the sample. Respondent 74 was selected as the 5<sup>th</sup> ECLT participant. The 5 ECLTs represent an even distribution of years of Language teaching experience, with one teacher in each category of less than one year to up to five years.

### ***Study process, consent and recruitment of SBLs***

After the initial purposive sampling was completed, contact was made with the ECLTs to identify the ongoing recruitment process. As part of the ongoing recruitment process, the discussion with ECLTs identified that an SBL would be recruited from their school and that the SBL had to provide their consent to participate in the research. The discussion identified what was required from the SBL and the nature of the relationship between the ECLT and SBL (for example mentor, supervisor, head of department). ECLTs made suggestions for suitable SBL nominees.

Principals in the non-government schools had the authority to permit the research to occur at their school sites. In an introductory email to set up a meeting with me, Principals were provided with a Letter of Invitation (Appendix 3.5), and copies of the ECLT Information Sheet (Appendix 3.6), ECLT Consent Form (Appendix 3.7), SBL

Information Sheet (Appendix 3.8) and SBL Consent Form (Appendix 3.9). These documents contained the University of Technology Sydney Human Ethics Research Committee approval number.

During the meeting, I overviewed the research and the information in the materials provided by the email. I worked through any questions from the Principal. Particular attention was paid to the design of the case study research which identified the inclusion of a SBL alongside the ECLT. ECLT suggestions for suitable SBL nominees were discussed with the Principals.

Recruiting the ECLT from the government school required a modified approach because of the requirement for an additional ethics application through Education Queensland (EQ). As mentioned earlier, COVID-19 impacts meant only one government school was included. The EQ ethics application required naming the specific school site, and the application form had no capacity to list other school sites as alternative research sites. The result was that a pre-application discussion with the Principal was necessary. There was an initial telephone discussion with the Principal at Respondent 74's school to ascertain her willingness to approve participation by her staff. She agreed to staff participation, and an ethics application was made to EQ research office to identify Respondent 74's school. When the School Principal received the application from the EQ research office, she was provided with the same suite of materials as those sent to principals in the non-government sector.

Consistent with Step 6 of the Sequence of participant involvement (Appendix 3.3), initial, virtual meetings were conducted at each school site for the ECLT and SBL. Prior to the meeting, participants were provided soft copies of the ECLT Information Sheet (Appendix 3.6), SBL Information Sheet (Appendix 3.8) and ECLT Consent Form (Appendix 3.7), SBL Consent Form (Appendix 3.9).

Due to ill health, one SBL dropped out of the study after this meeting but before completing or participating in any data collection. Given that the SBL who withdrew was from the only government sector site, seeking a replacement ECLT and SBL pair would have involved submitting a new ethics application, with concomitant questions about the previous application. The significant disruption and potentially long delays to data collection timelines were a real prospect. The decision was to continue with the 5 ECLTs and the remaining 4 SBLs. Denscombe (2017) noted that one of the limitations of a case study is the lack of access to case participants. Research can flounder if permission is withheld or withdrawn (Denscombe, 2017, p66). While the withdrawal of the SBL from the study did not critically endanger the research, having one less SBL needed to be accounted for in the results.

After the initial meeting, ECLTs and SBLs were asked to return signed consent forms and the data collection phase of embedded cases commenced. The ECLT participants are introduced in Table 3.2. The SBL participants are introduced in Table 3.3.

Pseudonyms are used for all participants and their schools. An omission in profiling all participants was collecting data on their professional qualifications. Nevertheless, as outlined in Section 1.1.1, all ECLTs had graduated from an approved, Australian ITE program with a bachelor's degree or master's degree, depending on personal circumstances. Further, all ECLTs identified that the language/s they were teaching were part of their teacher training. SBLs identified their qualifications as teaching qualifications suitable for secondary school contexts. Only one SBL identified that his qualification included a specialisation in languages teaching.

**Table 3.2**  
*ECLT participants*

<b>ECLT respondent</b>	<b>School and context</b>	<b>Years of teaching experience</b>	<b>Languages</b>	<b>Language included in ITE</b>	<b>Describe teaching load</b>
<b>Kate</b>	Claredon School Prep – Year 12 Non-government Metropolitan	4-5 years (5 <sup>th</sup> year)	Spanish	Yes	Full-time, all Language teaching
<b>Liam</b>	Bosworth College Year 5 – Year 12 Non-government Metropolitan	1-2 years (2 <sup>nd</sup> year)	Japanese	Yes	Full-time, all Language teaching
<b>Giselle</b>	St Ilona's School Prep – Year 12 Non-government Metropolitan	3-4 years (4 <sup>th</sup> year)	Japanese	Yes	Full-time, equally split between Japanese and English
<b>Jacob</b>	Needham College Prep – Year 12 Non-government Metropolitan	Less than 1 year (1 <sup>st</sup> year)	French, Spanish	Yes	Full-time, all Language teaching
<b>Margaret</b>	Summerton High School Year 7 – Year 12 (secondary only) Government Metropolitan	2-3 years (3 <sup>rd</sup> year)	Japanese	Yes	Part-time, all Language teaching

**Table 3.3**  
*SBL participants*

<b>ECLT respondent</b>	<b>School and context</b>	<b>Role</b>	<b>Length of time role</b>	<b>Teaching qualification</b>
<b>Leo</b>	Claredon School Prep – Year 12 Non-government Metropolitan	Head of Faculty (Languages)	Over 12 months	Teaching qualification for secondary school that includes specialisation in Languages
<b>Jane</b>	Bosworth College Year 5 – Year 12 Non-government Metropolitan	Director of Teacher Growth	Over 12 months	Teaching qualification for secondary school that does not include specialisation in Languages
<b>Alice</b>	St Ilona's School Prep – Year 12 Non-government Metropolitan	Deputy Principal	Between 6- 12 months	Teaching qualification for secondary school that does not include specialisation in Languages
<b>Tony</b>	Needham College Prep – Year 12 Non-government Metropolitan	Biology subject Co-ordinator	Between 6- 12 months	Teaching qualification for secondary school that does not include specialisation in Languages

### 3.5 Data collection

In this section, I identify the instruments used, along with a rationale for the instrument and details about how it was developed and implemented within the research. As a form inquiry, a case study relies on multiple sources of evidence, with data needing to

converge to allow for triangulation. Data triangulation responds to concerns over insider-researcher subjectivity and researcher bias.

Deconstructing the overarching question to contributing questions was followed by decision-making about the most appropriate mechanisms and instruments with which to seek and collect data. Each instrument was developed and reviewed by myself, my Principal Supervisor and the UTS Human Research Ethics Committee. Changes to instruments were made as required by the UTS Human Research Ethics Committee.

A case study may benefit from prior theoretical propositions to guide data collection and analysis (Yin, 2017). A prior theoretical proposition that guided data collection was that the broader field of Language teachers have valuable insights into the worthwhile knowledge that might be unique to Languages education. This proposition prompted the inclusion of the anonymous survey disseminated through the MLTAQ. Furthermore, five of the seven expressions of interest received from ECLTs came from the survey. The embedded cases involved the use of semi-structured questionnaires, interviews with and observations of selected participants and a focus group.

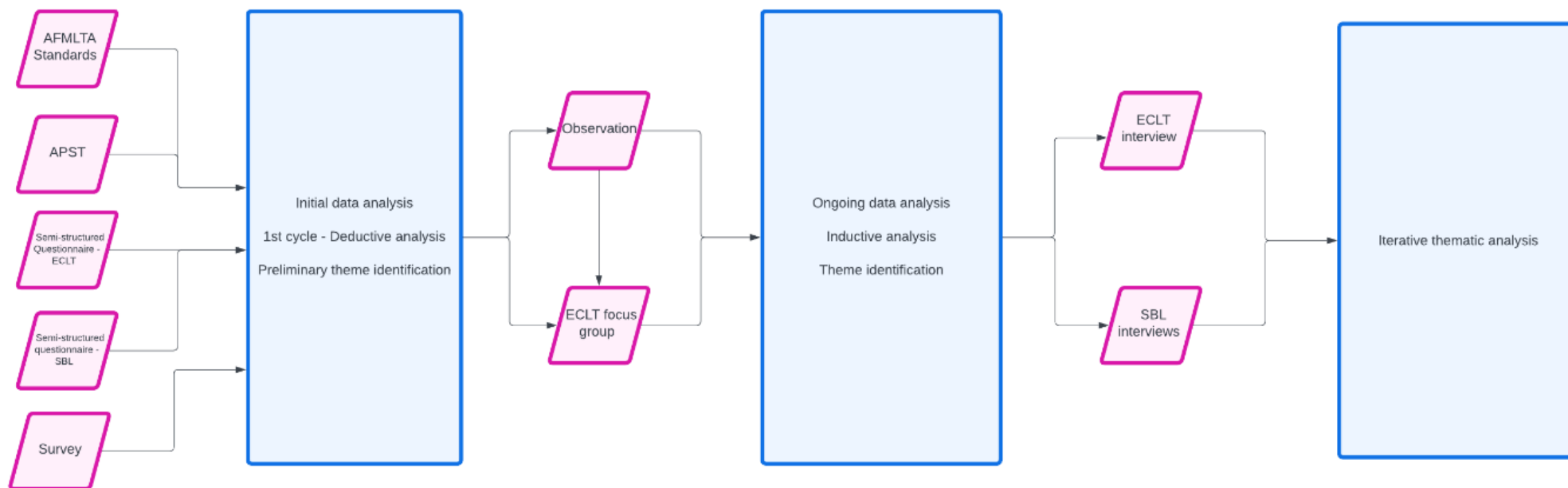
Figure 3.2 is a visualisation of the data sets and the analytical stages. Data from the analysis of the APST and AFMLTA Standards were available concurrently and initial deductive analysis of each document took place at similar times. The survey data was the next available data set, followed by the ECLT and SBL data from the semi-structured questionnaires. The data from the semi-structured questionnaires became available concurrently. Analysis was ongoing, with the addition of more data sets (observation, focus group and interview) informing the next cycle of analysis.

Important contextual factors are that this research was: (i) school-based with cycles of terms and holidays impacting on participant availability and (ii) happening at the height



of societal impacts of COVID-19 causing massive shifts in 'normal' patterns of schooling. While the cycle of the school year had initially been considered, delays and uncertainties of COVID-19 added complexity to data collection. As outlined in the relevant descriptions in this section, data collection processes, including piloting of instruments were significantly impacted.

**Figure 3.2**  
*Data visualisation*



(Figure by the author)

### **3.5.1 Data collection through document analysis**

One of the first steps of data collection was to undertake a document analysis of the APST (AITSL, 2011) (Appendix 1.1) and the AFMLTA Standards (AFMLTA, 2005) (Appendix 1.2). The APST are used in three ways by AITSL and state and territory TRAs. The first use is through AITSL's broad oversight of the teaching profession in terms of the initial credentialing of ITE programs. TRAs accept that graduates from accredited ITE programs meet the graduate standard of the APST. AITSL's second use of the APST is for career progression when teachers seek formal advancement to a highly accomplished or lead teacher status. AITSL recognises the agreed processes used by employing authorities to accredit a teacher's standing as highly accomplished or lead. The third use of the APST is by TRAs for ongoing monitoring and registration of teachers. Thus, every teacher in the case study component of this research has mandatorily engaged with the APST during their career. Languages teachers may, in addition to the APST, engage with the AFMLTA Standards as part of their initial teacher education and ongoing professional learning. The AFMLTA Standards are subject specific (Watson, 2016) standards. As noted in Chapter 2, in the Australian context, subject-specific professional standards were frequently developed by teacher associations. This is the case with the AFMLTA Standards. Familiarisation programs for the AFMLTA Standards included teacher educators. While not mandatory for ITE programs for Languages teachers to incorporate the AFMLTA Standards, it is possible that the ECLTs in my study have studied in a program where their Languages teacher educator used the AFMLTA Standards as part of the teaching.

### **3.5.2 Data collection – anonymous survey of Language teachers**

A survey is, typically, used to peruse a wide field of issues or populations to describe generalised features (Cohen et al., 2018). It can provide a quantitative description of

trends, attitudes or opinions held by a particular population through a sample of that population (Cresswell & Cresswell, 2018). As noted earlier in this section, it was posited that the broader field of Language teachers have insights into the worthwhile and unique knowledge of Languages education. A survey was designed to elicit data about Language teachers' understandings of accomplished teaching and learning of Languages. The survey, distributed through the MLTAQ, elicited data from teachers of a wide range of Languages and representing the spectrum of years of teaching experience. Survey participants were experienced teachers of Languages as well as early career practitioners. The rationale for using MLTAQ was discussed in Section 3.4.1.

A survey can be census or sample population (Riazi, 2016). The intention was to design a sample survey, with distribution through the MLTAQ allowing for participation by a sample of Language teachers. The sample population survey data was collected via an online survey, using Qualtrics as the platform. An online survey was the most efficacious method of reaching the maximum number of Language teachers in a reasonable timeframe (Cresswell & Cresswell, 2018; Iwaniec, 2020). Further, the Qualtrics platform allowed for the inclusion of necessary information about informed consent and confidentiality (Cohen et al., 2018).

The survey was designed with both closed items and open-ended items (Cohen et al., 2018; Iwaniec, 2020). The closed items were statements about various types of characteristics that accomplished Language teachers might exhibit. The range of characteristic statements were developed from the AFMLTA Standards. Metrics of measurement for surveys can be nominal (categories), ordinal (order or preference) or ratio (continuum) (Cohen et al., 2018). An ordinal, Likert scale response mode was used. Likert scales allow for respondents to indicate their preferred level of agreement

with the statement (Iwaniec, 2020). Following each closed item was a partnered open-ended item. The open-ended items allowed for a text response. The closed item asked for the level of agreement with the statement of teacher practice and the open-ended item allowed the respondent to describe how they enact the statement in their practice. Closed items on the survey were mandatory; open-ended items were optional.

The survey was constructed and tested with my principal supervisor. Initial focus was maximising readability and the logical processing of items. Piloting was limited to my HDR colleagues. In the ethics approval process, clarification and suggestions were made about the number and order of various items. This is a major area of impact of school year cycle and COVID-19 on my research. Substantial trialling and item refinement with Language teachers would have extended into the latter part of the school year (impact of mid-year break) at the earliest, with further COVID-19 delays a real possibility. Thus, trialling was limited. Ultimately, ethical approval was granted immediately prior to the mid-year break of 2 to 3 weeks duration.

Ultimately, the approved survey was distributed using the University of Technology Sydney's Qualtrics platform (Appendix 3.10). Figure 3.3 is an extract from the Language Teacher Survey. In the extract, Questions L2 and L3 are mandatory, requiring the selection from the Likert scale. Questions L2a and L3a are optional, open-text responses that link to questions L2 and L3 respectively.

**Figure 3.3**

*Extract from the survey instrument*

L2. Languages teachers know current theories of languages education and maintain contemporary knowledge of language education policies and language curriculum frameworks.

Unimportant    Of little importance    Moderately important    Important    Very important

☐    ☐    ☐    ☐    ☐

L2a. What do you do so that you know current theories of languages education, languages education policy and frameworks and the implications for your classroom practice?

L3. Languages teachers actively review personal understandings of contemporary approaches to teaching and learning of language and the implications for personal classroom practice.

Unimportant    Of little importance    Moderately important    Important    Very important

☐    ☐    ☐    ☐    ☐

L3a. How do you actively review personal understandings of contemporary approaches to teaching and learning of language and the implications for personal classroom practice?

(Figure from Qualtrics Survey)

At the time of dissemination, the MLTAQ had approximately 600 members. Information about the research and the survey was disseminated through the MLTAQ's members' email distribution system. It was sent at the commencement of the third school term in 2020 and remained open for four weeks. At the time of closing the survey, 118 individual respondents had participated. However, this does not mean that 118 teachers completed the full survey or that all respondents provided useful responses to the optional questions. The survey was set up in such a way so that the first page was an opening statement about the research and the survey and an invitation for the respondent to provide their voice by completing the survey. After reading, the respondent clicked 'next' to continue and the survey questions opened. If, at this point, the respondent did not wish to continue and closed the web browser, Qualtrics software still included that opening as a completed survey even though no data was

captured. Ultimately, from the 65 survey respondents who completed it, the instrument captured evidence of Language teachers' understandings of accomplished teaching and learning of Languages.

As noted earlier, the survey items were developed using the AFMLTA Standards and academic literature (see Liddicoat. 2006a; 2006b) as starting points. The items were clustered in a pair with a mandatory statement (closed item) requiring a response and an open-ended text response. Thus, survey respondents were presented with a statement about accomplished teacher practice, and they were asked to use a Likert scale to identify the relative importance of the statement to their practice. The 5-point scale was Unimportant / Of Little Importance / Moderately Important / Important / Very Important (Appendix 3.10). There were 21 compulsory statements to rank. After providing an answer, respondents were provided an opportunity to give examples of how they enacted the statement in their context, through an open-ended text response. Respondents were required to complete the Likert scale question, but the open-ended text response was optional. The statements were in three broad categories: (i) personal characteristics, (ii) general education characteristics, and (iii) Language education characteristics.

Personal characteristics included attributes such as a personal commitment to using one's additional Language(s) within and beyond school contexts and actively maintaining or developing one's Language skills. General education characteristics included attributes such as knowing learner development appropriate to the age of the learners being taught and undertaking regular curriculum renewal processes. Language education characteristics included attributes such as understanding current theories of language education practice and applying them in their own classroom practice. The results from the Likert Scale items presented a broad picture of what

Language teachers believe is important in their teaching. The information from the extended, open-text responses described the concrete application of the attribute.

After closing the survey in the Qualtrics platform, the data was 'cleaned', with the removal of responses where a person opened the survey but went no further, and mischievous entries that could skew the data (an example being the removal of the response indicating their additional Language was Klingon). As noted earlier, 118 people opened the survey, 52 people did not proceed, one response was discarded (entered Klingon as the language). Ultimately, 65 survey responses were considered. Data were exported into Excel and then into NVivo for analysis.

### **3.5.3 Data collection through multiple ECLT cases embedded in the study**

As an inquiry, a case study relies on multiple sources of evidence, with data needing to converge to allow for triangulation. Focused research allows for identifying significant events within the phenomenon which may be distinguished from frequent events.

Analysis and understanding of significant events offer insight into the real dynamics of a situation (Cohen et al., 2018). According to Cohen, Manion and Morrison (2018), research through a case study has the purpose of probing deeply, and analysing intensively to establish generalisations. The embedded cases involved using semi-structured questionnaires, observations of selected participants, a focus group and interviews. As per the Sequence of participant involvement (Appendix 3.3), there was a planned sequence for data gathering (also see Figure 3.1). Analysis of the data occurred alongside the implementation of the research. The data analysis from first instruments was done to inform the implementation of later instruments.



### ***Semi-structured questionnaire***

Having selected the ECLT and SBL participants for the case study, the first data collection process was gathering case participants' understandings and approaches to Languages education. This was undertaken through a semi-structured questionnaire.

Questionnaires share similar attributes to surveys (Iwaniec, 2020). Questionnaires vary from highly structured, closed questioning patterns to unstructured, open-ended types (Cohen et al., 2018; Iwaniec, 2020). Questionnaire items can include closed questions, such as multiple choice or rating scales as well as open-ended text responses (Cohen et al., 2018; Iwaniec, 2020). A semi-structured questionnaire sets the agenda or defines the parameters of the study but does not presuppose the nature of the participants' responses (Cohen et al., 2018). Questionnaires are commonly used in conjunction with interviews (Bertram, 2019).

Two semi-structured questionnaires were designed for this research – an ECLT questionnaire and an SBL questionnaire. Each questionnaire contained both closed items and open-ended items (Cohen et al., 2018; Iwaniec, 2020). The closed items used nominal rating scales ('how long have you been teaching'), as well as ordinal rating scales (such as rank order the importance of various characteristics). The open-ended items allowed respondents to answer in ways they felt most appropriate.

After the introductory meeting, the ECLTs (see Appendix 3.11) and SBLs (see Appendix 3.12) were provided soft copies of the semi-structured questionnaire and asked to complete and return. This was Step 7 of the Sequence of participant involvement (Appendix 3.3). The semi-structured questionnaires followed a similar structure and similar questions but were tailored to the respondent's role. Each questionnaire commenced with a request for some information about the respondent

(how long at the school, role at the school) before moving to respondents' views on Languages teaching. An example of tailoring the questionnaire to the respondent's role was the requirement to rank order particular attributes. Both questionnaires contained the same list of attributes for rank ordering; however, the question stem addresses either ECLT ("As an ECLT ...") or SBL ("What attributes ... do you consider important for ECLTs to have?"). Emphasis was placed on *Languages* and it was acknowledged to SBLs that they may not come from a Language teaching background. Figure 3.4 is an extract from one of the attributed ranking questions in the ECLT semi-structured questionnaire. Figure 3.5 is an extract from a similar attribute ranking question in the SBL semi-structured questionnaire. The items presented in the extracts shown in Figure 3.4 and Figure 3.5 are in the same order.

Additionally, each type of semi-structured questionnaire asked three questions that had open-ended text responses. The questions related to induction to the school, early career professional program, respondents' understanding of accomplished Language teacher practice, and what it means for an ECLT.


The semi-structured questionnaires were used to gather data on participants' perspectives on accomplished Language teaching practice, identify support structures used for induction and, as initial mapping, ascertain the participants' perspectives on the value of the various support structures in assisting with developing practice. The semi-structured questionnaire was useful in gathering data on the participants' understandings of the relationship between professional standards and developing accomplished practice. The data on perspectives on accomplished Language teacher practice provided insights from case study participants which could be compared with perspectives from survey data.

**Figure 3.4**  
Extract from ECLT semi-structured questionnaire

5. How would you describe your language and culture knowledge of the target language? (Indicate one)
- ☐ First language user of the target language, with English as a second/additional language
  - ☐ Bi/Plurilingual user of the target language and English
  - ☐ Second/Additional language user of the target language, with English as first language
  - ☐ Other – please specify [Click or tap here to enter text.](#)

**About your beliefs about early career language teacher attributes:**

6. As an early career language teacher, what attributes, characteristics, personal and professional abilities, do you consider important for you to have? In responding, please give the item you consider most important the number '1', the second most important item a '2' and so on until complete. Select the number you give each item from the drop down menu.

	Choose an item.	Knowledge of learner development characteristics appropriate to the age of the learners being taught
	Choose an item.	Ability to motivate language learners
	Choose an item.	Knowledge of current theories of education
	Choose an item.	Knowledge of current theories of languages and languages education
	Choose an item.	Ability to articulate how languages teaching is situated within school context
	Choose an item. ▼	Knowledge of the language and culture being taught in order to promote learning in ways appropriate for the learners in a given context

(Figure from ECLT semi-structured questionnaire)

**Figure 3.5**  
Extract from SBL semi-structured questionnaire

**About your beliefs about early career language teacher attributes:**

5. What attributes, characteristics, personal and professional abilities, do you consider important for early career language teachers to have? In responding, please give the item you consider most important the number '1', the second most important item a '2' and so on until complete. Select the number you give each item from the drop down menu.

Choose an item.	Knowledge of learner development characteristics appropriate to the age of the learners being taught
Choose an item.	Ability to motivate language learners
Choose an item.	Knowledge of current theories of education
Choose an item.	Knowledge of current theories of languages and languages education
Choose an item.	Ability to articulate how languages teaching is situated within school context
Choose an item.	Knowledge of the language and culture being taught in order to promote learning in ways appropriate for the learners in a given context
Choose an item.	Knowledge of current curriculum
Choose an item.	Ability to advocate for languages within and beyond the school context
Choose an item.	Willingness to reflect upon and identify own professional and personal learning needs
Choose an item.	Willingness to maintain and improve own language and culture knowledge
Choose an item.	Ability to positively engage with colleagues and students
Choose an item.	Ability to translate knowledge of educational theory and curriculum frameworks into classroom practice
Choose an item.	Other – please specify <a href="#">Click or tap here to enter text.</a>

(Figure from SBL semi-structured questionnaire)

The questionnaires were sent to case study participants as a form in Microsoft word. Upon return from the participant, the data were entered into an Excel spreadsheet which was then exported to NVivo for analysis. In the NVivo software, data were checked to ensure the anonymised names of participants and schools which were used.

### ***Observation***

Gathering observational data allows the researcher to gather 'live' data from the participants, as compared with data drawn from second-hand account sources (Cohen et al., 2018). Given the strong context sensitivity, observational data allows the researcher to home in on data that might otherwise be missed or allow for furthering a concept with a subject. As with questionnaires, observational opportunities can be highly structured, semi-structured or unstructured (Cohen et al., 2018; Curdt-Christiansen, 2020). Semi-structured observations will have broad areas for observation but are far less predetermined than highly structured observations. For this research, a semi-structured observation protocol was adopted.

In planning for this study, semi-structured observations were to be used to observe participants twice as they engaged in any planned process that was part of their usual ECLT-SBL practices. Options included mentoring meetings, curriculum planning, and staff development meetings. Observations were to be used as an adjunct to questionnaire data and to inform focus group and interview processes. Figure 3.6 provides an extract from the Observation Framework fieldnotes.

Observations can be made using a variety of resources, such as pen and paper or with recording devices (Riazi, 2016) and can be direct observational notes or reflective inferential observations. In the semi-structured observations, I made handwritten direct

observational notes. The first part of the notes, made at the commencement of the observation were about broad areas, such as people involved, location, time, documents, key resources, modes of interaction and processes (Appendix 3.13). These were practical notes about the research site (Curd-Christiansen, 2020). From there, direct observational notes were made of the session. As researcher, I attempted to capture all parts of the session being observed. Riazi (2016) notes that in early stages of field work, researchers record everything they observe, with latter research stages becoming more focused and notetaking becoming more selective. In the context of my research, both observations at Needham College were notes were direct observations. The significance or not of various aspects of the events were determined later during the data analysis phase.

In terms of my researcher role, observations were made from the perspective of *observer-as-participant* (Cohen et al., 2018) or *partial participant* (Curd-Christiansen, 2020). My presence as an observer and as a researcher was known; it was clear and overt, but as unobtrusive as possible. Immediately after observation episodes, I sought participant reflections (separately) on the episodes and whether the processes and topics were typical. This type of questioning allowed me to have some information about the potential impact of the 'observer-effect' (Cohen et al., 2018). Observer effect is where the presence of an observer changes the behaviours of those being observed. I added notes to the relevant observation framework related to each participant's reflection on the episode.

**Figure 3.6**

*Extract from observation framework*

Observation Framework - Fieldnotes

Date:	Time & Duration:	Location:
Attendees:		
Topics/Agenda:		
Topics covered: <ul style="list-style-type: none"><li>• Key terms</li><li>• Documents used/referred to</li><li>• Resources</li><li>• Mode</li></ul>		
Processes:		

(Figure from observation framework)

Observational data was the most difficult to obtain across case study participants. COVID-19 severely impacted the data gathering. Lockdowns and remote schooling were the lived reality of the case participants. All participants advised they were not engaging in the regular program of professional support activity between ECLTs and SBLs during lockdowns and remote schooling. Ultimately, the ability to collect observational data was prevented until the end of Term 3, start of Term 4 in 2020. By that time only one school site, Needham College<sup>1</sup>, was willing to allow to collect observational data. The SBLs in the remaining three school sites advised they could no longer make themselves available for observational opportunities, primarily due to

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<sup>1</sup> Pseudonym

competing demands for their time, especially in the context of the major curriculum reform that was noted earlier.

When the difficulty of collecting observational data from activities involving both the ECLT and SBL at a school site became apparent, an amended observational framework was developed. The Individual Self-Observational (ISO) Framework (Appendix 3.14) was approved by UTS HREC as an alternate instrument for use by ECLT participants who were not involved in observations with their SBL. All ECLTs, with the exception of Jacob at Needham College, were asked to complete the ISO Framework. The ISO Framework proved to be of limited value as there no opportunity for me to discuss their notes with the ECLTs. It was not possible to drawn consistent and reliable data from the ISO Framework. Despite the abovementioned difficulties, some observational data was collected (from Needham College). Data from observations were uploaded into NVivo as PDF documents.

### ***Focus group***

According to Cohen et al. (2018, p.532), focus groups are contrived settings that bring together a group of specifically chosen sections of the population to discuss a particular topic. It is from the interaction of the group that data emerges. Hence, focus groups are useful for developing topics or themes for subsequent use in interviews.

As noted earlier, three SBL participants advised of their inability to participate in observational data gathering due to the lack of available time. At the same time all SBLs advised me of an inability to participate in a focus group, for the same time-pressure reasons. The only focus group to occur was the ECLT focus group.

The ECLT focus group was negotiated as a virtual meeting, conducted via Zoom. Each ECLT was provided with a soft copy of the APST (Appendix 1.1), the AFMLTA Standards (Appendix 1.2) and a set of stimulus questions (Appendix 3.15). An initial set of stimulus questions had been developed at the start of the research. The stimulus questions were broad and related to the overarching research question and the sub-questions. Noting the iterative nature of data analysis, the information from already coded semi-structured questionnaires was used as part of the focus group. For example, the variety of responses from ECLTs to their induction into teaching was used to explore ECLTs perspectives on the development of accomplished practice. Figure 3.7 is an extract from the stimulus questions provided to the ECLTs in preparation for the focus group.

At the commencement of the focus group, all ECLTs were advised of how the focus group would operate, that the session would be recorded and that it would take approximately 90 minutes. This was a reiteration of an opening statement that was included with the stimulus questions. The audio of the focus group recording was professionally transcribed. The audio file was dealt with in accordance with data storage and privacy requirements. Upon return of the transcription, I reviewed the file to ensure its accuracy. ECLTs were provided with a copy of the file to review their contributions and to note any areas where they felt the transcription was inaccurate.

After ECLTs had confirmed their satisfaction with the transcription, the file was converted into a tabular format and uploaded to NVivo.



**Figure 3.7**  
*Extract from focus group stimulus questions*

Focus Group Framework – Stimulus questions and notes	
Date:	Time & Duration:
<p><b>Introduction (researcher):</b>            Thank you for your co-operation in finding a suitable time for the conduct of this focus group session. As you know, I am conducting research into about the professional growth journey of early career languages teachers. It is hoped that the more we know, through research, about beginning teachers, the better support processes can be offered to help keep beginning teachers teaching past five years, the period we know to be the time when there is attrition from the profession.</p> <p>The participants in this session are all school-based leaders who provide direct support to an early career language teacher. In a moment, each of you will have the opportunity to introduce yourselves. However, I would like to briefly outline how the focus group will operate.</p> <p>Firstly, the session will be audio recorded for the purposes of ensuring that I accurately capture every person's contribution. Audio recordings will be transcribed and once transcribed the recorded is deleted. Please let me know if you are uncomfortable or wish to have the recording halted, at any stage during the focus group.</p> <p>Secondly, it is important to remember that what is said in this focus group is confidential to this focus group. All discussions, comments and views expressed are to remain with the participants in this group.</p> <p>After brief introductions, I will ask some stimulus questions and each of you can respond. Some questions are straightforward, other questions seek to elicit a more detailed response from you; responses from other participants may prompt questions from you. Please feel free to ask them. Please feel free to engage with your colleagues in this group, as already stated, your responses, your thoughts are confidential to this session.</p> <p>In your introduction, please identify yourself with your name (first name); your role (principal or deputy or head of department). The general location of the school (urban, regional, remote), the size of your school (how many students) and the language taught by your early career language teacher. You do not provide your <u>school</u> name or exact location or your surname.</p>	
<p><b>Overarching theme 1: Establishing ways in which professional standards are used</b></p>	
<p>Stimulus question 1:</p> <p><i>What professional standards for teacher documents are you familiar with in your context?</i></p>	

(Figure from focus group framework)

### ***Interview***

According to Cohen et al. (2018, p.508), interviews may fulfil three purposes, as a research technique. The purposes are as a principal means of gathering relevant information, as a useful tool to test hypotheses and as an adjunct and in connection with other methods as a validation of findings. Interviews were used in this study for all three purposes. Interviews with the ECLTs established participants' beliefs about their role as Language teachers, beliefs about their practice and established their beliefs about their developing practice and how they understood developing practice through professional standards. Likewise, interviews with the SBLs allowed these participants to share their insights and understandings about accomplished practice and professional standards.

Winwood (2019) describes three common types of interviews: structured, semi-structured and unstructured (p. 13-14). The value of semi-structured interviews is the provision of opportunities for greater interaction between interviewer and interviewee, allowing for revisiting of points or seeking supplementary information.

Noting earlier comments on the workload and major curriculum reform context of SBLs, three out of the four SBLs participated in individual interviews. Interviews were conducted with all five ECLTs. The interview dates and times were negotiated with each individual participant. A copy of the APST (Appendix 1.1) and the AFMLTA Standards (Appendix 1.2) and a set of stimulus questions were provided prior to the interviews (Appendix 3.16). For ECLTs, it was the second time they received copies of the APSTs and AFMLTA Standards. Figure 3.8 is an extract from the interview stimulus questions. The same initial stimulus questions were used with both ECLTs and SBLs.

At the commencement of each interview, participants were thanked for making themselves available at the busiest time of the school year; they were informed about how the interview would operate, that the session would be recorded, and that it would take approximately 60 minutes. As with the focus group, each interview was professionally transcribed. The audio file was processed in accordance with data storage and privacy requirements. Upon return of the transcription, I reviewed the file to ensure transcription accuracy. Each interviewee was provided with a copy of the file to review and to note any areas where they felt the transcription was inaccurate. The opportunity was also provided to each interviewee to clarify any statement or thoughts. ECLTs were provided with the file of their interview and the file of the focus group simultaneously. Upon confirmation that the transcriptions were satisfactory, the file was converted into a tabular format and uploaded to NVivo.

**Figure 3.8**  
*Extract from Interview stimulus questions*

Stimulus questions and notes	
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Where possible, the Zoom room will be opened approximately 5 minutes before the commencement of the session</li> <li>Session will be recorded</li> <li>Researcher will provide overview and protocols of session and any questions clarified.</li> </ul>	
Date:	Time & Duration:
<p><b>Introduction (researcher):</b></p> <p>Thank you for your co-operation in finding a suitable time for the conduct of this interview. As you know, I am conducting research into about the professional growth journey of early career languages teachers. It is hoped that the more we know, through research, about beginning teachers, the better support processes can be offered to help keep beginning teachers teaching past five years, the period we know to be the time when there is attrition from the profession.</p> <p>We will commence the interview in a few moments. However, I would like to briefly outline how the interview will operate.</p> <p>Firstly, the session will be audio recorded for the purposes of ensuring that I accurately capture the conversation. Audio recordings will be transcribed and once transcribed the recorded is deleted. Please let me know if you are uncomfortable or wish to have the recording halted, at any stage during the interview.</p> <p>Secondly, it is important to remember that all comments and views expressed are confidential. The interview will inform my research, but nothing will be used that is identifiable to you.</p> <p>I have provided initial stimulus questions to start the interview. However, we are able to move freely from one question to the next, one topic to another.</p>	
<p><b>Overarching theme 1: Understandings of teaching / languages teaching / and professional standards</b></p>	
<ul style="list-style-type: none"> <li>What do you <u>see</u> as the purpose or purposes of the Australian Professional Standards for Teachers (APST) or the AFMLTA Standards?</li> <li>How do you see the purpose/s as you outline being evident in the text of the document/s?</li> <li>What do you believe are important capabilities of a <u>languages</u> teacher?</li> </ul>	
<p><b>Overarching theme 2: Establishing ways in which professional standards are used</b></p>	
<ul style="list-style-type: none"> <li>How are professional standards incorporated into the professional support provided to teachers in your context?</li> <li>How does the experience of the teacher impact on the way in which professional standards are used?</li> </ul>	

(Figure from interview protocol)

### ***Transcription of focus group and interview recordings***

Data from recordings of focus group and interviews were transcribed. This resulted in 9 separate scripts – 1 focus group script and 8 interview scripts. Initial transcription was undertaken by a professional external research transcription company. A broad transcription protocol rather than a narrow protocol such as conversational analysis was used (Riazi, 2016). A broad transcribing protocol is where oral data is transcribed verbatim without any attending to aspects such as pauses, instances of speaker overlap or background noise.

I actively listened to each recording while following along with the transcribed script to ensure accuracy. Accuracy related to ensuring the transcription captured into intended meaning of the speaker. One example is where the script had “paste” and the speaker said “APST”. Additionally, active listening and reading was an opportunity to ensure all individuals’ names had been changed to pseudonyms. While ‘find and replace’ search mechanisms generally work well for changing into pseudonyms, they do not identify the instance of an incorrect spelling (for example) of a name. The only way to be assured that all instances of personal identification have been replaced is to closely read the material – again. Of course, the most important outcome of listening to the recordings and reading transcriptions were opportunities to become familiar with the data (Riazi, 2016).

### **3.5.3 Data security**

I took all possible steps to ensure the proper management and security of the data. Anonymous Language Teacher Survey data was captured in the secure, password-protected university Qualtrics system. Data was exported from Qualtrics into an Excel file and saved in a secure file. Case participant data in the forms of completed semi-structured questionnaires, self-observational frameworks or other supplementary materials provided to me via email, were downloaded into a secure file and then permanently deleted from email software. Audio files of interviews and focus groups and transcriptions of the audio files were downloaded to a secure file. All file types were kept on a secure, password-protected computer that was for my sole use. Where data was exported for use in another software program, such as the survey data, the software required a unique login and password.

### 3.6 Data analysis

As noted in Section 3.2, qualitative research allows for the collection of rich, context-specific data. The amount of information collected in a project such as the present one is large, and it is necessary to be clear how the important and relevant was winnowed from the (potentially) interesting yet extraneous data. As Miles, Huberman and Saldaña (2020, p. 64) note, without knowing what matters *more*, everything matters. In this section, I identify how I engaged in the thematic analysis of the data (Braun & Clark, 2006; Braun & Clarke, 2022; Braun et al., 2022). The voluminous data collected were organised and iteratively analysed, commencing with concept coding (Miles, Huberman & Saldaña, 2020) using a small number of *a priori* codes. My starting *a priori* codes are evidence of researcher's position influencing the progress of my research (see Section 3.3.1 for further discussion). I followed this with a more detailed overview of a deductive coding process, resulting in the categories and ultimately, the identification of the themes within the data.

#### 3.6.1 Familiarisation, active engagement and data condensation

Clarke and Braun (2017) identify the benefits of a thematic analysis for its theoretical flexibility and applicability for use with varying sample sizes and within varying data collection methods. Reflexive thematic analysis can be used within a critical framework to interrogate patterns of meaning around personal or social meaning and then ask questions about the implications of those meanings (Braun & Clarke, 2022; Clarke & Braun, 2017). Notably, Braun and Clarke (2022) identify that experiential approaches and critical approaches to analysis are not mutually exclusive, rather analytical processes on a spectrum.

Qualitative data are often extensive, and sense-making requires careful analytical processes. Qualitative research can be iterative, with data collection and analysis

occurring simultaneously (Cohen et al., 2018). My active engagement and familiarisation with the data commenced with a process of data condensation. Data condensation is a term that indicates a process of data strengthening (Miles, Huberman & Saldaña, 2020) by selecting, focusing, exploring, and simplifying the full data corpus as part of the analysis. Data condensation is a preferred term over 'data reduction', as condensation emphasises the strengthening of the information gathered from the data rather than a loss of information implied with the use of 'reduction'. Data condensation involves immersion in the data and familiarisation with patterns and flows of data through reading and rereading.

While waiting for research ethics approval to engage with survey and case study participants, I was able to begin with a review of the professional standards documents. Using a reflexive thematic analysis approach (Braun et al., 2022), I commenced with a small number of *a priori* codes from the conceptual framework and research questions. As more data were collected, I developed more nuanced codes. The *a priori* codes reflect a more critical orientation to analysis and the codes developed from case study participant data (such as the focus group) reflects an experiential orientation to analysis (Braun & Clarke, 2022).

As data were collected, it was prepared and transferred into suitable formats for analysis. Preparation included 'cleaning' of survey data to remove extraneous information, such as test attempts and invalid 'XXX' responses to open-ended questions. The case study data included de-identifying participants involved in the research. This included removing individual or school names and replacing them with pseudonyms in the various data sources, including questionnaires, focus group and interview recordings. Reading and rereading coded data afforded me the opportunity to

reconsider, confirm or adapt earlier coding. Reading and rereading data sets, such as the survey data or interview data, were an impetus to consider further codes.

### 3.6.2 Data analysis and interpretations

Initial *a priori* codes were drawn from Habermas's (1987) knowledge-constitutive human cognitive interests. This allowed me to explore the worthwhile knowledge concepts in the both the APST and the AFMLTA. The initial, deductive codes were 'technical KI', 'practical KI' and 'emancipatory KI' which were very soon after differentiated and coding became inductive: as further data sets were gathered, and teacher understandings were being examined. Case participants' 'voices' expressed concepts of worthwhile knowledge as a description, and concepts of worthwhile as applied to their work. Table 3.4 shows the scope of the first cycle of coding.

**Table 3.4**  
*First cycle coding*

Code	Description
Technical Interest - description	Theoretical framework - Habermas perspective - worthwhile knowledge and modes of understanding as having emphasis on laws, rules, prediction and control of behaviour, with passive research objects. Instrumental knowledge. Code as technical when <i>application, demonstration, do</i> are basis of teacher action. This code is used with firm statements about what teachers know or do.
Technical Interest - participant application	Habermas' KCI framework. Use this code when participant is talking about the role of the teacher and the description of what a teacher does comes from a Technical Interest.
Practical Interest - description	Theoretical framework - Habermas - Worthwhile knowledge and modes of understanding are focused on understanding through the eyes of the participants. Reality is socially constructed, meaning is made in a social context. Code as practical when interaction, reflection and context are important drivers to teacher action. This code is used with firm statements about what teachers do.
Practical Interest - participant application	Theoretical framework - Habermas - Worthwhile knowledge and modes of understanding are focused on understanding through the eyes of the participants. Reality is socially constructed, meaning is made in a social context. Code as practical when interaction, reflection and context are important drivers to teacher action. This code is used when participants are applying a practical understanding to the work of teachers
Emancipatory Interest - description	Theoretical framework - Habermas - Subsumes a Technical Interest and Practical Interest but goes beyond. Concerned with praxis. As an agent of change with specific acknowledgement of social justice, equity and equality. Code as emancipatory when societal change is purpose of the teacher action. Use this code with a description of teacher action is emancipatory.
Emancipatory Interest - participant application	Theoretical framework - Habermas - Subsumes a Technical Interest and Practical Interest but goes beyond. Concerned with praxis. As an agent of change with specific acknowledgement of social justice, equity and equality. Code as emancipatory when societal change is purpose of the teacher action. Use this code a teachers is applying an emancipatory understanding to their work. For example when they are talking about what they do (distinguish from items that are given by participants as an example - "I think..

Professional Growth - Learning goals first - Standards follow	Item describes professional growth, but the intended goal of the activity was identified from a source such as strategic plans, school improvement documents, student surveys, etc. Participant can also identify that the activity was SUBSEQUENTLY matched to professional standards.
Professional Growth - Standards first - Learning goals follow	Item describes professional growth, but the intended goal of the activity was identified PRIMARILY using a professional standards document, then analysis of where it may coalesce to documents such as strategic plans, school improvement documents, student surveys, etc. as the second activity.
Professional Growth - Structured and supported	Where professional growth for the ECLT is discussed, mapped and a structured plan is implemented. Done collaboratively between teacher and school leadership
Professional Growth - Unstructured	Where professional growth for the ECLT is not planned collaboratively. Where discussions about professional learning are not individualised. Where ECLT is required to source/identify own professional growth needs.
Use of standards - Formal or Intentional	Use of professional standards is formally or intentionally part of school activity. Use of the professional standards is initiated by either the school (through leader or mentor) or the ECLT. Use this code in situations of both standards first or goals first.
Use of standards – Observed in the absence or omission	Where participant has noted the potential for use of professional standards in a context but that professional standards were not actually used.
Accomplished Language Teacher Practice	Use code when text can be matched to participant definition of accomplished practice

Figure 3.9 provides an example of the first coding cycle from the APST (AITSL, 2011, p. 4) that outlines a relationship between the Domains of teaching to individual standards. Figure 3.10 provides an example of the first cycle of coding from the AFMLTA Standards (AFMLTA, 2005, np). Each document was fully reviewed and coded.

**Figure 3.9**  
*Example of first cycle coding with APST*

Domains of teaching	Standards	Focus areas and descriptors
<b>Professional Knowledge</b>	1. <u>Know</u> students and how they learn 2. <u>Know</u> the content and how to teach it	Refer to the Standard at each career stage
<b>Professional Practice</b>	3. <u>Plan</u> for and implement effective teaching and learning 4. <u>Create and maintain</u> supportive and safe learning environments 5. <u>Assess, provide feedback and report</u> on student learning	Refer to the Standard at each career stage
<b>Professional Engagement</b>	6. <u>Engage</u> in professional learning 7. <u>Engage professionally with</u> colleagues, parents/carers and the community	Refer to the Standard at each career stage
<u>Technical KI</u> - declarative statement of what a teacher does		



**Figure 3.10**  
*Example of first cycle coding with AFMLTA Standards*

Language and culture	
Accomplished languages and cultures teachers are both users and teachers of linguistic and cultural knowledge.	<i>Suggested questions for reflection</i>
They have knowledge of the language(s) and culture(s) they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they <u>have a developed intercultural awareness</u> and <u>know how to communicate across languages and cultures</u> .	How do you express your intercultural awareness in teaching and in daily life?
	How do you use and develop your language abilities?
	What sorts of language-based activities are you involved in outside the classroom?
Technical description of teacher practice	

Braun and Clarke (2006) assert that a theme captures something important from within the data and represents some patterned response (p. 82). Part of the coded data reading was to draw the specific codes together with the paragraphs and other text around the coded item and consider the information in context. In this way, I identified patterns that developed into themes. Table 3.5 identifies the themes developed across the course of analysis of the open-ended responses in the semi-structured questionnaires, the focus group and the interviews.

**Table 3.5**  
*Themes*

Theme	Description
Systemic power over	Where participant is required by 'the system' to do something
Normalisation of control / Lifeworld impost	Use where there is expression of the 'correctness' or appropriateness of what is being done.
Managerial control and use of professional standards	Expression of how professional standards are understood and used
Questioning/Not questioning of truth	Engagement with reflective practice – what is the basis of the questions
Accomplished practice	What is accomplished practice?
Discovery and professional practice	The 'Aha' moment
Language or Not Language	Where Languages feature (or not) and importance of having

Table 3.6 is an example of coded data contributing to identifying a theme, an ECLT described her understanding of the professional standards as “a guide to benchmarks that we should be meeting as teachers” (Margaret, 2<sup>nd</sup>-year Japanese teacher, interview). In preliminary coding, this comment is coded as Technical Interest. In the

same phase of the interview, she identifies the need to complete her portfolio for full registration, as well as an observation that she did use the standards to any great extent in her day-to-day teaching. Cumulatively, a picture of system power over and the place of managerial control is identified.

**Table 3.6**  
*Worked example from data item to theme*

Participant	Data	Initial coding	Themes
Margaret Interview 0:03:37.9 - 0:03:44.2	Well actually I don't think I've ever heard of the second one [laughs]. Yes, the actual professional standards I suppose I see them as a <b>guide to benchmarks that we should be meeting as teachers.</b>	Technical - definition	System - power over
	<b>I can't say I rely on them or use them much in my day to day practice.</b>	Absence of use	
	I mean they're obviously something that needs to be clear to get – <b>to have your teaching registration.</b>	Technical - application	System - power over
	I – this year – this year? Yes. Easter was my holiday so <b>putting my portfolio together</b> and get – because I hadn't done enough hours until September last year, I think.	Technical - application	Managerial control
	I did my <b>portfolio to go from the graduate to professional</b> (sic) level for the professional standards,	Technical - application	Managerial control
	<b>which was a good opportunity to maybe reflect on how well I may or may not have been covering different areas in there.</b>	Practical - application	Questioning/Not questioning
	But it <b>did also feel a bit like a box to be ticked.</b>	Technical application	System - power over

### 3.6.3 Drawing and verifying conclusions

Throughout the research, the focus has been on how beginning teachers grow in their role and, hopefully, become accomplished teachers. In Chapter 1 I described how I came to undertake this research, and I have endeavoured to be true to the position of wanting to hear the participants voices. In applying the theoretical framework, I have been able to examine the participants' voices through a critical lens.

## 3.7 Summary

In this chapter, I started by connecting the purposes of the research to the methodological choices. First, I outlined that in wanting to understand and explore teachers' perspectives on how they develop their practice, I took a social constructivist position that has the premise that knowledge is created through human interaction. Then I outlined the research questions, which were reflective of my epistemological

position. I focused on understandings of worthwhile knowledge about teacher practice and sought an understanding of the impacts on teacher decisions about their developing practice. In the following section, I connected the research questions to the research design by providing an outline of the study design.

Given that I come to this research from roles within the field of education, I outlined 'insider' and 'outsider' researcher considerations. This was followed by an introduction to the participants involved in the study. In the final sections, I identified data collection and analysis processes. I described the data condensation processes starting with a *priori* codes that emanating from the conceptual framework. The later sections of the chapter outlined the data analysis procedures and how I applied Habermas' (1987) critical theories of *Knowledge and Human Interests* and *System and Lifeworld* theories to the conceptual framework.

In the following four chapters I present the findings and discussion. In Chapter 4, I present the findings into the worthwhile knowledge of accomplished Language teacher practice embedded in professional standards and identified by teachers. Further, this chapter reports findings into the influence of system and lifeworld dynamics on practice. In Chapter 5, I present the findings into the interactions between worthwhile knowledges, interactions of system and lifeworld and the impacts on ECLTs decision making as they develop their practice.

## **Chapter 4:      Worthwhile knowledges of accomplished teacher practice**

### **4.1      Introduction**

At the heart of this study is an investigation into the contribution of teacher professional standards in supporting early career languages teachers (ECLTs) to become accomplished practitioners. My overarching research question is elaborated via three supporting questions in designing the investigation. The first considers a Habermasian definition of worthwhile knowledge (Clark, 2010; Habermas, 1987) and how it is embedded in professional Standards and in teacher understandings of accomplished languages teacher practice. The second considers how professional Standards are used and the implications of how Standards are used in developing accomplished ECLT practices. The third considers the implications of ECLT and School-Based Leaders' (SBL) assumptions about accomplished languages teacher practice on the development of accomplished practice, particularly in relation to professional capital (Hargreaves & Fullan, 2012).

Chapter 4 is the first of two chapters discussing the research findings. Chapter 4 focuses on those related to understandings of accomplished practice embedded within the APST and the AFMLTA Standards. It presents ECLT and SBL understandings of accomplished practice. In Section 4.2, I draw upon the concept of knowledge-constitutive interests (Habermas, 1987) as outlined in Chapter 2, Section 2.5.1 to present an analytical framework showing the conceptualisations of accomplished teacher practice embodied in the professional Standards. The same analytical framework is used to present findings drawn from the anonymous survey by languages teacher respondents and those of the ECLTs and the SBLs in the case study. This section concludes with an examination of the systems-lifeworlds concepts (Gaskew,

2019) found from an analysis of accomplished languages teacher practice in connection with the official Standards documents and the participants in the case study.

Section 4.3 findings relate to the understanding and use of the APST and the AFMLTA Standards by case study participants. Again, I use knowledge-constitutive interests (Habermas, 1987) as indicators of worthwhile knowledge to present findings that connect ECLTs' and SBLs' understandings of the purpose and use of the Standards. Section 4.3 concludes with an application of the systems-lifeworlds concepts (Gaskew, 2019) to present an analysis of the use of professional Standards by ECLTs and SBLs. It indicates the themes that will be picked up in the discussion in Chapter 6.

The participants in this study are a broad group of languages teachers who responded to an anonymous survey that was distributed through a professional teacher association, as well as 5 ECLTs and 4 SBLs who participated in an embedded case study. All participants are in Queensland, Australia. Their selection and recruitment are outlined in Section 3.4.

### ***Assigning Technical Interest, Practical Interest and Emancipatory Interest***

As part of the analytical process, I assigned the classifications of Technical Interest, Practical Interest and Emancipatory Interest to various elements within the study. I analysed and classified the APST and the AFMLTA Standards at meso (Dimensions, Standard names, Focus Areas) and micro (Standards Descriptors) levels. I analysed and classified observations and participants' statements. As outlined in Section 3.6.2, the *a priori* codes I commenced with are Technical Interests, Practical Interests and Emancipatory Interests. In classifying, I used objective criteria to determine the

appropriate classification for each element. The hallmark of an objective criterion is whether different people using the same criterion would come to the same conclusion.

The process of categorising therefore commenced with the necessary objective criteria. Being mindful of Habermas's definition of each knowledge-constitutive interest (see Section 2.5.1), the objective criteria came from the verb group or main action of the element being considered. If the action was to be undertaken by an individual without involving others, a Technical Interest was applied. For example, 'know', 'do', 'create', 'understand' are individual actions. Where participants say they 'plan' and 'assess', these processes are individual actions. These actions are independently observable by different people, fitting the objective criteria for Technical Interests.

Where participants or processes required collaboration, connection, or activity in communication *with* others to complete the action, it met the objective criteria for Practical Interest. An example would be a mentoring conversation between ECLT, Jacob and his SBL mentor, Tony, in a conversation related to Jacob trying to understand the implications of student results from a Year 8 French test (further discussion on this mentoring conversation can be found in Section 5.2.1). Jacob's search for understanding, interpreting, and applying the information gained in the conversation represents a Practical Interest. Central to an Emancipatory Interest is critical self-reflection to promote action towards social change. Where the verb group or action promotes action for change, it meets the objective criteria of an Emancipatory Interest. An example of Emancipatory Interest is 'promote reconciliation' as Focus Area 2.4 in the APST. There is further discussion of Focus Area 2.4 in *Whole-of-career organisers – Domains, Standards, Focus Areas* in Section 4.2.3.

Having developed objective criteria for each knowledge-constitutive element, I applied them to the data items in the research. I considered aspects of an element in making a final classification choice. An example of this would be the decision-making process to assign Focus Area 6.3 in the APST as a Practical Interest. The Focus Area states 'engage with colleagues'; although 'engage' may meet the objective criteria for a Technical Interest (as it does in Focus Area 6.2), the requirement of 'with' moves the Focus Area to a Practical Interest. There is further discussion of Focus Area 6.3 in *Whole-of-career organisers – Domains, Standards, Focus Areas* in Section 4.2.3.

## **4.2 Concepts of accomplished teacher practice**

This section presents findings about the concepts of accomplished teacher practice evident in the APST and the AFMLTA Standards, and used by languages teachers and by case study participants. Teacher practice, particularly accomplished teacher practice, is described through the lens of worthwhile knowledges, using the concepts of Technical Interest, Practical Interest, and Emancipatory Interest. Additionally, concepts of systems-lifeworlds colonisation are used to provide consideration of the findings from the documents and the findings from study participants.

### **4.2.1 Situating the findings – professional standards**

As noted in Section 4.1, the APST and the AFMLTA Standards are central to this study. My findings on the professional standards commenced with document analysis of both the APST and the AFMLTA Standards.

#### ***Orientation to the APST and the AFMLTA Standards***

The APST are a public statement of what constitutes teacher quality and defines the work of *all* teachers in Australia, including those who teach languages in schools. The

APST provides a whole-of-career perspective, with the career stages named as Graduate, Proficient, Highly Accomplished and Lead. Institutional support for working with the APST is provided through AITSL. Teacher practice is considered across 3 Domains of Teaching and 7 Standards with Focus Areas and Descriptors across each career stage. Figure 4.1 provides an overview of the APST. Each asterisked focus area has an associated descriptor of teacher practice.

The AFMLTA Standards are a publicly available aspirational statement on accomplished teaching of Languages, designed to reflect high levels of achievement of language teacher practice (AFMLTA, 2005, p. 3). They are specialist standards, designed to assist language teachers to understand and develop their practice. Support for working with the AFMLTA Standards is provided through the national Languages teachers association, authors of the standards. Language teacher practice is considered across 8 domains, each with multiple descriptors and a series of reflective questions. Figure 4.2 provides an overview of the AFMLTA Standards. Each asterisked descriptor and reflective question has associated detail to guide teacher practice.

Over the period this study was conducted, both the APST and the AFMLTA Standards were revised. Revisions in the text of both documents are highlighted at Section 1.7.1. For the APST the most significant change relates to the public-facing presentation of information. The AITSL website maintains a 'Teacher Standards' tab that contains materials to support engagement with the standards. Up until 2021, the tab contained a link to a downloadable pdf document (AITSL, 2011) which included a Preamble, Organisation of the Standards and the Domains. This particular pdf document no longer exists on the tab. The information from the Organisation of the Standards and the Domains chapters of the pdf are now digital pages on the AITSL site. Additionally, some select information from the Preamble is available. However, references to



funding agreement documents and national declaration on education documents that have since been superseded are not included. The changes are a relevant consideration in this study as case study participants were provided a copy of the pdf document (AITSL, 2011) and it was used during focus groups and interviews.

**Figure 4.1**  
Overview of the APST

Teacher Career Stage	Dimensions of Teaching													
	Professional knowledge						Professional practice					Professional engagement		
Graduate	Standard 1: Know students and how they learn	* Focus area 1.1 * Focus area 1.2 * Focus area 1.3 * Focus area 1.4 * Focus area 1.5 * Focus area 1.6	Standard 2: Know the content and how to teach it	* Focus area 2.1 * Focus area 2.2 * Focus area 2.3 * Focus area 2.4 * Focus area 2.5 * Focus area 2.6	Standard 3: Plan for and implement effective teaching and learning	* Focus area 3.1 * Focus area 3.2 * Focus area 3.3 * Focus area 3.4 * Focus area 3.5 * Focus area 3.6 * Focus area 3.7	Standard 4: Create and maintain supportive and safe learning environments	* Focus area 4.1 * Focus area 4.2 * Focus area 4.3 * Focus area 4.4 * Focus area 4.5	Standard 5: Assess, provide feedback and respond on student learning	* Focus area 5.1 * Focus area 5.2 * Focus area 5.3 * Focus area 5.4 * Focus area 5.5	Standard 6: Engage in professional learning	* Focus area 6.1 * Focus area 6.2 * Focus area 6.3 * Focus area 6.4	Standard 7: Engage professionally with colleagues, parents/carers and the community	* Focus area 7.1 * Focus area 7.2 * Focus area 7.3 * Focus area 7.4
Proficient		* Focus area 1.1 * Focus area 1.2 * Focus area 1.3 * Focus area 1.4 * Focus area 1.5 * Focus area 1.6		* Focus area 2.1 * Focus area 2.2 * Focus area 2.3 * Focus area 2.4 * Focus area 2.5 * Focus area 2.6		* Focus area 3.1 * Focus area 3.2 * Focus area 3.3 * Focus area 3.4 * Focus area 3.5 * Focus area 3.6 * Focus area 3.7		* Focus area 4.1 * Focus area 4.2 * Focus area 4.3 * Focus area 4.4 * Focus area 4.5		* Focus area 5.1 * Focus area 5.2 * Focus area 5.3 * Focus area 5.4 * Focus area 5.5		* Focus area 6.1 * Focus area 6.2 * Focus area 6.3 * Focus area 6.4		* Focus area 7.1 * Focus area 7.2 * Focus area 7.3 * Focus area 7.4
Highly Accomplished		* Focus area 1.1 * Focus area 1.2 * Focus area 1.3 * Focus area 1.4 * Focus area 1.5 * Focus area 1.6		* Focus area 2.1 * Focus area 2.2 * Focus area 2.3 * Focus area 2.4 * Focus area 2.5 * Focus area 2.6		* Focus area 3.1 * Focus area 3.2 * Focus area 3.3 * Focus area 3.4 * Focus area 3.5 * Focus area 3.6 * Focus area 3.7		* Focus area 4.1 * Focus area 4.2 * Focus area 4.3 * Focus area 4.4 * Focus area 4.5		* Focus area 5.1 * Focus area 5.2 * Focus area 5.3 * Focus area 5.4 * Focus area 5.5		* Focus area 6.1 * Focus area 6.2 * Focus area 6.3 * Focus area 6.4		* Focus area 7.1 * Focus area 7.2 * Focus area 7.3 * Focus area 7.4
Lead		* Focus area 1.1 * Focus area 1.2 * Focus area 1.3 * Focus area 1.4 * Focus area 1.5 * Focus area 1.6		* Focus area 2.1 * Focus area 2.2 * Focus area 2.3 * Focus area 2.4 * Focus area 2.5 * Focus area 2.6		* Focus area 3.1 * Focus area 3.2 * Focus area 3.3 * Focus area 3.4 * Focus area 3.5 * Focus area 3.6 * Focus area 3.7		* Focus area 4.1 * Focus area 4.2 * Focus area 4.3 * Focus area 4.4 * Focus area 4.5		* Focus area 5.1 * Focus area 5.2 * Focus area 5.3 * Focus area 5.4 * Focus area 5.5		* Focus area 6.1 * Focus area 6.2 * Focus area 6.3 * Focus area 6.4		* Focus area 7.1 * Focus area 7.2 * Focus area 7.3 * Focus area 7.4

**Figure 4.2**  
Overview of the AFMLTA Standards

Dimensions											
Dimension: Educational theory and practice	* Descriptor 1 * Descriptor 2 * Descriptor 3	* Reflective question 1 * Reflective question 2 * Reflective question 3 * Reflective question 4 * Reflective question 5	Dimension: Language and culture	* Descriptor 1 * Descriptor 2 * Descriptor 3 * Descriptor 4 * Descriptor 5	* Reflective question 1 * Reflective question 2 * Reflective question 3 * Reflective question 4 * Reflective question 5 * Reflective question 6 * Reflective question 7 * Reflective question 8	Dimension: Language pedagogy	* Descriptor 1 * Descriptor 2 * Descriptor 3 * Descriptor 4 * Descriptor 5 * Descriptor 6 * Descriptor 7 * Descriptor 8	* Reflective question 1 * Reflective question 2 * Reflective question 3 * Reflective question 4 * Reflective question 5 * Reflective question 6 * Reflective question 7 * Reflective question 8 * Reflective question 9 * Reflective question 10 * Reflective question 11 * Reflective question 12	Dimension: Ethics and responsibility	* Descriptor 1 * Descriptor 2 * Descriptor 3 * Descriptor 4 * Descriptor 5	* Reflective question 1 * Reflective question 2 * Reflective question 3 * Reflective question 4 * Reflective question 5
Dimension: Professional relationships	* Descriptor 1 * Descriptor 2 * Descriptor 3 * Descriptor 4 * Descriptor 5	* Reflective question 1 * Reflective question 2 * Reflective question 3 * Reflective question 4	Dimension: Awareness of wider context	* Descriptor 1 * Descriptor 2 * Descriptor 3 * Descriptor 4 * Descriptor 5	* Reflective question 1 * Reflective question 2 * Reflective question 3	Dimension: Advocacy	* Descriptor 1 * Descriptor 2	* Reflective question 1 * Reflective question 2	Dimension: Personal characteristics	* Descriptor 1 * Descriptor 2 * Descriptor 3 * Descriptor 4 * Descriptor 5	* Reflective question 1 * Reflective question 2 * Reflective question 3 * Reflective question 4 * Reflective question 5

### 4.2.3 APST – a technical view of teacher practice

Through the lens of worthwhile knowledge, the APST positioned teacher practice as having a strong Technical Interest with its emphases on instrumental knowledge and prescribed behavioural expectations. Worthwhile knowledge is about the ‘what’ teachers are expected to know, and individuals are directed in the use of knowledge. Each aspect of the APST from the Domains of Teaching to the Standards, Focus Areas and Descriptors was dominated by Technical Interest. The Practical Interest, where knowledge is gained through interpretation and application in participants’ own context is barely present in the document. A Practical Interest is most prominent in the *Professional Engagement* Domain of Teaching. An Emancipatory Interest, with emphasis on reflective activity for social action, change and challenge of power has the lowest presence in the APST.

These findings consider the overall representation of teacher practice across the whole APST contained within the pdf document. It was necessary to analyse elements of the APST that are macro-level organisers that apply to all career stages. Thus, I present

my analysis of the worthwhile knowledge present in the Domains of Teaching (Domains), the Standards and Focus Areas in one section. Towards the conclusion of Section 4.2.3 is Table 4.1 which provides a tabular overview of my findings in relation to the Domains, Standards and Focus Areas. Given this study has accomplished teacher practice as a central focus, I present my analysis of the worthwhile knowledge present in the Highly Accomplished and Lead career stage descriptors. In Table 4.2, I provide a tabular overview of my findings in relation to the Descriptors of Highly Accomplished and Lead career stages.

### ***Whole of career organisers – Domains, Standards, Focus Areas***

At every level, the APST contains language that appears straightforward and, separately, does not appear to present teacher practice as displaying any particular form of worthwhile knowledge. However, reviewing an entire section reveals the form of worthwhile knowledge – a Technical Interest.

*Domains of Teaching* are an example. The domain titles of *Professional Knowledge*, *Professional Practice* and *Professional Engagement* are neutral when read separately. However, read together and in conjunction with the full descriptions of teacher practice in the domain, the dominance of Technical Interests is evident. Figure 4.3 presents the full description of each Domain (AITSL, 2011, p. 5).

There are 11 paragraphs in the *Domains of Teaching*. Every paragraph in the *Professional Knowledge* domain and the *Professional Practice* domain was defined as a Technical Interest. The focus of each paragraph was a teacher acting individually with a prescribed behavioural action. They ‘know’, ‘understand’, ‘develop’, ‘are able’, ‘have’ and ‘operate’. The objects of what teachers are expected to know, understand or develop is prescribed. There is no indication that a teacher needs to engage in the social construction of knowledge – they use what is, or should be, already known.

**Figure 4.3**  
*Domains of Teaching – APST*

Domains of teaching		
Professional Knowledge	Professional Practice	Professional Engagement
<p>Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts.</p> <p>Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.</p> <p>Teachers know the content of their subjects and curriculum. They know and understand the fundamental concepts, structure and enquiry processes relevant to programs they teach.</p> <p>Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.</p> <p>Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas. They are also able to use Information and Communication Technology to contextualise and expand their students' modes and breadth of learning.</p>	<p>Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans. They use sophisticated communication techniques.</p> <p>Teachers have a repertoire of effective teaching strategies and use them to implement well designed teaching programs and lessons. They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students. They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance.</p> <p>They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers.</p>	<p>Teachers model effective learning. They identify their own learning needs and analyse, evaluate and expand their professional learning both collegially and individually.</p> <p>Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community. They are sensitive to the needs of parents/carers and can communicate effectively with them about their children's learning.</p> <p>Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students.</p>

There is no indication as to how the teacher acquired the corpus of knowledge; they are just expected to have it. In *Professional Practice*, the inclusion of a concepts such as 'challenging' and 'fair and equitable' are worthy of debate and should be part of teachers' interactions with their students and with colleagues. However, the domain states:

*They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans.*  
(AITSL, 2011, p5) [underline added]

The actions of 'create and maintain' and 'implement' are quantifiable and directly observable. The objects of the actions are stated in the direct terms of 'safe, inclusive and challenging learning environments' and 'fair and equitable behaviour management plans'. The APST do not provide advice on how to interpret 'challenging' or 'fair and equitable' in any context. It is a conclusion that the terms of 'safe, inclusive and

challenging learning environments' and 'fair and equitable behaviour management plans' are already understood. Thus, the extract is an example of a Technical Interest.

In *Professional Engagement*, there are glimpses of Practical Interests and Emancipatory Interests. Each description is a Technical Interest – 'model', 'demonstrate' and 'value'. These are actions taken by the individual without the need for others. However, 'model' is an interesting term. An assumption that underpins 'model' is that the action is for an audience, rather than the individual. Thus, a Practical Interest identification may be warranted for this paragraph. A counterargument is that modelling does not involve the audience as anything more than observers and there is no indication that the audience has influence on the model. A further glimpse of a Practical Interest identification may be evident in the paragraph that calls for a demonstration of respect. It would be hoped that 'respect' is constructed in a context with others. The third paragraph contains an element of Emancipatory Interest as it focuses on enriching the educational context for students. Taking all of these points into consideration, the on-balance classification is that *Professional Engagement* constructs worthwhile knowledge in a Technical Interest.

Thus, across the text of the *Domains of Teaching*, teacher practice is constructed through a Technical Interest. The *Standards*, which are connected to the *Domains of Teaching*, are overtly positioned in relation to worthwhile knowledge. As with the domains, the majority of *Standards* present as a Technical Interest.

Figure 4.4 comes from the 2011 pdf document (AITSL, 2011, p. 4). The figure matches *Domains of Teaching to Standards*. This information is not presented in the same graphic form on the AITSL website. However, the website does use the same text as the pdf to describe each Domain. Appendix 1.1 combines the full domain text from the website and the pdf and matches each one to the given Standard.

In terms of Standard 1, teachers are expected to know students and how they learn. There is no indication of processes or means by which teachers develop skills in knowing students. There is no practical element about how this knowledge should be viewed in light of any student context, either for individual students or for whole student cohorts. There is no emancipatory element about why or how social action might be part of this standard and for students, individually or collectively. Thus, Standard 1 represents a Technical Interest.

**Figure 4.4**  
*Relationship between Domains and Standards – APST*

Domains of teaching	Standards	Focus areas and descriptors
<b>Professional Knowledge</b>	1. Know students and how they learn 2. Know the content and how to teach it	Refer to the Standard at each career stage
<b>Professional Practice</b>	3. Plan for and implement effective teaching and learning 4. Create and maintain supportive and safe learning environments 5. Assess, provide feedback and report on student learning	Refer to the Standard at each career stage
<b>Professional Engagement</b>	6. Engage in professional learning 7. Engage professionally with colleagues, parents/carers and the community	Refer to the Standard at each career stage

This process of review and ascribing a knowledge-constitutive interest (Habermas, 1987) is applied to each standard. The results are that all Standards 1 to 6 embody worthwhile knowledge as a Technical Interest, without any sense of the practical and emancipatory. The directed activity of each standard is for the individual teacher. In these standards, worthwhile knowledge and what is valued are control and predictability through application of instrumental knowledge.

Standard 7 directs teachers 'engage professionally with ...'. The use of 'with' indicates a reciprocity, the action is about the collaborative interactions with stated groups. Consequently, the only APST standard that met a Practical Interest was Standard 7.

The final element of the APST that applies to all career stages are the Focus Areas. Each Focus Area is a short phrase that acts as an intermediary between the Standard and the career stage specific descriptor. Figure 4.5 shows *Standard 1 Know students and how they learn* and the 6 focus areas for this standard. Focus Areas titles are an interesting mix of phrases. Focus areas most frequently commence with a verb such as 'understand'. In a small number of instances, Focus Areas commence with a noun or noun phrase such as 'students' or 'physical, social and intellectual development and characteristics of students'.

I undertook a similar analysis process of looking at every Focus Area to determine the knowledge-constitutive interest. The analysis determined whether the area is the individual teacher acting as sole agent or in concert with others; I was looking for activity that requires using what is already known or if it is a construction of understanding or application to context or if it is activity that is a call for social change.

There are 37 separate Focus Areas (the same number as Descriptors). Of the 37 separate Focus Areas, 28 have a verb or an identifiable action for teachers including 'select', 'comply' and 'maintain'. The most common action was 'engage', followed by 'use'. As with the Standards, the majority of the Focus Areas project a Technical Interest.

I did not categorise 9 of the Focus Areas as they commenced with a noun phrase and did not include an identifiable action. The Focus Areas not categorised all came under



Standard 1 and were Focus Areas 1.1, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.5 and 2.6 (see Table 4.1 for Focus Area names).

**Figure 4.5**

*Extract – Professional Knowledge (Domain, Standard and Focus Areas)*

Domain: Professional Knowledge			
Standard 1: Know students and how they learn			
Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
Focus area 1.1 Physical, social and intellectual development and characteristics of students			
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.
Focus area 1.2 Understand how students learn			
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.
Focus area 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds			
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Focus Areas 6.3, 7.3 and 7.4 are categorised as a Practical Interest as the action requires teachers to engage *with* others. It should be noted that Standard 7 was the only standard that defined worthwhile knowledge as anything other than technical. The domain of *Professional Engagement* includes both Standard 6 and 7 and was the only domain area determined to have any elements of an Emancipatory Interest.

One area is worthy of additional comment. Focus Area 2.4 seeks

*... to promote reconciliation between Indigenous and non-Indigenous Australians'* (AITSL, 2011, p13).

Reconciliation, in the Australian context, has a social change purpose which would define it as emancipatory. As a focus area, it is a whole-of-career attribute that is part of early career teacher practice, as well as accomplished teacher practice. It should be noted, as documented below, the emancipatory intent of the Focus Area is unrealised in the *Descriptors*.

In conclusion, my analysis of the Domains of Teaching, Standards and Focus Areas presents worthwhile knowledge of the APST as having a dominant Technical Interest. Of the 47 reviewed attributes, there are 9 attributes uncategorised, 33 Technical Interest attributes, 4 Practical Interest attributes and 1 Emancipatory Interest attribute. As noted at the start of this section, Table 4.1 presents a tabular overview of the results.

**Table 4.1**

*Worthwhile knowledges in the APST – Domains, Standards, Focus Areas*

	Uncategorised	Technical Interest	Practical Interest	Emancipatory Interest
<b>Dimensions</b>				
Professional Knowledge		•		
Professional Practice		•		
Professional Engagement		•		
<b>Standards</b>				
1: Know students and how they learn		•		
2: Know the content and how to teach it		•		
3: Plan for and implement effective teaching and learning		•		
4: Create and maintain supportive and safe learning environments		•		
5: Assess, provide feedback and report on student learning		•		
6: Engage in professional learning		•		
7: Engage professionally with colleagues, parents/carers and the community			•	

**Table 4.1***Worthwhile knowledges in the APST – Domains, Standards, Focus Areas (cont'd)*

	Uncategorised	Technical Interest	Practical Interest	Emancipatory Interest
<b>Focus Areas</b>				
1.1: Physical, social and intellectual development and characteristics of students	•			
1.2: Understand how students learn		•		
1.3: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	•			
1.4: Strategies for teaching Aboriginal and Torres Strait Islander students	•			
1.5: Differentiate teaching to meet the specific learning needs of students across the full range of abilities		•		
1.6: Strategies to support full participation of students with disability	•			
2.1: Content and teaching strategies of the teaching area	•			
2.2: Content selection and organisation	•			
2.3: Curriculum, assessment and reporting	•			
2.4: Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians				•
2.5: Literacy and numeracy strategies	•			
2.6: Information and Communication Technology (ICT)	•			
3.1: Establish challenging learning goals		•		
3.2: Plan, structure and sequence learning programs		•		
3.3: Use teaching strategies		•		
3.4: Select and use resources		•		
3.5: Use effective classroom communication		•		
3.6: Evaluate and improve teaching programs		•		
3.7: Engage parents/carers in the educative process		•		
4.1: Support student participation		•		
4.2: Manage classroom activities		•		
4.3: Manage challenging behaviour		•		
4.4: Maintain student safety		•		
4.5: Use ICT safely, responsibly and ethically		•		
5.1: Assess student learning		•		
5.2: Provide feedback to students on their learning		•		
5.3: Make consistent and comparable judgements		•		
5.4: Interpret student data		•		
5.5: Report on student achievement		•		
6.1: Identify and plan professional learning needs		•		
6.2: Engage in professional learning and improve practice		•		
6.3: Engage with colleagues and improve practice			•	
6.4: Apply professional learning and improve student learning		•		
7.1: Meet professional ethics and responsibilities		•		
7.2: Comply with legislative, administrative and organisational requirements		•		
7.3: Engage with parents/carers			•	
7.4: Engage with professional teaching networks and broader communities			•	

### ***Descriptors for highly accomplished teacher practice***

The most comprehensive picture of accomplished teacher practice from the APST perspective comes from the discrete standard descriptors. In the preceding section, the findings related to the whole-of-career elements. *Domains, Standards* and *Focus Areas* apply to early career as well as accomplished practice. However, my core focus is on developing accomplished practice. Therefore, I present findings on accomplished practice in the following text. However, there is a full outline of all descriptors in Appendix 4.1.

Across the three domains, and seven standards, there are 37 standard descriptors for each career stage – resulting in 148 descriptors, 74 of which relate to teacher practice in Highly Accomplished or Lead stages. In Table 4.2, I provide a tabular overview of my findings in relation to the Descriptors of Highly Accomplished and Lead career stages.

In describing the organisation of the standards, AITSL (2011) asserts that the APST outline what every teacher should know and be able to do (p. 4). Analysis of the standard descriptors reveals that this assertion is met. At every career stage, including highly accomplished and lead teacher, is a description of what the individual teacher is expected to know. At Highly Accomplished and Lead career stages, there is sometimes the implication that knowledge is used with colleague teachers. There is no indication that knowledge is ever socially constructed or mediated. Most frequently, the knowledge is applied to demonstrate a skill (indicated by ‘model’ and ‘support’) for colleagues. Further, the knowledge or what is known is unquestioned and collectively understood. Indeed, there is never any indication of *how* any worthwhile knowledge is to be used. This aspect of how knowledge is used does appear in the AFMLTA Standards, which is examined below.

Analysis of the standard descriptors confirms the centrality of a Technical Interest. Worthwhile knowledge was constructed in terms of instrumental knowledge and prescribed behavioural expectations. Accomplished teacher practice was, variously, described as the ability to offer support, model, monitor, lead across the focus areas. From the 74 descriptors, not a single descriptor fit wholly into the Practical or Emancipatory Interests. This is similar to the *Domains* in that only glimpses of the practical or emancipatory are evident. The Emancipatory Interest in Focus Area 2.4 which sought to 'promote reconciliation' is entirely absent in any of the career stage descriptors. No descriptor in the Highly Accomplished or Lead career stages mentioned 'reconciliation'.

**Table 4.2**

*Worthwhile knowledges in the Highly Accomplished and Lead standard descriptors in the APST*

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 1: Know students and how they learn</b>				<b>Standard 1: Know students and how they learn</b>			
<b>Focus area 1.1 Physical, social and intellectual development and characteristics of students</b>				<b>Focus area 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</b>			
Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	•			Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	•		
<b>Focus area 1.2 Understand how students learn</b>				<b>Focus area 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b>			
Expand understanding of how students learn using research and workplace knowledge.	•			Expand understanding of how students learn using research and workplace knowledge.	•		
<b>Focus area 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</b>				<b>Focus area 1.6 Strategies to support full participation of students with disability</b>			
Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	•			Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	•		
Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.				Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.			
Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.				Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.			
Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.				Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.			

**Table 4.2***Worthwhile knowledges in the Highly Accomplished and Lead standard descriptors in the APST (cont'd)*

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Highly Accomplished</b>				<b>Lead</b>				<b>Highly Accomplished</b>			
<b>Standard 2: Know the content and how to teach it</b>								<b>Standard 2: Know the content and how to teach it</b>			
<b>Focus area 2.1 Content and teaching strategies of the teaching area</b>								<b>Focus area 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b>			
Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	•			Lead initiatives within the school to evaluate & improve knowledge of content & teaching strategies & demonstrate exemplary teaching of subjects using effective, research-based learning & teaching programs.	•			Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	•		
<b>Focus area 2.2 Content selection and organisation</b>								<b>Focus area 2.5 Literacy and numeracy strategies</b>			
Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	•			Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.	•			Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	•		
<b>Focus area 2.3 Curriculum, assessment and reporting</b>								<b>Focus area 2.6 Information and Communication Technology (ICT)</b>			
Support colleagues to plan & implement learning & teaching programs using contemporary knowledge and understanding of curriculum, assessment & reporting requirements.	•			Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.	•			Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	•		
								Lead & support colleagues within the school to select & use ICT with effective teaching strategies to expand learning opportunities & content knowledge for all students.	•		

**Table 4.2**

*Worthwhile knowledges in the Highly Accomplished and Lead standard descriptors in the APST (cont'd)*

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
Highly Accomplished				Lead			
Standard 3: Plan for and implement effective teaching and learning							
Focus area 3.1 Establish challenging learning goals							
Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	.			Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.	.		
Focus area 3.2 Plan, structure and sequence learning programs							
Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.		.		Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.	.		
Focus area 3.3 Use teaching strategies							
Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	.			Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.		.	

				Technical Interest	Practical Interest	Emancipatory Interest					Technical Interest	Practical Interest	Emancipatory Interest
Highly Accomplished							Lead						
Standard 3: Plan for and implement effective teaching and learning													
Focus area 3.4 Select and use resources													
Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	.			Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.				.					
Focus area 3.5 Use effective classroom communication													
Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	.			Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.				.					
Focus area 3.6 Evaluate and improve teaching programs													
Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	.	.		Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.				.					



**Table 4.2**

*Worthwhile knowledges in the Highly Accomplished and Lead standard descriptors in the APST (cont'd)*

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
Highly Accomplished				Lead			
Standard 3: Plan for and implement effective teaching and learning							
Focus area 3.7 Engage parents/carers in the educative process							
Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.		•		Initiate contextually relevant processes to establish programs that involve parents/ carers in the education of their children and broader school priorities and activities.	•		

**Table 4.2***Worthwhile knowledges in the Highly Accomplished and Lead standard descriptors in the APST (cont'd)*

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
Highly Accomplished				Lead				Highly Accomplished				Lead			
Standard 4: Create and maintain supportive and safe learning environments								Standard 4: Create and maintain supportive and safe learning environments							
Focus area 4.1 Support student participation								Focus area 4.4 Maintain student safety							
Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	•			Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.	•			Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	•			Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/ or system, curriculum and legislative requirements and assist colleagues to update their practices.	•		
Focus area 4.2 Manage classroom activities								Focus area 4.5 Use ICT safely, responsibly and ethically							
Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	•			Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.	•			Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	•			Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.	•		
Focus area 4.3 Manage challenging behaviour															
Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	•			Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.	•										

**Table 4.2***Worthwhile knowledges in the Highly Accomplished and Lead standard descriptors in the APST (cont'd)*

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
Highly Accomplished				Lead			
Standard 5: Assess, provide feedback and report on student learning							
Focus area 5.1 Assess student learning							
Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	•			Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.	•		
Focus area 5.2 Provide feedback to students on their learning							
Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	•			Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.	•		
Focus area 5.3 Make consistent and comparable judgements							
Organise assessment moderation activities that support consistent and comparable judgements of student learning.	•			Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.	•		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
Highly Accomplished				Lead			
Standard 5: Assess, provide feedback and report on student learning							
Focus area 5.4 Interpret student data							
Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.		•		Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	•		
Focus area 5.5 Report on student achievement							
Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.		•		Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/ carers and colleagues.	•		

**Table 4.2***Worthwhile knowledges in the Highly Accomplished and Lead standard descriptors in the APST (cont'd)*

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
Highly Accomplished				Lead			
Standard 6: Engage in professional learning							
Focus area 6.1 Identify and plan professional learning needs							
Analyse the <i>Australian Professional Standards for Teachers</i> to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	•			Use comprehensive knowledge of the <i>Australian Professional Standards for Teachers</i> to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.	•		
Focus area 6.2 Engage in professional learning and improve practice							
Plan for professional learning by accessing and critiquing relevant research, engage in high-quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	•			Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.	•		
Focus area 6.3 Engage with colleagues and improve practice							
Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	•			Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.	•		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
Highly Accomplished				Lead			
Standard 6: Engage in professional learning							
Focus area 6.4 Apply professional learning and improve student learning							
Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.		•		Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.	•		

**Table 4.2***Worthwhile knowledges in the Highly Accomplished and Lead standard descriptors in the APST (cont'd)*

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Graduate</b>				<b>Proficient</b>			
<b>Standard 7: Engage professionally with colleagues, parents/carers and the community</b>				<b>Standard 7: Engage professionally with colleagues, parents/carers and the community</b>			
<b>Focus area 7.1 Meet professional ethics and responsibilities</b>				<b>Focus area 7.3 Engage with the parents/carers</b>			
Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.	•			Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.	•		
<b>Focus area 7.2 Comply with legislative, administrative and organisational requirements</b>				<b>Focus area 7.4 Engage with professional teaching networks and broader communities</b>			
Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	•			Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.	•		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 7: Engage professionally with colleagues, parents/carers and the community</b>				<b>Standard 7: Engage professionally with colleagues, parents/carers and the community</b>			
<b>Focus area 7.3 Engage with the parents/carers</b>				<b>Focus area 7.4 Engage with professional teaching networks and broader communities</b>			
Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.	•			Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.	•		
<b>Focus area 7.4 Engage with professional teaching networks and broader communities</b>				<b>Focus area 7.4 Engage with professional teaching networks and broader communities</b>			
Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	•			Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.	•		

### ***Understanding systems-lifeworlds orientation in the APST***

Up to this point in this section, there has been an analysis of the APST through a knowledge-constitutive lens drawn from Habermas's (1987) critical theory. The second crucial element of my theoretical framework is to consider the positioning and use of professional standards within a systems-lifeworlds orientation. As outlined in Section 2.5.1, societies are simultaneously systems and lifeworlds (Cooper, 2010).

Systems are concerned with structural concepts and dealing with society in instrumental ways. Systems, in the context of this study, are national bodies, such as AITSL and state or territory bodies such as TRAs who have power to compel behaviour and activity from individuals. Lifeworlds of individual teachers are their day-to-day experiences, connections, their skills, and orientations to work (Gaskew, 2019).

Systems use of power evident in my study are the externally required processes for teacher registration and demonstration of performance. A further example of system power is the mandatory use of nationally developed professional standards by schools who report to a state or territory based TRA on the performance of teachers. Analysing the APST through initial *a priori* codes present clear understanding that systems' definition of teacher practice.

Lifeworlds are the reservoir of life orientations and understandings that are drawn upon and shared through cooperative processes of interpretation. They are the source of more intimate, daily interactions, where individuals develop the skills and competencies to maintain social relationships in communities (Gaskew, 2019).

Lifeworlds elements evident in my study are the individual processes used by teachers to understand their work. Examples would include the various early career processes

that are used by ECLTs to understand and develop their practice. Findings into the role the APST in the lifeworlds of ECLTs are presented in Section 4.3.

Habermas argued that systems and lifeworlds co-exist (Gaskew, 2019). The systems-lifeworlds symbiotic relationship is evident in my study. The first clear example is the APST. The APST has a strong systems orientation, while having a significant place in the lifeworld of every teacher in Australia. The extent to which the relationship is acknowledged will be explored in Chapter 5, where findings on ECLTs' development of decisional capacity are presented.

### **Summary**

The APST apply to the practice of every teacher who works in schools in Australia. This study has a focus on language teachers. While 'Languages' is not mentioned by title, when discussing the APST with ECLTs, they did not have difficulty identifying the applicability of the APST to their work.

The overall picture of the APST is that it does meet the statement of outlining what teachers should know and do. There is predictability, conformity and comparability to accomplished practice. The accomplished practitioner, under the APST paradigm, should be evident wherever they operate. In Chapter 6, the discussion focuses on the ramifications of the emphasis on Technical Interests within the APST. Additionally, there is examination of the systems-lifeworld dynamics on ECLT understanding of accomplished practice.

#### **4.2.4 AFMLTA Standards – views on language teacher practice**

The theoretical underpinning of the AFMLTA standards in terms of worthwhile knowledge is subtler than the APST. Findings from the AFMLTA Standards analysis

draws on the supporting introductory text, each of the 8 dimensions, descriptors and the reflective questions. Accomplished language teacher practice is constructed from predominantly Technical Interest with some elements of Practical Interests, with minor appearances of an Emancipatory Interest.

Overall, the AFMLTA Standards emphasise instrumental knowledge and behavioural expectations on the teacher (Technical Interest) that is used alongside knowledge developed through interpretation and application to an individual's own context (Practical Interest). As with the APST, an Emancipatory Interest has the smallest presence in articulating accomplished language teacher practice.

### ***Supporting introductory text***

The opening text of the AFMLTA Standards states

*... an accomplished teacher of languages means being a person who knows, uses and teaches languages in an ethical and reflective way. (AFMLTA, 2005, p. 2).*

'Know', 'use' and 'teach' signify that worthwhile knowledge is best understood as a Technical Interest. I used the same process of classification as used in the APST, outlined above. However, 'ethical and reflective' could indicate worthwhile knowledge as a Practical Interest. This example indicates the subtler nature of the AFMLTA Standards compared to the APST. As noted earlier, the APST do not provide guidance or set expectations on how knowledge should be used. In the extracted statement above from the AFMLTA Standards, worthwhile knowledge comes from a Technical Interest. 'Knows', 'uses' and 'teaches' represent Technical Interests. The final part of the sentence indicates the manner in which the knowledge is used – ethically and reflectively. This is an example of a Practical Interest as it seeks to apply Technical



Interest in a context. Consistent with the view advanced by Cohen et al (2018, p. 52), the delineations between the knowledge-constitutive interests is not sharp. Where the text uses a Technical Interest to outline teacher practice and then adds engagement with others to interpret context, meaning and application of the practice, the overall knowledge-constitutive interest was designated as a Practical Interest.

The supporting introductory text introduces the AFMLTA Standards as a Practical Interest. The text identifies the Technical Interest through the *Dimensions* and builds into a Practical Interest by advocating that teachers approach teaching practice with respect, empathy, commitment, enthusiasm and personal responsibility.

The AFMLTA Standards are positioned as supporting language teacher reflection on practice and planning for future growth. In this respect, there is a similarity with the APST, with a focus on the individual teacher. The AFMLTA Standards identifies an intentional focus on accomplished language teacher practice and promoting the standards as aspirational and a framework for growth (AFMLTA, 2005, p.2).

### ***Dimensions, descriptors and reflective questions***

The AFMLTA Standard *Dimensions* are:

- Educational theory and practice
- Language and culture
- Language pedagogy
- Ethics and responsibility
- Professional relationships
- Active engagement with wider context
- Advocacy
- Personal characteristics

The AFMLTA Standards use a similar text device as the APST to orient the reader through the use of subject headings. As with the APST's *Dimensions of Teaching*, the AFMLTA Standards' *Dimensions* do not position teacher practice with strong emphasis on any form of worthwhile knowledge. Following each Dimension are the *Descriptors* of accomplished language teacher practice. *Descriptors* across all dimensions follow the same pattern of outlining the practice or knowledge employed by the teacher. On the same page and sitting alongside the *Descriptors* are 'Suggested questions for reflection'. The questions direct attention to elements of the *Descriptors*. There is not a direct association between a specific *Descriptor* to a specific question, rather the relationship is general. Figure 4.6 shows 2 Dimensions (Educational theory and practice and Language and culture) with the relevant *Descriptors*.

Across all Dimensions, the first *Descriptor* commences with 'Accomplished teachers of languages ...' Each subsequent Descriptor commences with the plural pronoun 'They'. In the example extracted in Figure 4.6, the *Descriptors* accompanying *Educational theory and practice* presents what teachers know, which is "knowledge of child/learner development"; and then presents what they can do with what they know, which is "apply this knowledge in all aspects of their teaching". Knowledge is instrumental, practice is predictable. The statement is directed to the individual teacher acting on their own.

Analysis of each *Descriptor* reveals a similar picture. Accomplished practice is '... a developed understanding ...' or '... taking responsibility ...' or similar. Knowledge is instrumental and practice is predictable. Overall, the *Descriptors* represent a Technical Interest.

**Figure 4.6**

*Extract – Educational theory and practice / Language and culture*

Teacher standards	
Educational theory and practice	
<p>Accomplished languages and cultures teachers have knowledge of child/learner development appropriate to the level at which they teach and apply this knowledge in all aspects of their teaching.</p> <p>They engage with current theories of education, general principles of teaching and learning, and classroom management. They keep up to date with developments in the field of education through professional learning and professional reading.</p> <p>They are aware of the culture of schooling in the contexts in which they teach. They actively engage with education policies, and curriculum frameworks. They are able to locate languages within a wider educational context, creating connections with other curriculum areas and with extracurricular activities.</p>	<p><i>Suggested questions for reflection</i></p> <p>What do you know about the individual learners you teach and their capabilities?</p> <p>How comprehensively do you understand the discipline, traditions and debates in language and culture teaching?</p> <p>What is the culture of the school in which you teach?</p> <p>What do you know about the policy and curriculum documents which are relevant to language teaching?</p> <p>How do you make connection with other curriculum areas and with extra curricular interests?</p>
Language and culture	
<p>Accomplished languages and cultures teachers are both users and teachers of linguistic and cultural knowledge.</p> <p>They have knowledge of the language(s) and culture(s) they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they have a developed intercultural awareness and know how to communicate across languages and cultures.</p> <p>They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.</p> <p>They have explicit knowledge and a working understanding of the linguistic and cultural systems of the language and how these systems work in the social lives of people.</p> <p>They understand the relationship between language and culture and have an awareness and understanding of the role of language and culture in human interaction and identity. They use this knowledge to enhance their teaching.</p>	<p><i>Suggested questions for reflection</i></p> <p>How do you express your intercultural awareness in teaching and in daily life?</p> <p>How do you use and develop your language abilities?</p> <p>What sorts of language-based activities are you involved in outside the classroom?</p> <p>What sorts of contacts do you have with target language communities, personally or through reading, the media or the web/internet?</p> <p>What recent activities have you undertaken to develop your language and cultural knowledge of the language you teach?</p> <p>How do you deal with issues of identity in your teaching (including your own identity)?</p> <p>How do you encourage learners to see the world from other cultural perspectives?</p> <p>What messages do your students take away from their experience of language learning about the relationship between language, culture and learning?</p>

Figure 4.6 (above) shows the *Descriptors* and questions for reflection from two Dimensions. Each paragraph represents a separate descriptor. In total, there are 38 *Descriptors* across the 8 Dimensions, of which 35 *Descriptors* fit the paradigm of a Technical Interest and 2 *Descriptors* fit a Practical Interest.

The content of the 35 *Descriptors* portrays knowledge as instrumental. Knowledge is instrumental, without reference to how a teacher is to respond to or apply it. The 3 *Descriptors* that do not conform to a technical paradigm come from the *Ethics and responsibility* and *Personal characteristics* Dimensions. The *Descriptors* that do not sit within a Technical Interest are:

- *establish trust with their learners that fosters an empathetic and inclusive view of self and others*
- *seek to enable students to understand issues from multiple perspectives so that they can make their own choices and judgements* (underline added).
- connect and engage with their learners and inspire students and others.

(AFMLTA, 2005, p.5)

Returning to the definitions of Habermas' critical theory understandings of worthwhile knowledge, Practical Interest emphasises interpretation and social construction of knowledge as applied in one's own context. The *Descriptors* above require teachers and students to act collaboratively and apply an interpretation of the context. Thus, these *Descriptors* represent a Practical Interest. Arguably, these *Descriptors* could be consistent with the objective criteria of Emancipatory Interest with its emphasis on reflection and social action for the purposes of change. The *Descriptor* with underlining seeks to empower teachers and students into making informed and active decisions. It comes from an Emancipatory Interest. Ultimately, I determined that the first *Descriptor* remained as Practical Interest as the focus of the trust-building and relationship was at the local level rather than for change at a societal level. In a similar process of analysis, I determined that the third *Descriptor*, also, remained as a Practical Interest.

Sitting alongside the *Descriptors*, and grouped under each *Dimension*, are questions to stimulate teacher reflection. There are a total of 49 questions across the *Dimensions*: 1 question asks 'where', 17 questions ask 'what' and 31 questions ask 'how'. Each question is directed to the individual teacher. To determine classification of the worthwhile knowledge represented by each question, I considered the form of the response from the individual teacher. As an example, a question of 'what do you know about individual learners' does not compel the individual teacher to engage with others

in formulating their response. This question was classified as representing a Technical Interest. Some questions have some assumptions embedded within them. For example, 'how do you encourage learners to see the world from other cultural perspectives?' The embedded assumption is that there is engagement with learners in order to see the world differently. This question was classified as representing a Practical Interest. There was not the impetus for social change from students having the ability to see the world differently. Therefore, it did not meet the requirements for an Emancipatory Interest.

In Table 4.3, I present an extract of the worthwhile knowledge embedded in the AFMLTA Standards in tabular form. I have extracted *Educational theory and practice* and *Language and culture*, which are the extracts shown in Figure 4.6. The full classification of the AFMLTA Standards are provided in Appendix 4.2.

**Table 4.3**

*Worthwhile knowledges in the AFMLTA Standards – Educational theory and practice / Language and culture*

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Educational theory and practice</b>							
Descriptors				Reflective questions			
Accomplished languages and cultures teachers have knowledge of child/learner development appropriate to the level at which they teach and apply this knowledge in all aspects of their teaching.	•			What do you know about the individual learners you teach and their capabilities?	•		
They engage with current theories of education, general principles of teaching and learning, and classroom management. They keep up to date with developments in the field of education through professional learning and professional reading.	•			How comprehensively do you understand the discipline, traditions and debates in language and culture teaching?	•		
They are aware of the culture of schooling in the contexts in which they teach. They actively engage with education policies, and curriculum frameworks. They are able to locate languages within a wider educational context, creating connections with other curriculum areas and with extracurricular activities.	•			What is the culture of the school in which you teach?	•		
				How do you make connection with other curriculum areas and with extra curricular interests?		•	
<b>Language and culture</b>							
Descriptors				Reflective questions			
Accomplished languages and cultures teachers are both users and teachers of linguistic and cultural knowledge.	•			How do you express your intercultural awareness in teaching and in daily life?	•		
They have knowledge of the language(s) and culture(s) they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they have a developed intercultural awareness and know how to communicate across languages and cultures.	•			How do you use and develop your language abilities?	•		
They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.	•			What sorts of language-based activities are you involved in outside the classroom?	•		
They have explicit knowledge and a working understanding of the linguistic and cultural systems of the language and how these systems work in the social lives of people.	•			What sorts of contacts do you have with target language communities, personally or thorough reading, the media or the web/internet?	•		
They understand the relationship between language and culture and have an awareness and understanding of the role of language and culture in human interaction and identity. They use this knowledge to enhance their teaching.	•			What recent activities have you undertaken to develop your language and cultural knowledge of the language you teach?	•		
				How do you deal with issues of identity in your teaching (including your own identity)?		•	
				How do you encourage learners to see the world from other cultural perspectives?		•	
				What messages do your students take away from their experience of language learning about the relationship between language, culture and learning?	•		

In summary, the AFMLTA Standards use of *Dimensions* as a heading to orient the reader. The AFMLTA Standards outline the Languages-specific attributes of the accomplished practitioner. A Technical Interest is strongly present in descriptors of practice. Using reflective questions, the AFMLTA Standards looks to engaging the accomplished Language teacher in practice that has more of a Practical Interest element.

### ***Summarising the review of the APST and the AFMLTA Standards***

In summary, the APST and the AFMLTA Standards both acquit themselves as describing a body of knowledge that an accomplished teacher should have. It was noted with the APST that the document identified what teachers know and what they can do. How teachers acquired knowledge and how they applied that knowledge was not part of the APST. The AFMLTA Standards take an expanded position with the posing to reflective questions to suggest a more personal orientation and application of knowledge in context. There is a body of knowledge that accomplished Language teachers have, and (through reflective questions) how it is acquired and used is an important part of teacher practice. The APST is overwhelmingly consistent with the category of Technical Interest. The AFMLTA Standards have a dominant Technical Interest with some small additions of Practical Interest through reflective questioning. Neither the APST nor the AFMLTA Standards provides for anything more than a minimal emancipatory focus.

The APST emphasises its role in addressing the whole profession (AITSL, 2011, p3). The APST asserts that it defines the work of teachers and can be used as a common discourse between stakeholders. Teacher practice, against the standards is clear and predictable. In Chapter 6, there is a discussion of the balance of knowledge-constitutive

interests across the APST. The discussion considers the literature on the purpose of professional standards and discusses the extent to which the purposes are realised.

The system is primarily associated with public life, the structures, communications, and power within everyday society. For smooth, efficient functioning, the system is concerned with broad, instrumental communication. The APST has a strong systems orientation, while also having a significant place in the lifeworld of every teacher in Australia. The AFMLTA Standards, as specialist standards, do not have the same presence or reach into teachers' lives as the APST. This section overviewed the findings related to accomplished practice evident in professional standards. The next section provides the findings related to views of accomplished practice held by the participants in this study. The nature of the influence and interactions between standards and action is discussed in Section 6.3.

#### **4.2.5 Participant views – Conceptualisations of accomplished practice**

The findings that follow present an analysis of teachers' views on accomplished teacher practice. Data are sourced from the survey and the embedded cases in the study. Outcomes of the data are shown and analysis in terms of the theoretical positioning of worthwhile knowledge is provided. While the case study component of this research had a focus on ECLTs and SBLs, it was important to contextualise language teacher practice in the broader language teacher community. Thus, data on perspectives on accomplished language teacher practice from language teachers (LTs) is provided first. Following are the findings from ECLTs and then SBLs.



***Language teachers (LT) – supportive of a technical basis for accomplished practice***

An anonymous survey was distributed through a professional teacher association in Queensland, as described in Section 3.5.1. LTs who participated in the survey used a Likert scale response to rank the relative importance of statements of language teacher practice. The statements, drawn from the AFMLTA Standards, were grouped into personal, general and language education attributes. The number of completed responses varied across the personal (66 responses), general (55 responses) and language education (50 responses) attributes. Further, LTs were able to provide an open-ended response to describe a personal example of the statements in action. Approximately 750 individual comments in total were provided.

The data presented in Figure 4.7, Figure 4.8, Figure 4.9 display the results for each category of personal, general education and language education attributes, with the count distribution of importance. As noted, the attributes are drawn from the AFMLTA Standards. Examples of the statements for each category are outlined below:

Personal attributes (P) focus on the personal attributes of the teacher. Examples of the personal attributes include:

- P1: Languages teachers can use their language and culture knowledge in contexts within and beyond school.
- P2: Languages teachers actively engage in using languages in contexts within and beyond school.

General education attributes (G) focus on the respondents' views about their role as a teacher in the broader context of education. Examples of the general education attributes include:

G1: Languages teachers know learner development characteristics, appropriate to the age of the learners being taught.

G4: Languages teachers undertake regular curriculum processes including planning, teaching, assessing, evaluating and renewing.

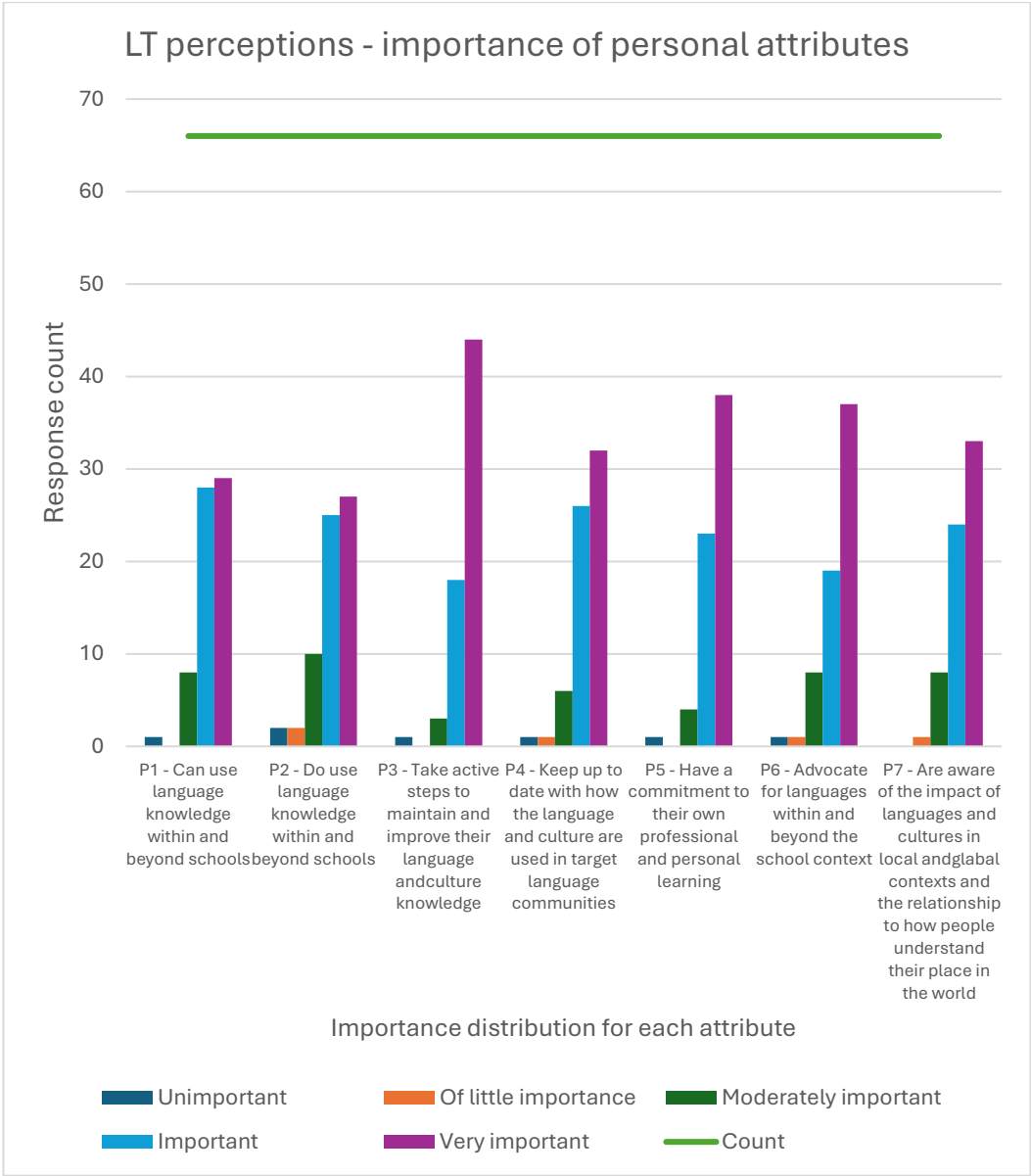
Language education attributes (L) focus on the respondents' views about their role as

L7: Languages teachers have a developed understanding of the language learning process.

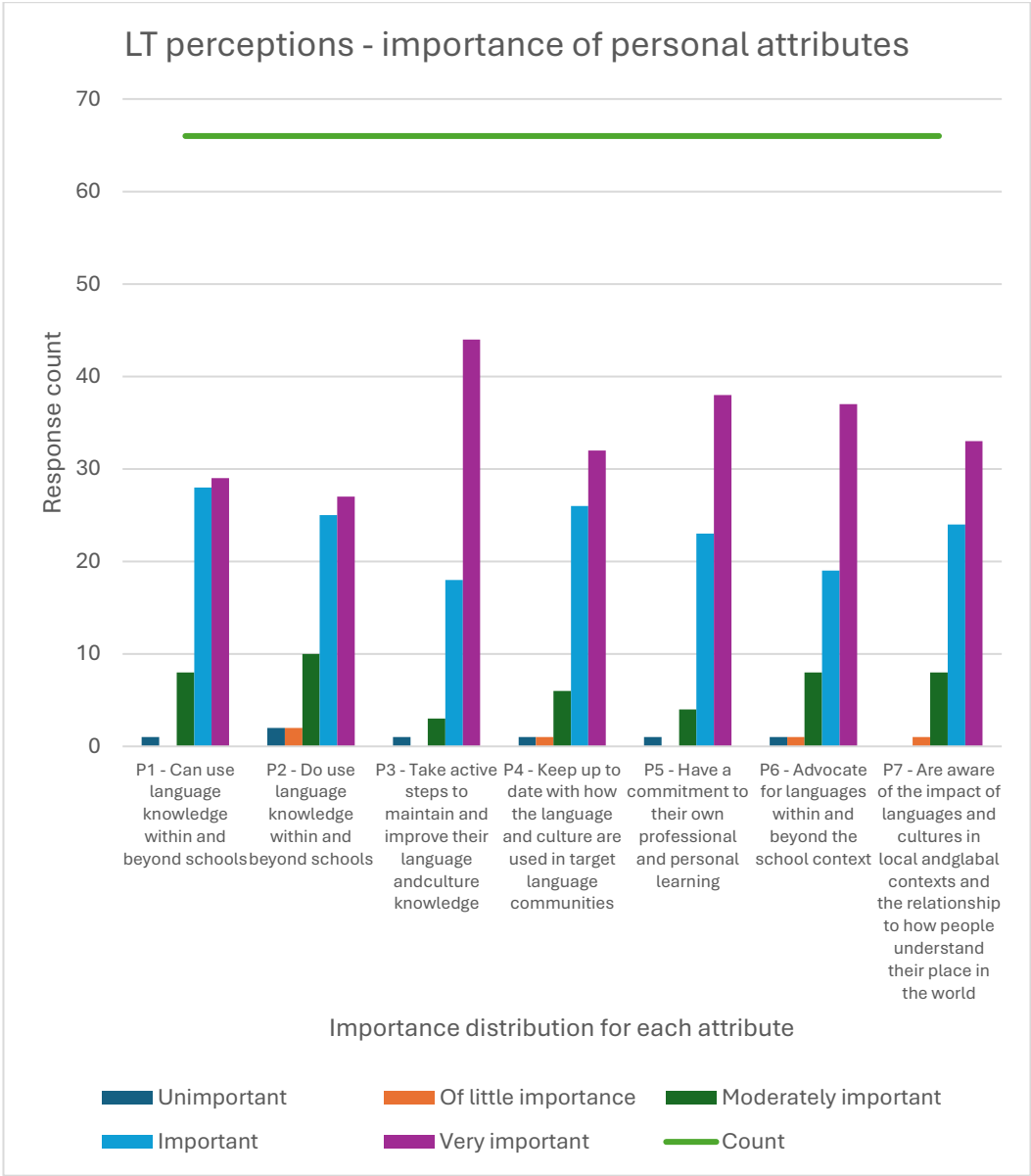
L9: Languages teachers utilise a repertoire of methodologies for languages teaching from which they select in a principled way, considering learners, context, curriculum goals and the aspect of language being taught.

Plotting the responses showed that the LTs who responded to the survey believed the attributes of accomplished language teacher practice were important. As noted in Section 4.2.5, the text of the AFMLTA Standards presents a predominantly Technical Interest view of accomplished language teacher practice.

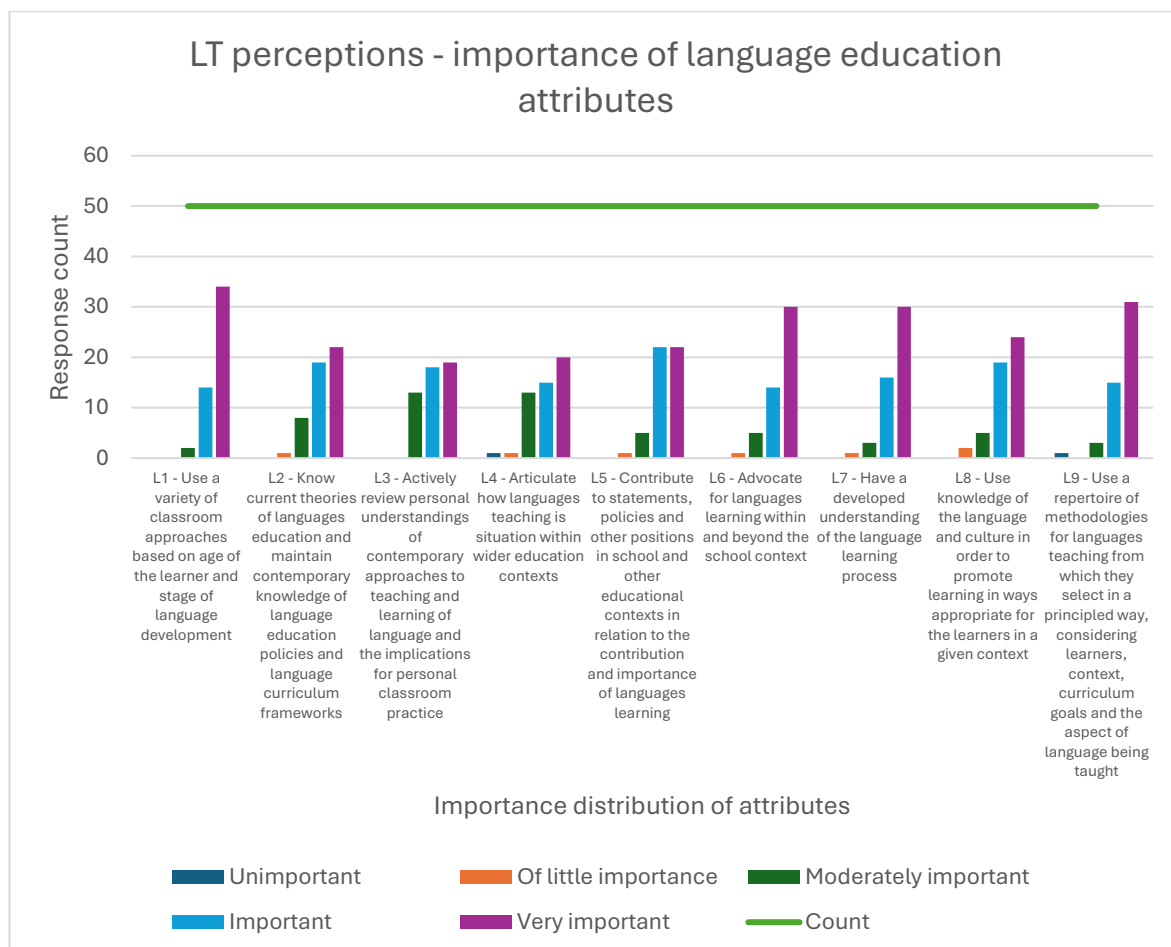
**Figure 4.7**  
*Language teacher survey responses to personal attributes*



**Figure 4.8**  
*Language teacher survey responses to general attributes*



**Figure 4.9**  
*Language teacher survey responses to language education attributes*



The instrument required LTs to rank the importance (or not) of a given attribute. The attribute was standalone, without explanation, and each LT interpreted the attribute in their own way. As noted, alongside the rank ordering of the attribute, LTs could provide an example how they put the attribute into action in their context. The examples were an opportunity to analyse how LTs applied the attributes. A telling aspect of the survey results comes from an analysis of the open-ended exemplars from respondents.

Of the 66 responses to *P1 Languages teachers can use their language and culture knowledge in contexts within and beyond school*, 56 LTs identified that being able to do that (use language and culture knowledge beyond school) was important or very

important. From the 56 responses, 53 individual examples of practice were provided. The examples of teacher practice were examined for representations of worthwhile knowledge. Where LTs provided examples of practice with them acting independently and without engagement *with* others (colleagues or students), a Technical Interest classification was assigned. Examples include 'incorporate anecdotes in class' and 'share my knowledge of French cultures with students'. Where LTS provided examples of practice that required collaboration, such as 'building relationships with families from the target country to improve educational experience', a Practical Interest was assigned. Where the LT example promoted social change, an Emancipatory Interest was assigned.

From the 53 examples volunteered by LTs as their understanding of *P1 Languages teachers can use their language and culture knowledge in contexts within and beyond school* in action, 26 examples were classified as representing a Technical Interest; 22 examples represented a Practical Interest, and 5 examples presented an Emancipatory Interest.

It is evident from the selected LT responses extracted below that being an advocate for change, an advocate for the marginalised, an advocate and contributor to building a more tolerant society was part of accomplished language teacher practice. The extracts demonstrate an Emancipatory Interest in teacher perceptions of accomplished practice, not evident in either the APST or the AFMLTA Standards.

*I think my knowledge gives me the responsibility to be an advocate for multiculturalism and anti-racism and I try to secretly inspire others in this small, racist town with positive talk whenever I can. (Respondent 1001)*

*I can be an advocate for members of the school community for whom English is not their first or home language. I can be a resource for teachers wanting to provide broader perspectives to their students. (Respondent 1003)*

*Teach others to understand and be considerate of other people's cultures. Help others to learn languages and be more aware of the world. (Respondent 1005)*  
*... extend the students' awareness of the worlds beyond their narrow Anglophone horizons. (Respondent 1045)*  
*Help to build and contribute to a culture of tolerance, acceptance and insight to various groups. (Respondent 1060)*

Of the 55 responses to *G1 Languages teachers know learner development characteristics, appropriate to the age of the learners being taught*, 52 LTs identified that it was important or very important. From the 52 responses, 37 individual examples of practice were provided.

*Through Covid it has given me an opportunity to work with students 1:1 in online activities. I have a better understanding of their development in their native tongue now which has seen me alter the language program somewhat. (Respondent 1057)*  
*... in designing activities that suit learners' cognitive and affective development. (Respondent 1040)*  
*I know that there are general characteristics matched to certain ages but am also aware that it is a continuum and not fixed. The key is to be flexible in your planning, allow for different types of learning and differentiate tasks so that they are accessible and engaging to everyone. (Respondent 1032)*  
*... by acknowledging the need for conceptually-based curriculum, challenge and fun as students move up through schooling; by putting students in touch with real people and real scenarios in the TL - by encouraging noticing and comparing in many respects, and discussing why without stereotyping. (Respondent 1027)*

Of the 50 responses to *L7 Languages teachers have a developed understanding of the language learning process*, 46 LTs identified that it was important or very important.

From the 46 responses, 27 individual examples of practice were provided.

*Planning with the big picture in mind - end goal & ensuring plenty of practice and opportunities to develop the language necessary. Creating meaningful activities, actively creating language together with students. (Respondent 1060)*  
*Plan thoroughly, review, evaluate, review again, reflect, adjust (Respondent 1064)*

*I am a language learner; therefore I understand the processes; I continue to learn my languages everyday. My students know this is my view. (Respondent 1050)*

Practical Interest is evident in the responses as the respondents describe engagement between teachers and others, the collaborative creation of learning for students.

Furthermore, there is evidence of LT judgement indicating Emancipatory Interest such as teaching for the purposes of social change.

Ultimately, LT-supported examples of an accomplished language teacher practice presented a Technical Interest, where teachers use instrumental knowledge in predictable and compliant ways. However, the examples from LTs description of their practice, also, shows they are active, interpretive and collaborative in how they teach. LTs see the worthwhile knowledge of accomplished language teacher practice as both a Practical Interest and, to a more limited extent, an Emancipatory Interest.

### ***Early career language teachers (ECLT) – importance of reflective practice***

ECLT views on accomplished language teacher practice came from multiple data. The resulting picture of accomplished language teacher practice is rich and presents a complex view of worthwhile knowledge. In their semi-structured questionnaires (Appendix 3.11), ECLT responses enabled some comparison with LT data and



comparison with SBLs. As part of the semi-structured questionnaire, ECLTs were asked to rank order various statements of language teacher practice. Only question 6 and question 7 required ECLTs to rank order statements on language teacher practice.

The statements of language teacher practice were based upon the AFMLTA Standards. In a similar fashion to the LT survey, ECLTs were asked to respond to stimulus questions on personal characteristics and language education characteristics. In question 6, ECLTs were asked to rank order characteristics related to the personal characteristics for early career language teachers. The priority order demonstrated that ECLTs had similar views about the most important characteristic – knowledge of the language and culture being taught. Three out of five ECLTs indicated knowledge of language and culture as the most important characteristic. The full set of results on ECLTs responses to personal attributes are shown in Table 4.4. Only 7 of the characteristics are presented in Table 4.4, as remaining characteristics had 0 responses.

**Table 4.4**  
*ECLT responses to priority of personal attributes*

Attribute	ECLT responses (n=5)		
	1 <sup>st</sup> ranked	2 <sup>nd</sup> ranked	3 <sup>rd</sup> ranked
Ability to motivate language learners	2		
Knowledge of the language and culture being taught in order to promote learning in ways appropriate for the learners in a given context	3		1
Willingness to reflect upon and identify own professional and personal learning needs		1	1
Willingness to maintain and improve own language and culture knowledge		1	
Ability to positively engage with colleagues and students		3	1
Ability to translate knowledge of education theory and curriculum frameworks into classroom practice			1
Other (Planning units of work)			1
<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>

There is a strong clustering of preferences around *Knowledge of language and culture* (3 out of 5 as 1<sup>st</sup> priority) and *Ability to motivate language learners* (2 out of 5 as 1<sup>st</sup> priority). Additionally, *Ability to positively engage with colleagues and students* (3 out of 5) has a high result the second priority. However, there is not a clear 3<sup>rd</sup> priority, with all ECLTs listing different characteristics.

In question 7 of the questionnaire, ECLTs were asked to rank order 10 language education characteristics for early career language teachers. Table 4.5 shows a diffuse preferencing of characteristics. There was not the same clustering of characteristics as for the personal characteristics. In Table 4.5, only 8 characteristics are listed as 2 characteristics received 0 responses.

**Table 4.5**  
*ECLT responses to priority of language education attributes*

Attribute	ECLT responses (n=5)		
	1 <sup>st</sup> ranked	2 <sup>nd</sup> ranked	3 <sup>rd</sup> ranked
Use a variety of classroom approaches that are selected based on the age of the learner and stage of language development of the learners being taught		1	2
Ability to apply appropriate behaviour management processes and strategies in the classroom			1
Incorporate personal understandings of teaching and learning in languages into classroom practices	1	1	
Engage with colleagues, peers and mentors about teaching experiences			1
Utilise a range of teaching strategies for languages teaching which have been selected in a principled way, considering learners, context, curriculum goals and the aspect of language being taught	2	1	
Ability to reflect on experience with a view to informing future teaching	2		
Undertake regular curriculum processes including planning, teaching, assessing, evaluating and renewing		1	1
Knowledge of professional growth journey, such as described through professional standards		1	
<b>Total</b>	<b>5</b>	<b>5</b>	<b>5</b>

These statements present worthwhile knowledge as a Technical Interest (see Section 4.2.5). However, the structure of the questionnaire with its prescribed characteristics to be ordered, confined ECLTs responses. More illustrative of ECLTs' understandings of accomplished practice came through the open-ended questions of the semi-structured questionnaire, and through the focus group and interviews.

The ECLT focus group elicited responses to the questions relating to accomplished practice with such ideas as:

*So my idea of being accomplished is probably that I never settle for not developing myself in the interests of developing my students. (Kate, 5<sup>th</sup> year teacher of Spanish, Focus Group)*

*So it's less of like what's written in a standard and more of what I've actually seen happening in real life and that makes me sort of go, oh, that's really interesting, I want to see if I can integrate that myself. So it's the integration of lots of different qualities to make a greater whole as well. (Giselle, 4<sup>th</sup> year teacher of Japanese, Focus Group)*

*... constantly engaging in that reflective process, I guess, is really a hallmark of what an accomplished teacher should be. (Liam, 2<sup>nd</sup> year teacher of Japanese, Focus Group)*

ECLTs responded in terms of accomplished practice being a reflective process. The instrumental knowledge of the standards was specifically identified. As Jacob (1<sup>st</sup> year teacher of Spanish) stated:

*... I think that the content knowledge, curriculum knowledge, that should kind of be a given, and I think there's a lot of - there's universal things which are probably arguably more important. (Interview)*

*In my opinion an accomplished language teacher is someone who fosters an appreciation for language learning in their students, someone who develops*

*students that have both an understanding of other cultures and a desire to learn more about the wider world. (Jacob, 1<sup>st</sup> year teacher of Spanish, Semi-structured questionnaire)*

Jacob's comment highlighted a consistent element in both ECLT and SBL data. The instrumental knowledge of teacher practice was the assumed by both ECLTs and SBLs.

Throughout the data, ECLT reference to language teacher practice is most frequently in terms of Practical Interests. ECLTs identified worthwhile knowledge in terms applied for the purposes of seeking clarification and through collaborative processes. An example includes the following excerpt from Margaret, a 3<sup>rd</sup> year teacher of Japanese. She stated:

*I suppose our role – and it changes so much depending on the grade you're teaching as well. I mean in the junior grades our role is to I feel give students a different perspective on different cultures. I find unless the students really have a high interest in the language in the first place it's quite difficult to teach them more than a certain amount of language, the actual language. It's an age Grade 7 and 8 especially where there's a lot of disengagement. I spent 15 minutes on the phone to a parent last night who she's wonderful, giving the same message as me to her son about you may not see the value in Japanese, however you're learning a new skill who knows what you're going to do in the future. We're both fighting a losing battle with him [laughs]. But I'm hoping even if a student like that doesn't take any specific vocabulary or language ability away, he might at least take a little bit of a knowledge of a different way of thinking or a different way of doing things because of that cultural experience. I think our role is not just to teach language, it's to get students to appreciate something different. (Interview)*

Her comment includes various mentions of instrumental knowledge, such as *teaching the language*. However, the overall focus of Margaret's comment is the collaborative

nature of her work. Margaret identified her view about outcomes of learning for students and she engaged with a parent about the value of the learning.

Her comment includes various mentions of instrumental knowledge, such as *teaching the language*; however, the focus is the collaborative nature of her work. Margaret expressed a view about the content and nature of classroom learning and she engaged with a parent about the value of the learning.

*Because - and that's one of the things I've noticed about this year, is that I haven't made time or haven't had time - not sure which one it is - to reflect as much as you probably should. It's only now - and it's probably from that focus group we had last week, where I went, oh, that's right, this is part of the cycle of the - it's not just plan and then start teaching it, and there's reflecting. (Jacob, 1<sup>st</sup> year teacher of Spanish, Interview)*

When asked an open-ended question to describe their views of an accomplished language teacher, the ECLTs engaged in some 'blue sky thinking':

*To me, this is important for students in the 21st Century, not only for the ongoing opportunities this could make available to them in their futures, but also because of the completely new world of experiences that having a second language can bring upon someone. Being accomplished as a languages teacher means sharing the excitement of the diverse world with the young people in my classroom so that they might be encouraged to engage with it personally. (Kate, 5<sup>th</sup> year teacher of Spanish, Semi-structured Questionnaire)*

An overall view of ECLT understanding of accomplished language teacher practice is that the instrumental knowledge is only a tool to be in a person's practice. The practice is a reflective process. It is a process to be engaged in with others.

### ***School-based leaders (SBL) – importance of active engagement with colleagues***

SBLs in this case study are the designated school role holders who provide support to the ECLTs. SBL views on accomplished language teacher practice inform their

interactions with their colleague ECLT. SBLs, too, completed a semi-structured questionnaire (Appendix 4.4). The instrument was similar to the ECLT questionnaire. In question 5, SBLs were asked to rank order the same list of personal characteristics as used the ECLT questionnaire. In question 6, SBLs were asked to rank order the same language education characteristics as ECLTs.

For SBLs, *Ability to positively engage* was their top priority in question 5. For ECLTs, this characteristic was their second priority. In question 6, the SBL ranking of language education characteristics was varied. The results are shown in Table 4.6 and Table 4.7. Although with only 4 respondents, it is not surprising that prioritising was spread across the characteristics.

**Table 4.6**  
*SBL responses to priority of personal attributes*

Attribute	SBL responses (n=4)		
	1 <sup>st</sup> ranked	2 <sup>nd</sup> ranked	3 <sup>rd</sup> ranked
Knowledge of learner development characteristics appropriate to the age of the learner being taught			3
Ability to motivate language learners		2	1
Willingness to reflect upon and identify own professional and personal learning needs	1	1	
Ability to positively engage with colleagues and students	3	1	
<b>Total</b>	<b>4</b>	<b>4</b>	<b>4</b>

In question 5, SBL views about the importance of engagement with colleagues, as an attribute of accomplished language teacher practice was further exemplified in SBL interviews. For example:

*So it's super important to have someone else that you can say, hey I've tried this and this and this, where to from here, have you got any ideas and being able to have those conversations. (Tony, Mentor, Interview).*

**Table 4.7***SBL responses to priority of language education attributes*

Attribute	ECLT responses (n=4)		
	1 <sup>st</sup> ranked	2 <sup>nd</sup> ranked	3 <sup>rd</sup> ranked
Use a variety of classroom approaches that are selected based on the age of the learner and stage of language development of the learners being taught	1	1	1
Ability to apply appropriate behaviour management processes and strategies in the classroom		1	2
Engage with colleagues, peers and mentors about teaching experiences	1		
Provide a range of extra-curricular opportunities (speaking competitions, immersion days, culture days) for language learners and school		1	
Utilise a range of teaching strategies for languages teaching which have been selected in a principled way, considering learners, context, curriculum goals and the aspect of language being taught	2		
Ability to reflect on experience with a view to informing future teaching		1	1
<b>Total</b>	<b>4</b>	<b>4</b>	<b>4</b>

In question 6, SBL views about the importance of reflective practice, as an attribute of accomplished language teacher practice was further exemplified in SBL interviews. For example:

*I can't remember how I rated all the things, [I] did the surveys for you, but I'm sure I would have put reflection right at the top, if not second or something like that. If you can't reflect on what a bad lesson you just gave or how something you tried didn't work, then you're not going to fix it. I think it's the single most important thing to develop in a teacher. (Leo, Head of Languages, Interview)*

Through responses in the semi-structured questionnaires, SBL views of teacher practice, also, focus on engagement and reflective practice.

*An early career language teacher needs the opportunities to observe a range of accomplished language teachers and discuss and reflect on ways they can*

*personally develop skills that mirror those in an accomplished teacher, but fit their personality and teaching style.* (Leo, Head of Languages, Semi-structured questionnaire)

#### **4.2.6 Picture of worthwhile knowledge from the documents and teacher perceptions**

A complex and nuanced picture of accomplished language teacher practice was present in the data. The APST emphasise its role in addressing the whole profession (AITSL, 2011, p3). Further, the APST asserts that it defines the work of teachers and can be used as a common discourse between stakeholders. Teacher practice against the standards is clear and predictable.

ECLT and SBL participants in the study referred to accomplished teacher practices in collaborative, interpretive terms, with minimal reference to instrumental knowledge.

Indeed, Jacob's view that:

*I think that the content knowledge, curriculum knowledge, that should kind of be a given, and I think there's a lot of - there's universal things which are probably arguably more important.* (Interview)

supports the view that worthwhile knowledge, as a Technical Interest, should be understood by practitioners. Case study participants did not question the validity of the content of the APST. The 'truth' of the content within standards was unquestioned. The Technical Interest was accepted. From that perspective, ECLTs and SBLS focused their attention in supporting early career language teachers in ways that made sense to them in their contexts. According to Cohen et al (2018), worthwhile knowledge for a Practical Interest is about applying a Technical Interest in context, rather than rejecting or challenging the premises which underpin it. The findings support the idea that



ECLTs and SBLs views of accomplished teacher practice was an application in context of the technical APST.

The AFMLTA Standards, as specialist standards, did not have the same presence or reach into teachers lives as the APST. ECLT Jacob commented that he did not understand the contribution made by the AFMLTA Standards as the APST identified everything important that he needed to know. His beliefs about accomplished teacher practice appeared to be grounded in the APST. However, in his semi-structured questionnaire, when asked to describe his view of accomplished language teacher practice, Jacob noted:

*Kindling this interest in culture and language with the aim of making students wanting to be lifelong language learners is my primary responsibility [sic] as a language teacher. (Interview)*

Jacob appears to be making a personal determination about language teacher practice (a responsibility to promote lifelong language learning to students) that is not explicit within the APST.

### **4.3 Using professional standards**

A direct link between purpose (for the standards) and use (of the standards) is evident. The link was explicitly evident when participants named a purpose for the standards and then described how standards were used. This was true for both the APST and the AFMLTA Standards, although, for the latter, the examples of stated connections between purpose and use were fewer.

Literature into professional standards for teachers (for example see Call, 2018, pp99-101; Mockler, 2022, pp167-169) discusses two main purposes. It is proposed that professional standards could be for the purpose of accountability and / or for the purpose of professional growth. Interestingly, case study participants identified these

same two purposes in their responses to open-ended questions that did not try to predict an answer or limit the number of purposes.

In this section, the findings outline the ways in which professional standards are used. The findings are presented against the two main purposes identified by ECLTs and SBLs. The number and range of explicit, stated connections between purpose and use showed a marked preference for an accountability purpose. Some participants named professional growth as a purpose for standards and followed up with an example of how that worked. Additionally, participants were asked about the ways in which school-based support was provided to ECLTs. This avenue of investigation was to determine if professional standards had any role or influence in shaping the professional growth of teachers.

#### **4.3.1 Direct and explicit use of professional standards**

Case study participants responded with a degree of confidence about their understandings of the purpose and use of the APST. Clear purposes and clear use of the APST were evident in the data. The AFMLTA Standards, as specialist teacher standards, were unknown to all but one of the SBLs. Two of the ECLTs believe they may have encountered the AFMLTA Standards as part of their initial teacher education. However, all participants offered views about the purpose (or lack thereof) of the specialist standards, albeit with some hesitations. One ECLT was excited to have discovered additional material to support the use of the specialist standards. Explicit connections between purpose and use of the AFMLTA Standards were not as quantitatively evident compared with the APST.

As already noted, ECLTs and SBLs provided understanding that standards have accountability and professional growth as purposes. When describing how standards

were used for an accountability purpose, ECLTs and SBLs both used examples where the teacher was obligated to participate in a directed professional activity. Control of the situation was in the hands of school or system authorities. Conversely, when describing standards being used for a professional growth purpose, ECLTs began with themselves and what they did. Interestingly, there was a strong compliance element to ECLT descriptions of how standards were used for professional growth.

#### **4.3.2 APST and accountability to the profession**

*AITSL standards, they're very much a targeted thing by my school (Liam, 2<sup>nd</sup> year teacher of Japanese, Interview)*

A common understanding held by case study participants about one purpose of the APST was that of benchmarking the profession. During individual interviews and in the focus group, both ECLTs and SBLs used words such as 'benchmark' or 'measure'. Participants responded to questions of purpose with terms such as 'guide' or 'standard' or 'level'. All participants described professional standards as a mechanism for them being accountable to the profession for meeting a standard of practice. Table 4.8 outlines how each case study participant, in part, described an accountability purpose to the teaching profession.

ECLTs and SBLs perceive the APST, primarily, as an accountability mechanism for their practice. They were accounting for their practice to another audience, primarily their employer. ECLTs and SBLs used their engagement in professional learning as the direct, explicit example of using standards to account for their practice. In particular, they named participation in employer-directed professional learning.

**Table 4.8***Participants responses to APST – Accountability to the profession*

<b>Participant</b>	<b>Statement</b>
Alice, SBL, St Ilona's School <i>Interview</i>	a guide for teachers and for schools to measure teacher progress
Leo, SBL, Clarendon School <i>Interview</i>	to highlight to all teachers, but in particular are quite useful to beginning teachers, of the areas that are considered important to develop and the areas that make for quality teaching
Tony, SBL, Needham College <i>Interview</i>	in terms of how well you're performing as a teacher, having that sort of document gives you something to measure against, as a way of seeing where you're at
Giselle, ECLT, St Ilona's School <i>Interview</i>	I think the purpose of them is really, really good and they are there to show you what a competent teacher is
Kate, ECLT, Clarendon School <i>Interview</i>	purpose I suppose would be that everybody has a common reference point that we can refer back to when we're trying to evaluate in whichever form our practice
Jacob, ECLT, Needham College <i>Interview</i>	to have something that's consistent across all teachers and which they can kind of - schools and, I guess, universities and stuff can sort of measure that we are doing our job to some extent, and that we're all doing it relatively consistently
Margaret, ECLT, Summerton High School <i>Interview</i>	I suppose I see them as a guide to benchmarks that we should be meeting as teachers
Liam, ECLT, Bosworth College <i>Interview</i>	make sure that all the teachers across Australia are meeting the same set of minimum standards for teaching which we would expect

All case study participants identified that the APST were part of their school or systems-based professional learning landscape. Professional learning, which was incorporated into staff or faculty meetings or through student-free professional days or other school or systems-based setting, identified specific APST focuses. ECLT Liam,

made the statement quoted at the top of this section during his individual interview. He went to say:

*... we want to push the standards to be part of our vernacular, they're what we talk about in a professional sense when we talk about our practice. Every time we gather for any kind of development, it's always meaningfully connected to some standards. (Interview)*

When asked for further information on 'meaningfully connected', he responded with:

*The way that it's done is we - every time we meet for development, we have the associated learning goals and success criteria for those developments. Then within the learning goals, they have to be directly linked to one or more standards. Right from the outset of every development session ... (Interview)*

ECLT Kate was a 5<sup>th</sup> year teacher of Spanish. She was in the first year of employment at Clarendon School. Her comment describes the connection between the APST and professional learning in a manner very similar to Liam.

*Last year at the school that I was in, every time that we had a staff meeting, we had the standards that we would be discussing. The standards relevant to what we were discussing were highlighted to us and often at the end we would have to reflect on how either something - we had learnt something new that could be linked to one of the standards, or we would have to complete some kind of reflection document. (Interview)*

While not always as direct as the two comments above, each of the ECLTs and SBLs noted the connection between professional learning and the APST. ECLT Margaret commented:

*Often on our pupil free day schedule when there are PDs that it actually refers on there which standards they're covering. Any PDs external to the school I've been to also always of course refer to which professional standards the PD will relate to. There's also a bit of it in – we have a book that we use for our weekly staff meetings here where we're supposed to use for reflection or different activities that we do. (Interview)*

Participation in these regular professional activities was required. For the ECLTs the focuses of these professional activities were school or systems-directed and not open to significant negotiation. It is noteworthy, that in the context of professional learning, ECLTs engaged in activity as directed without criticism. Both ECLTs and SBLs accepted the situation as commonplace. Participants appeared to hand over control for the use of standards, as a professional guidance tool, to others. That is, participants were not in control of whether to participate or not, they were doing as directed. Participants had little control over the content of school or system directed professional learning. Power of choice was vested in the system, not with the individual.

ECLTs and SBLs advised that the focus of professional activities emanated, mostly, from school improvement plans. School leadership teams were responsible for development of school improvement plans that focus on improving student outcomes (Masters, 2019). SBLs described plans usually developed from some form of needs audit, where 'needs' were based on aspects such as NAPLAN (National Assessment Program – Literacy and Numeracy) results or increasing numbers of students with particular needs such as autism or behavioural concerns. ECLT Liam's description of the process at Bosworth College is an example.

*What happens is our learning and teaching team when they're looking at deciding what PD they want to focus on for the college, what they want our college objectives to be, our college leadership wanted us to. They go and have a look at the data that they have in learning and teaching, so it's a very data-driven thing. What we've been doing for the last few years, we've been looking - in learning and teaching we've been doing mainly literacy, with the write the essay program. That's really what they've been focusing on for the last couple of years. Now that's pretty well running itself, we're moving our learning and teaching focus into feedback because my understanding is that they've looked at across the college our feedback is kind of crap.*

*I know then personally because my workload for marking and feedback is very large, I quite often give very general feedback to a lot of [things]. So, yeah. That's where that comes from. They've identified a need through data and then they've gone well, which standards would that be developing, and it's part of a - it all happens at the same time. (Interview)*

Processes described by both ECLTs and SBLs are consistent with the strategies described by QCT (QCT, n.d.a) and AITSL (AITSL, 2012) that could be part of a performance and development culture (see Section 1.2.3). Performance development was identified as cyclical processes of individual reflection and goal setting based on professional practice and learning needs through feedback and review (QCT, n.d.a, p. 2; AITSL, 2012, p. 4). The descriptions of performance development have an emphasis on development of teacher practice. However, both ECLTs and SBLs described strategies that could fit with a developmental purpose for professional standards as examples of the accountability purpose is being met at their local site.

The QCT specifies that professional learning should occur within a CPD framework. However, most ECLTs and SBLs did not provide any indication as to whether they were aware of the professional learning within a CPD framework. As will be discussed in Section 4.3.3, SBL Leo's description of activity at Clarendon School does attend to a CPD orientation to teacher development.

As already noted, ECLT participation in identified professional learning activities was school directed. Most often, ECLT participation occurred alongside all other teaching staff, without specific reference in the professional activity to Languages teaching or to early career support. ECLTs made observations that schools did not include professional learning opportunities dedicated to Languages rather ECLTs were left to source their own.

No SBL identified that their whole-school professional learning program commenced with a professional standards audit. Alice, SBL and deputy principal from St Ilona's School, said she had never considered starting with professional standards audit to inform whole school professional learning programming as potential process. She noted it was worth reflection. Other SBLs noted that while planning for professional learning never commenced with the APST, there were processes to refer back to the standards as form of checklist to ensure that all of the standards were covered.

All case study participants spoke favourably of professional learning that identified specific professional standards, notwithstanding their lack of input into activities and, in the case of ECLTs, the lack of Languages teaching-specific opportunities. It is worth noting that case study participants appeared to accept the offered connection between activity and the APST. In the context of this research, they did not question either the relationship between activity or the nominated standard, nor did they question the intent of the standard.

In terms of theoretical framing, it is difficult to make a definitive finding into the use of the APST. ECLTs and SBLs have not questioned the instrumental knowledge that forms the content of the APST. They have not questioned the validity of school leaders making decisions about professional learning programs. They have not questioned the professional learning program. Overall, this would be consistent with a Technical Interest. However, participants' descriptions of their engagement in professional learning speak of reflection and application. Each of the 3 comments above include reflection. So, while directed into professional learning activity, ECLTs and SBLs use reflective and interpretive strategies to apply it to their context.



### 4.3.3 Further use of professional standards

ECLTs descriptions of portfolio development aligned to standards for movement to full teacher registration was another example of APST use explicitly related to an accountability purpose. For at least one ECLT, managing this accountability process was something she controlled, but her comment suggests the task was not very meaningful.

*As an exercise it was a bit like writing an assignment, I – and it did encourage me to reflect in some ways but I did also feel for a lot of it that I was just trying to get this done and out of the way so I could get that tick (Margaret, 3<sup>rd</sup> year teacher of Japanese, Interview)*

For ECLT Giselle, it was a task that was her responsibility. She said that no school leader provided explicit support to help her develop a portfolio of practice against the standards. She said the school leader asked:

*... have you got a document that proves you can do all this? So, the onus was on me to prove it basically, and then it was just a tick and flick to moving me to provisional to full registration. (Interview)*

Giselle, who was in her fifth year of teaching, noted

*because I was always on contracts, I was never assigned a mentor because I was temporary. So the schools never saw temporary people as someone that they necessarily needed to invest in, in my first year.*

Finally, an accountability purpose for an audience wider than the profession was minimally mentioned. For example, the observation that:

*... it keeps us as a profession accountable to those outside of it and those dependent stakeholders like parents and students and reporting bodies and whoever else” (Liam, 2<sup>nd</sup> year teacher of Japanese, Interview)*

Consistent with the literature, ECLTs and SBLs connected the accountability purpose for the APST and use. Accountability as described in this portion of the findings is

consistent with a Technical Interest. Portfolio development for credentialing is an example of rules-based compliance. The exercise of power is with the already empowered. Authorities of state determine the manner in which teachers will demonstrate their suitability to be fully registered. At school-level, teachers and school leaders are acting within the parameters specified by the TRA.

#### **4.3.4 Supporting teacher development and growth – a role for the APST and the AFMLTA Standards**

The second purpose for professional standards advanced in the literature is to support growth. ECLTs and SBLs provided some examples of how professional standards may be used as a tool to assist professional growth. Some participants saw possibilities that professional standards might act as a mechanism to support range and balance of professional learning. As ECLT Margaret noted -

*So, it's got the standards and then we have – just one to seven, it doesn't break them down anymore than that. But then areas of strength and areas for development. So, I have – yeah, so that's something that I – and then I – because the school requires us to put things in our PDP if we want to be able to do any professional development on them, then I do have to use that to identify areas. (Interview)*

For the AFMLTA Standards, this was the only purpose put forward by some participants.

*I think the aspirational puts the focus more on the teacher looking at their practice, where they are at, reflecting on how they are conducting their teaching in the classroom and the success of that and looking towards always making those improvements, so you don't have to tick off okay, I'm at this level, now I need to move to the next one. It's always a continual cycle of reflection and improvement, reflection and improvement. So, I think that is the value. (Alice, Deputy Principal, Interview)*

*They're definitely more I think - have more of a professional use rather than an accountability thing because we're not required to meet those standards. I think for the AFMLTA standards, they're more how can we as language teachers best guide our practice. (Liam 2<sup>nd</sup> year teacher of Japanese, Interview)*

*I think that they're quite valuable to the subject area of languages education and I think I would prefer to see them more commonly referenced or maybe more frequently a part of conversations that we're having. Because they would have been created in an effort to highlight the things that as a community of area specific teachers (Kate, 5<sup>th</sup> year teacher of Spanish)*

For Giselle, there appeared to be a relationship between the APST and the AFMLTA Standards. She overviewed them in the following way:

*For me it was something that I saw as a bit of hurdle when I first started because when - you can have the APST and the AFMLTA standards, but if you actually don't have a mentor to explain them to you and to put into context or to reflect on this [with you with], they kind of become a bit useless, in my opinion.*

*Well the AFMLTA ones on purpose align with the APST. So, one was designed with the overarching general standards in mind, so that's what I saw at least when I - hold on, I've got the document to think about all this, I'll just grab it really quickly. Literally it's called aligning standards, so you know, I think that one can't exist without the other, so these ones can't exist without the overarching ones, but the overarching ones can. Whether or not they - and they do work well together because it literally has them side-by-side.*

*So, they do work well together because it kind of actually pulls it into a practical way for Japanese teachers to actually - how to interpret it in their context, which I think is really good.*

*I can guarantee that any first-year teacher would be crying tears of joy if they can see it on the - because they all know the APST, so I think that they would be super happy to get - even if it's aspirational that's really good. (Interview)*

ECLT Giselle described an AFMLTA document that was specifically developed to support Language teachers to see the connection between the AFMLTA Standards (AFMLTA, 2005) and the APST (AITSL, 2011) through a languages specific lens.

However, the value of specialist standards was not universally accepted, as evidenced by ECLT Jacob's comment:

*The other set of standards, obviously a little bit more specific to language teaching, personally, I'm not - I don't quite see what the value is in those standards ... (Interview)*

The feature that is more apparent in participants description of how they use professional standards for growth is the greater level of personal control and input into the process. SBL Leo described Clarendon School's professional development processes:

*They're required to provide a brief justification for at least three of the standards that they have particular interest or relevance for them, that they want to focus on. So, that's embedded in our professional development for all teachers.*

*But there's a lot more individual input into this, and you're actually - as a teacher, are likely to - you're given a lot more control, in a sense, of what areas you want feedback on and what you want to focus on.*

*You start the process, and then you're part of a professional learning community where they try and get teachers who have identified through that AITSL review they're interested in similar standards to focus on.*

*The vision is that we will move a little bit from what was seen as a traditional appraisal process where it was top-down, a little bit, maybe a bit from admin, and sort of imposed on you, and something and was done and filled out and completed, and then just was put away somewhere and maybe not looked at that often.*

*It is your opportunity to develop yourself, reflect on where you are, how you're going, reflect on what things you want to improve in, what areas you might want more professional development in, and then what the best way could be for you to find - go and seek the professional development, and it could be as easy as getting advice from other teachers, even in other areas, and that's it's very much teacher-driven. (Interview)*

In his interview, SBL Leo used concepts of teacher agency as being important in the design of professional learning plans. As noted in Section 4.3.3, Leo's descriptions meet the various elements required for CPD with the QCT policy.

There are similar features between Leo's outline, extracted above, and SBL Alice's description of St Ilona's School processes, as extracted below.

*So, we give them an opportunity to look at a particular domain, so they have a reflection around one of the domains that they choose whether it's professional knowledge, professional practice or professional engagement. They look at that in relation to their own teaching for the year. Then they go into goal setting and professional learning, where they are asked to consider the strategic plan of the school, their impact on student learning, where in the actual standards this professional learning would fit and to look at, consider their whole - or the idea of what an ideal classroom looks like, feels like, sounds like, et cetera.*

Alice's description does identify a level of personal control. However, it is within the context of the school's strategic plan.

Another avenue of investigation was to seek participant information on the types of support available to ECLTs. ECLTs and SBLs provided an outline of various supports, including formal mentoring, collaborative conversations, cross marking of student work. Analysis offered a different perspective on professional standards being used for professional growth. The mentor/mentee relationship of Tony, senior biology teacher and Jacob, 1<sup>st</sup> year teacher of Spanish was part of the school-based structure for all

beginning teachers at Needham College. The mentor/mentee was a formalised relationship, with mentor/mentee control over the content. Jacob specifically identified occasions where he and Tony purposefully used standards. He noted:

*My mentor and I have used them as a tool to assess each other's classroom practice, I suppose. ... I mean as a template through which to observe each other's pedagogy and classroom, I suppose. So, I've observed my mentor using - and we've used the standards as a - oh, yeah, he's done that, he's done that, I can see evidence of that. (Interview)*

Tony noted:

*[I] feel like it doesn't matter that I'm not a language teacher because I think that general gist fits in the same way, so the proficiency of a language teacher for me comes down to the choice of strategies that you're learning. A proficient teacher will have a repertoire of strategies that engage students and to transfer the content. And so, when you talk about the concept of trying to teach a student, having some resources and having some ideas of how to present information is a skill and then if you're a language teacher, you obviously have those things specific to teaching the language.*

*Same you're obviously understanding a curriculum, it's obviously about a set of standards and this is the content that we need to cover. Obviously from a language teacher perspective, that is going to be about specific grammar or specific vocab or whatever that's associated with language teaching. So, I think it's just an application. (Interview)*

From this mentor-mentee relationship there was shared understanding about the important aspects of teaching. As included earlier, Jacob said content knowledge and curriculum knowledge should be givens. Assessment, planning and classroom presence were all topics of discussion and reflection. Tony and Jacob said these were jointly decided topics of mentoring meetings. They said these topics were determined without having to refer to the APST. Yet, if Tony and Jacob had discussed their topic choices against the APST, they might connect that they were working in standards

such as *know students and how they learn* and *know content and how to teach it*. They did not make that connection between their topic choices for meetings, yet they used the APST for classroom observations.

Offering of support was not universal. ECLT Kate noted:

*So then when I was actually in the reality of performing in that role, it was sink or swim. I had to go to the school and say, hey, they spoke in uni about the fact that maybe a new teacher should have, or would have a mentor; could that be organised for me? This was maybe week three of term two that I went to the head of learning and said, can I have a go-to person? (Focus group)*

At Kate's instigation, she was allocated a 'mentor', as she further noted:

*But there was still no structure around it, it was just [ENGLISH CO-TEACHER] knows that you are probably going to have questions and she's happy to be your go-to person when it's a little bit bigger than just a lunch table, hey, what do you guys do; or, has this ever happened. So she ended up doing a lot of cross marking with me in English because, even though English is my second teaching area, I'd not had a prac in English, so I wasn't very confident with that. (Focus group)*

Kate was making the best use of the opportunity. The task Kate and her *ad hoc* mentor engaged in could fit several the APST standards, including *know the content and how to teach it* and / or *assess, provide feedback and report on student learning*. As with Tony and Jacob, the connection between what they were doing to professional standards went unrecognised.

ECLT Giselle noted that sometimes processes are initiated but that there is little carry-through or completion. She explained:

*I've just found that consistently each year it's like, yeah, we're going to do this at the beginning of the year, and then it falls away and so you're left with talking*

*with your colleagues, just professional conversations with people who aren't as - in leadership or aren't your official mentor.*  
*So I have had more impact from my colleague who's a drama teacher than anyone else at the school actually (Interview)*

Giselle's SBL, Alice described support in very broad, generic terms.

*... it would be being there for her to listen to what she has to say, to let her brainstorm ideas about what she wants to do and then just to add my experience to that to perhaps help her get there or help her try out ideas that she wants to have and see how they unfold. (Interview).*

ECLT and SBL use of professional standards to support growth towards accomplished practice involved interaction, interpretation, and reflection. Interpreting instrumental knowledge through the eyes and contexts of those involved indicates a Practical Interest. An important observation is that the APST and the AFMLTA Standards were only ever used as technical statements. Participants did not suggest they looked to the professional standards for guidance on *how* to use the standards. Processes to use the standards were school initiated. Additionally, there were times when ECLTs and SBLs were engaged in activity to support growth, yet the connection to standards was not remarked upon. These observations will be discussed further in Chapter 5.

#### **4.3.5 Interpreting the use of professional standards through system and lifeworlds**

In this study, participants description and use of standards were examined. Participants contributed their views and experiences with openness. Their responses across the instruments were fulsome. It would be possible to draw a conclusion that these participants had a positive attitude towards the use of professional standards. It would not be appropriate to suggest all teachers have such an approach to standards. As Giselle noted:



*I've definitely found that sometimes there is a dismissive attitude in some more experienced teachers. But that isn't because of the standards though, it's from a variety of other reasons, I think, and having that extra thing on top of that where you're forced to look at your areas of weakness and go okay these are the things I need to improve. I feel like if you've been teaching for a really long time, changing those things would be an incredibly difficult thing to undertake.*  
(Interview)

The literature identifies two purposes for professional standards – an accountability purpose and a professional support purpose (see Section 2.2). Participants in the study accepted both purposes without demur. This conclusion was drawn from participants responding to an open-ended prompt question about the purpose/s of professional standards with accountability as the main purpose, followed by a professional growth purpose. In explaining what they meant, case study participants described use of both the APST and the AFMLTA Standards to meet these purposes. As a regulatory document, the APST has a strong influence in the lifeworld of teachers. It is used to assess a candidate's suitability to enter the profession. It is used as a managerial process to determine full membership as a proficient teacher. It is used as a backdrop to design professional learning plans. From a theoretical framing, the system is exerting significant influence on the lifeworld of teachers.

In terms of worthwhile knowledges embedded in ECLT and SBL use of professional standards, a Practical Interest dominates. In the section 4.1, the theoretical framing resolved that the APST had a Technical Interest. The AFMLTA Standards incorporated a Technical Interest, but combined with suggested reflective questions, it moved towards a Practical Interest. In looking at use of standards, analysis of the data demonstrated ECLTs and SBLs work within a Practical Interest. The obvious absence is the Emancipatory Interest. The worthwhile knowledge embedded in an Emancipatory Interest is reflection and taking action for social change.

In the broad teacher survey, when able to provide examples of practice, some LTs identified emancipatory examples. Case study participants did not refer to the use of professional standards as part of a social change agenda. ECLTs and SBLs referred to quality teaching and wanting to ensure students were engaged in quality programs. The intent or purpose of the programs was not part of the discussion. ECLT Margaret offered the following view:

*I think our role is not just to teach language, it's to get students to appreciate something different. (Margaret, 3<sup>rd</sup> year teacher of Japanese, Interview)*

ECLT Kate offered the following view:

*I know how much of the global thinking and - I don't know if that's a good term to use, I was going to say community-mindedness but maybe more just open-mindedness to other has come just from learning the language. Because as soon as you understand the way that something is expressed in another language, you go, oh, and it makes you reflect on how you do it in your own language, what the similarities and differences are. (Interview)*

From the perspective of SBLs, Alice stated:

*So, it's more than just a language, it's a way of life and they become curious learners and perhaps a desire to investigate further beyond their boundaries. (Interview)*

These examples reflect a view that teaching students a language is more than teaching the subject matter. That learning is about engagement and reflection. Such statements do not fit an emancipatory agenda. The lack of evidence of an Emancipatory Interest in the use of the standards could be that participants do not conceive of a social change agenda. Alternatively, the lack of evidence could be the result of the study design.

The theoretical framing of this study considers both the worthwhile knowledge embedded in teacher practice and the system–lifeworld context in which knowledge is

used. Within Habermas' theoretical framing of system and lifeworlds, greater influence of system leads to more restricted, controlled, and formal interactions (Gaskew, 2019). Evidence of control and structured use of professional standards may be evidence of the power of the system. Alongside of processes that explicitly used professional standards, ECLTs, also, described support they had received that was not directly connected to professional standards, yet helped their growth. They named mentoring, collegial relationships, co-teacher strategies that supported growth towards accomplished practice. Within these strategies, the connections to standards were not noted.

The second supporting research question of this study sought to identify the ways professional standards are used by ECLTs and SBLs. This section responded to that question and provided evidence of the worthwhile knowledges that underpin the use of standards. In Chapter 5, findings into the interactions between worthwhile knowledges, interactions of system and lifeworld and the growth of early career language teachers to accomplished practice.

#### **4.4 Summary**

In this chapter, I provided my findings related to the worthwhile knowledges of accomplished teacher practice evident within the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005), and worthwhile knowledges held by case participants. Using Technical Interests, Practical Interests and Emancipatory Interests to understand practice, my findings evidence the strong instrumental, rule-based focus captured within both the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005). Both sets of professional standards presented with significant Technical Interests.

My findings identified ECLTs and SBLs presented as having solid understanding of and support for the APST (AITSL, 2011). They understood and appreciated the technical basis for the APST (AITSL, 2011). For ECLTs and SBLs, developing teacher practice was using their technical understandings within a collaborative, interpretive environment. My findings demonstrated that both ECLTs and SBLs accepted the APST (AITSL, 2011). Their questioning and sense-making related to an application of the APST (AITSL, 2011) in their context, rather than challenge or innovation. In terms of worthwhile knowledges, ECLTs and SBLs understood accomplished teacher practice in Practical Interest terms. There was little evidence that either ECLTs or SBLs had strong views on accomplished Language teacher practice.

The findings on the use of professional standards found that ECLTs and SBLs clearly presented their understandings for the purpose of the APST (AITSL, 2011) and detailed how the purposes were operationalised. Case participants advanced accountability for teacher practice to an external audience (the school, the TRA, parents) as the primary purpose. Participating in professional learning and completing professional portfolios were identified as the major ways professional standards were operationalised. Unlike the APST (AITSL, 2011), the AFMLTA Standards did not have significant presence or meaning for either ECLTs or SBLs.

The chapter concluded with a consideration of the systems-lifeworld dynamic. As Gaskew (2019) noted, where there is a greater systems influence, there is more restriction and control over interactions. The findings showed evidence of the controlled and structured use of professional standards consistent with a context of significant systems control. I move to Chapter 5, the second findings chapter, to present findings on how the support to ECLTs impacts the development of ECLT decision-making capacity.

## Chapter 5: Accomplished practice development and professional capital

### 5.1 Introduction

Chapter 5 findings identify the processes used to support ECLTs to become accomplished language teachers: – that is, *how* are ECLTs supported in their development? Chapter 4 findings focused on *what* – that is, what understandings of accomplished practice are evident in standards and in concepts of accomplished practice held by ECLTs and SBLs? Further, Chapter 4 presented findings that ECLTs and SBLs understand accomplished practice as incorporating collaboration with colleagues. Chapter 5 findings are presented in two broad areas that identify *how* ECLTs are supported.

The first *how* area findings are the processes used to support ECLTs, predominantly initiated by those around the ECLTs. The second *how* area starts with the ECLTs and presents findings into the decisions made by ECLTs to inform themselves. Analysis of the worthwhile knowledge embedded within these areas is presented as part of the findings.

Section 5.2 findings focus on the support that is provided to ECLTs. This includes what ECLTs assert they received and what SBLs assert is provided as targeted support for early career teachers. Additionally, findings on support processes to develop teacher practice (beyond the early career period) are presented. There is consideration of how support processes are identified, selected and facilitated. A further focus of the analysis is the support to ECLTs on the Languages aspect of their teaching. The analysis extends to the worthwhile knowledge incorporated into the supports provided to ECLTs.

Section 5.3 findings focus on what ECLTs accept as accomplished practice and the types questions they ask and decisions they make as part of empowering themselves in development of their Languages teaching practice. The focus is ECLTs' decisional capital (Hargreaves & Fullan, 2012, p. 5) and how ECLTs exercise their decision-making. Findings are presented on how ECLTs understand practice and the types of processes ECLTs engage in as enquiry to develop their practice.

## **5.2 How is accomplished practice supported and developed?**

This section's findings are how early career teacher practice is developed and supported. The findings presented here are in three broad areas – the generic support provided to the ECLTs in this study; the support to teachers beyond the early career period as described by the ECLTs and SBLs in this study; and the Language teacher-specific support. A focus of the analysis is whether the outcomes of early career support processes, as described by ECLTs and SBLs, facilitate development towards accomplished practice.

### **5.2.1 Support for development of early career teacher practice**

When asked to describe the processes and mechanisms used to support them, ECLTs responses can be broadly categorised as one of two types – absence of processes or detailed processes. In open-ended questions in the semi-structured questionnaire for ECLTs (Appendix 3.11), all 5 ECLTs involved in the study provided detailed accounts of initial induction and ongoing support provided to them. Two out of five ECLTs (Kate and Giselle) responded that they received no early career teacher support or induction program. Further, one ECLT (Liam) noted that the school had a program of support based around a reduced teaching load which should be used in conjunction with

collaborative engagement with a partner-teacher, but the ECLT advised that he received limited support because he was allocated an out-of-field subject to teach which took up the unallocated teaching component of the reduced load (see Section 1.2.3 for outline of teacher work). The remaining 2 ECLTs (Jacob and Margaret) described well-considered support programs and advised that they were participants in the programs at their respective schools. In responses from SBLs in the corresponding SBL semi-structured questionnaire (Appendix 3.12), all 4 SBLs identified the school-based supports that are provided to all early career teachers at their respective schools. Further details and implications of both the ECLT and SBL responses were explored with participants. For ECLTs, the exploration occurred in the ECLT focus group and individually in their interviews. For SBLs, the exploration occurred individually in their interviews. As discussed in the focus group element of Section 3.5.3, although a SBLs focus group was planned, given end-of-school year time pressures, all SBLs indicated they were not available for a focus group.

What emerges from the semi-structured questionnaires, focus group and interviews is a complex narrative of how ECLTs are supported. Understandings from both absence and detailed processes of support give insight into the connections between views of the accomplished teacher and how ECLTs are supported to become accomplished.

### ***Exploring ECLT responses about little support***

Two ECLTs, Kate and Giselle, identified that they received no formal or informal support as an early career teacher or support for their Languages teaching. However, the details of Kate's and Giselle's contexts reveal support can be obtained by those that ask for it or by those who take up presenting opportunities.

Kate described the context of her first teaching position post-graduation. She applied for a teaching job in a non-government school that wanted to introduce a Spanish program. The successful teacher would write the program, identify appropriate resources, and teach students. Kate said that she was told by the interview panel that the school does not employ graduates. A panellist asked her if she would be able to do the job of setting up and establishing the Spanish program if the position was offered to her. Kate said her response was that she didn't know if she could do the job either, but she would certainly give it her all. She noted that she took a day to reflect on whether to accept the position or not when it was offered. It is not appropriate to infer meaning from the panellist's statement, but it is worthwhile considering a broader discussion about deployment (and employment) of early career teachers across a range of contexts. Chapter 6 will include discussions about the interactions between teachers (as individuals) and schools (as systems) in the access of support and development. The discussion will pick up on themes of mutual obligation and mutual responsibility.

When in the role, ECLT Kate noted that within the first term of teaching she asked her designated line manager for a mentor. The school had not planned or provided for an early career teacher such as Kate. Kate's line manager asked her about the things a mentor might do. Kate's summation was that she designed a beginning teacher process that she presented to the line manager, which included elements such as programming and use of syllabuses. Finally, Kate was allocated a colleague to be her 'mentor'. Kate described the relationship in the following terms:

*Yes, it took a few weeks probably after I had explained what I was hoping to have in a mentor person, but they did assign somebody who was like a co-teacher, I suppose, of the Year 8 English course that I was taking. That person was really instrumental in supporting me, especially once I knew that they were aware that I would be going to them and asking questions as well. But there was still no structure around it, it was just [ENGLISH SUBJECT CO-TEACHER] knows that you are probably going to have questions and she's*



*happy to be your go-to person when it's a little bit bigger than just a lunch table, hey, what do you guys do; or, has this ever happened. So she ended up doing a lot of cross marking with me in English because, even though English is my second teaching area, I'd not had a prac in English, so I wasn't very confident with that. There was a few behaviour issues that she stepped in and helped me with and talk through in a Year 9 class that I had. (Focus Group)*

While not a comprehensive insight into all elements supported in the relationship, this quote indicates that Kate was provided support for some of the instrumental elements or Technical Interests of her teaching. For example, the cross-marking of student papers, where both teachers mark the same papers to promote consistency and accuracy contributes to knowing the content and how to teach it (APST Standard 2), as well as assess and provide feedback on student learning (APST Standard 5). Working to understand presenting student behaviours in classrooms contributes to knowing students and how they learn (APST Standard 1), as well as creating and maintaining supportive environments (APST Standard 4). As outlined in Section 4.2.3, I believe the standards represent a Technical Interest. From Kate's quote, there is indication that collaborative processes (or Practical Interests) were used to apply the Technical Interest in the local context. Cross-marking requires a discussion, interpretation and application to understand each person's marking. Stepping in, helping and talking through behaviour issues is strongly suggestive of collaboration between her colleague teacher and Kate.

ECLT Giselle's early career experience was as a Japanese teacher in 4 different schools in 3 years. She expressed the view that as a teacher on temporary, short-term contracts, she believed many schools felt they had no obligation to support her as a beginning teacher. At her 3<sup>rd</sup> school, Giselle engaged in a professional learning program that she identifies as the most influential on her developing practice.

Furthermore, she appears to indicate a belief that the school was doing more than required in supporting her as a temporary teacher.

*Then in my second year, I worked at [SCHOOL NAME], and that was the year that had the most impact on my teaching because they have an incredible teacher development program there. I would say it's one of the best of any schools I've ever worked at. There wasn't a specific mentor that I had, it was just professional conversations with my colleague, who was a Japanese teacher as well.*

...

*So even though I was temporary there, they still really took the time to invest in all their teachers, even if they were temporary or not. So that was really probably the best thing ever that could have happened to me. (Focus Group)*

Giselle's comments that the learning from being able to engage in professional conversations with colleagues, using shared language was invaluable. While less obvious than Kate's example, the collaborative engagement and professional conversations between teachers is evidence of Practical Interests.

Both ECLTs Kate and Giselle demonstrate willingness to be proactive about the development of their practice. Having described their contexts of not being offered support, each of them made use of what became available to them. In Kate's situation, it was her self-advocacy and in Giselle's situation it was getting involved in something at the broader school level. It is worth noting Giselle's perspective that schools felt no responsibility for teachers on temporary contracts (semi-structured questionnaire), yet when she was able to be involved, as a temporary teacher, she appeared to indicate the school was doing more than it needed to do (focus group). This is an interesting juxtaposition which will be explored in Chapter 6 as part of the theme of the role of system power in shaping the understanding of teaching.

Interestingly, the SBLs from the schools that employ Kate and Giselle provided details about the support to early career teachers, in general. They described mentoring, mutual teaching observation opportunities, peer discussions and access to professional learning as elements of the support to beginning teachers. Leo, the SBL at Kate's school, also described the Languages-specific elements of the school's program for new Languages teachers. Leo was the only SBL who was a Language teacher, himself. The schools represented in Kate's and Giselle's extracted comments are not the schools where they are currently employed. Therefore, it is not possible to conclude if there is a mismatch between the SBL statements about what is offered and the ECLT statements about what is received. However, it is worth considering whether all support that is offered by a school is available to all teachers in the school. This concept is explored in Chapter 6 as part of the themes of mutual obligation and mutual responsibility.

Liam was the third ECLT to identify that he had received limited support as a beginning teacher. He identifies a strategy of having a lesser teaching load, which is to allow time to collect evidence of teacher practice to complete a registration portfolio. This strategy and how it works is outlined in Section 1.2.3. Liam noted the following about his school's context:

*On paper, we've got a good first year teachers' program. The idea is that you have a line of release over the course of your first year to engage with the professional standards and to complete your portfolio. That's the idea. It doesn't always go that way.*

...

*That happened to me last year. I picked up an extra line not in my subject area, so I had to teach Year 7 Humanities for a semester. There's regularly scheduled meetings. I've heard from the first-year teachers this year that they've been having other experienced teachers come in to talk about various aspects of the standards and building a portfolio and that kind of stuff. So,*

*they've had more of an opportunity to do that, but last year I didn't really get much in terms of the way of support. (Interview)*

Central to ECLT Liam's context is the notion of the ideal situation compared with reality. Despite the ideal situation being outlined in a policy document or employment conditions, the reality is that Liam was allocated to teach an additional class. ECLT Liam is a 2<sup>nd</sup> year teacher of Japanese. He noted in his interview that he had a full teaching load for the year current at the time of the interview and that the reduced load is for 1<sup>st</sup> year teachers only. His identification of a lost opportunity for support, particularly in comparison to new 1<sup>st</sup> year teachers, is a further aspect of mutual obligation that will be picked up in Chapter 6.

### ***Exploring ECLT responses of detailed processes of early support***

The two remaining ECLTs, Jacob and Margaret, provided information about the school-based supports for beginning teachers at their schools. Both ECLTs noted whole-day professional learning programs specifically for early career teachers, allocation and ongoing engagement with a mentor or more senior teacher, peer observation and facilitated discussions between colleagues. Margaret noted no Language teacher-specific processes were made available to her. Jacob advised that his non-government, preparatory year (pre-year 1) to year 12 school was introducing a Spanish program, alongside the French and Japanese programs already *in situ*. The program was being taught to both primary and secondary students. Thus, he and a second Spanish teacher employed at the same time, spent 2 days at the school at the end of the previous school year as part of a familiarisation program. For Jacob, this was in addition to the processes for other new teachers at the school.

ECLT Jacob noted that the school had a formal mentoring program for new staff. Jacob described the relationship in the following terms:

*Staff were able to nominate a mentor which was then approved by the Deputy Principal. The mentoring itself appears to vary based on the mentor and mentee as there are very few if any mandatory elements to the program. My mentor and I began by scheduling meetings and conducting observations of each other's classes (followed by discussions based on our observations), however meetings have since become more casual and impromptu. Formal observations were also conducted by line managers (heads of department, deputy head of junior school, year level coordinator) as part of the probation process and I found these to be very good opportunities for learning as I received lots of feedback through this process. (Semi-structured questionnaire)*

Observation of the mentor-mentee meetings between SBL, Tony and ECLT, Jacob gave some insight into what was part of the process and how discussion, as an important element of mentoring, was supported. For example, in one meeting, Jacob presented some results from a recent assessment task in French (the second curriculum area in Languages that he taught). He noted that the distribution of the results had "a big top end and a big tail". Jacob's question to Tony was whether this type of distribution of result was "normal" (Jacob's word choice). Tony's response was a series of questions about the task ("do you think you worked towards the criteria?") and the teaching ("did you cover the content?"). The discussion referred to specific student results and what each teacher (Jacob and Tony) understood about the student, and it referred to unit goals. Ultimately, Jacob was satisfied with the discussion, and he moved the meeting to a new topic.

Evident in this segment of the meeting was that Technical Interests were starting points. Jacob wanting to understand the distribution curve of results stems from the Technical Interest of assess and provide feedback on learning (APST standard 5). So, too, does Tony asking about task criteria represent a Technical Interest (APST standard 5). Discussing individual students start with the Technical Interest of know

students and how they learn (APST standard 1). However, the discussion does not stay with Technical Interests; rather, the Practical Interests of interpretation and application in the given context is where Jacob makes meaning for his practice. In the discussion about individual students, particularly in light of unexpected performances on the task, Tony probed Jacob for his understanding of the learners (for example, were they bored?), as well as Tony providing some of his insight if he had taught the student previously. Tony's scaffolding of the discussion through initial questioning and allowing time and space for Jacob to reflect, respond and, basically, come to his own answer demonstrated Practical Interests at work. Discussing the observations separately with SBL Tony and ECLT Jacob, both confirmed that their mentoring discussions, generally, were like those observed. I believe the possibility of the observer-effect (Cohen et al., 2018) where the behaviours of those being observed changes as a result of the observer presence, is lessened. With a reduced likelihood of the observer-effect, the validity of the conclusions drawn from observations is not compromised.

The conclusion drawn from these observations was that meetings such as these supported statements made in focus groups and interviews by ECLTs and SBLs that collaborative and collegial practice is an important component of accomplished practice. However, I note that the in-person observations were gathered from only one ECLT-SBL relationship. In Section 7.2, limitations of this research are discussed, in particular the impact of COVID-19 reducing the extent of in-person observations. Having opportunity to gather observational data from other ECLT-SBL relationships may have been useful.

ECLT Margaret's experience as a beginning teacher is in a government school. In a manner similar to Jacob, Margaret described a mentoring relationship with a more

senior teacher. Unlike Jacob, Margaret's mentor was assigned. Her mentor was a senior teacher of English. In terms of the support she received, Margaret provided the most detailed information on observation of teaching practice. She noted that she was observed and did observe classroom practice. The observations were structured and collaborative in nature. Margaret noted:

*There were specific requirements [sic] and a book we had to fill out through the year in terms of getting out [sic] mentor to do observations (once a term) and having feedback on these observations. I also had the opportunity to observe my mentor and we discussed beforehand what I would particularly be focusing on (wait and scan). (Semi-structured questionnaire)*

In her individual interview, ECLT Margaret identified that she had "a couple of tough Year 8 classes in my first semester". Consequently, her allocated mentor observed and offered advice and feedback on classroom strategies. Additionally, Margaret outlined other areas of support that were offered on both an *ad hoc* basis, such as a colleague stepping in as needed when a situation (such as a classroom fight between students) looked like she was being overwhelmed and on a formal basis, such as dealing with parents. Margaret identified that she had a specific mentor for processes related to contacting home and dealing with parent/teacher interviews. From Margaret's descriptions in her semi-structured questionnaire, the content of some mentor observations focused on the Technical Interests of challenging student behaviours (APST standard 4) and engaging with parents (APST standard 7). However, what is also clear from Margaret's descriptions of how she was supported was the learning was steeped in collaborative practice or Practical Interests.

The focus group and interview data presents a reasonably comprehensive picture on ECLT perceptions about how they are best supported in becoming accomplished Language teachers. ECLTs Kate, Giselle, Jacob and Margaret describe collaborative engagement with colleagues as significantly influential on their developing practice. All

ECLTs noted some absences or gaps in how they were supported, and identified how to manage these absences. ECLTs envisioned what they believe should happen. The two in-person observations, combined with ECLTs Jacob's and Margaret's description of how they were supported as beginning teachers, provide evidence of how ECLT visions can be realised. The observations and ECLTs' descriptions of early career support programs have Technical Interests as the starting point. Building on from earlier findings, as identified in Section 4.2.5, the ECLTs accepted the Technical Interest scope of their work as described by the APST. As Giselle noted in her interview - "they're founded on theory". However, it is the view of ECLT participants in this study that collaborative and collegial support, or Practical Interest, that helps them develop towards accomplished teacher practice.

### **5.2.2 Ongoing support – what happens after early career?**

Section 5.2.2 findings identify how development of teacher practice is supported after the early career period. The findings are presented in two areas, namely how schools define 'early career' and how professional support that is provided to teachers. The section concludes with analysis of the purposes for which support is provided, with some identification of the worthwhile knowledge.

#### ***Examining schools' support for 'early career' period***

As noted earlier, ECLTs described that the support received (or not) as beginning teachers was limited to their first year of teaching. Generally, early career support was provided for the purpose of developing a professional portfolio that meets the requirements of full registration (see Section 1.2.3). Except for Jacob who was still in his first year at the time of the study, no ECLT made note of any further supports or interactions designed specifically for early career teachers after they have their full registration. It is useful to note that in Liam's situation, he had the opportunity of the



reduced teaching load taken away. He noted in his interview that he still completed his professional portfolio and other associated processes and was moved to full registration. From the earlier extracted quote from Liam, it is evident he was not able to join the new group of first year teachers for any of their meetings.

The conclusion drawn, based on the material here, is that schools confine the scaffolded support for the early career period to the first year of teaching. What is not evidenced in the data is the rationale for confining the support to only first year teachers, whether it is a belief by school-based decision makers that 'early career' is limited to one year or whether there is some other factor at play. It may have been an interesting aspect to explore with the SBL from Liam's school as to why Liam could not be included in the early career process – was it because Liam was no longer a first-year teacher or because he had his full registration? The exploration could have uncovered understandings about what the early career period is (in terms of length) and what the purpose is of supporting any early career teacher. However, SBL Jane did not participate in an interview.

### ***Professional support to all teachers***

As outlined in Section 1.2.3, there is a requirement for all teachers working in schools in Queensland to engage in a specified annual quantum (20 hours) of professional learning. The annual quantum consists of both a school directed and supported component, as well as an individually identified component. ECLTs and SBLs outline professional support processes and engagement in professional learning that are available to all teachers. Both groups commonly identified that professional learning was frequently facilitated on a whole-of-staff basis. Many of the emphases in school-wide support emanate from centrally developed strategic renewal plans. Some

activities occur because the individual's school-based appraisal process indicated an area for professional development.

In discussing support for the Languages-specific component of his teaching, ECLT Liam identified:

*I was like, hey, you have no PD opportunities for Languages. I'm not getting any support in a professional sense within the programs that we have, which were great, and they were AITSL standard focussed and the whole school approach kind of things, which were really good but there's no - there was nothing for Languages and there was very little I could take out of those school-run PDs for Languages. (Focus group)*

However, as SBL Alice, (not at the same school as Liam) noted in her interview, there are two significant considerations in ensuring a high-quality program of support for all teachers: – time and money. While Alice was making the comment in reference to St Illona's, these considerations are likely to apply across every school. SBL Alice noted the importance of prioritisation within the framework of whole school reviews. In describing processes that occur at St Illona's, a series of reflective conversations across the teaching group results in teachers' needs being aggregated to steer the professional learning program for the following year. Alice notes:

*Okay, so we do have reflective conversations, so at the end of the year the teachers they are given proformas to fill out about their goals for the coming year, what they believe has worked well, what professional learning they would like to engage in and that sort of thing.  
... From that we can then identify if there's a common theme around professional learning that perhaps we could [take] them through.  
We use those [professional standards] to group the feedback and to group the responses from the staff ... (Interview)*

The very nature of aggregation of responses to discern priorities for the professional learning program for teachers leaves behind the specific demands of any subject area, unless the subject-specific demands rise to the top of the aggregated list.

Across the data, professional learning opportunities are facilitated for all teachers. In Section 4.2.5, ECLTs conceptualised the accomplished practitioner as being the lifelong learner. The ECLTs in this study have access to support beyond the early career period. However, facilitating professional learning for all staff is a varied process. In his interview, ECLT Liam identifies that “our whole school PD tends to be more of a lecture-style format, not like a collaborative learning activity.” In her interview, SBL Alice identifies “that we can then identify if there's a common theme around professional learning that perhaps we could take them through”. While not clear, Alice’s comment is suggestive of whole-of-staff activity. In a different school context, in interview, SBL Leo described a school-wide process, facilitated in small groups, as a collaborative activity on an area of mutual interest. In a similar manner to SBL Alice’s first quote in this section referring to the aggregation of need priorities, both Liam and Leo had described processes of centralised clustering of priorities of teacher professional learning needs. In the three schools described here, whole school professional learning priorities are responded to in different ways. ECLT Liam’s description of ‘lecture-style format’ is more likely to be indicative of a transmission of knowledge model, suggestive of a Technical Interest. SBL Leo’s description of collaborative activity is more likely to be indicative of a Practical Interest.

Across the data, case participants referred to ‘professional learning needs’. SBLs identified the various ways in which professional learning needs of staff are identified, such as reflective conversations and proforma surveys, and how needs are responded to, such as lecture-style sessions or small group collaborative conversations. What is

not evident in the data is the extent to which school-based professional learning programs support ECLTs ambitions of being lifelong learners.

### **5.2.3 Support for language teacher practice**

Having considered the generic focus on early career practice and beyond, this section presents findings on how ECLTs are supported to develop as *Language teachers*. After an initial identification of how Language teacher practice is supported, the findings focus on an examination of ECLTs' responses in light of the areas of particular knowledge for Language teachers, as outlined in Section 2.3.2.

#### ***Acknowledging absence of Language teacher support***

Three of four SBLs responses in the semi-structured questionnaires stated that no Language teacher specific support is provided to ECLTs. However, SBL Leo, who was himself a Language teacher, noted that as part of the formal two-day orientation program, information specific to Languages at the school was included. Leo noted:

*This includes a session to meet the Head of Faculty Modern Languages to identify areas of support and provide information and advice regarding the language programs in general and then link the teacher with the Head of Subject for more support specific to the language they will be teaching. (Semi-structured questionnaire)*

The support described by Leo is information that situates Languages and the ECLT in the context of the school. There is a reference to "areas of support", but it is not made clear what this might refer to.

All 5 ECLTs noted that no specific language teacher support processes were made available to them on a school-provided basis. ECLT Liam's quote above is representative of ECLTs' statements. In response to a question about what aspects of

professional support might be absent from their school-based support, Liam went on to state:

*Yeah, so what was absent was, yeah, that kind of - there was just nothing here at school for language teachers and they're aware that we get no support. So there's four Japanese teachers here but only really two of us, me and my head of subject, cover almost all the classes. Yeah, the school's aware that we don't get any kind of direct support from anyone [and then] choosing not to change that. (Focus group)*

Liam acknowledged the value of generic professional learning in the first extract but appeared to be expressing some frustrations at lack of access to language teacher support in the second extract.

### ***Areas of language teacher support***

SBLs expressed a view as to what is accomplished language teacher practice (see Section 4.2.5). In interviews, SBLs identified the ability to use the language as important. This sits alongside the general attributes they rated in the semi-structured questionnaires. Despite this, 3 out of 4 SBLs advised that there were no specific school-based supports made available to their ECLTs to develop towards becoming an accomplished language teacher.

As noted earlier, Leo identified some time spent with the head of faculty and the head of subject. Several of the ECLTs stated that if requested, their participation in a language teacher activity could be approved. However, there is no indication that the schools actively consider any discipline-specific support processes for any teacher.

As identified in the literature (see Section 2.3.2), there are areas of practice that differentiate language teachers from other teachers (Borg, 2006; Hammadou & Bernhardt, 1987; Haukås et al., 2022; Lo Bianco & Slaughter, 2009). These include:

- method of effective instruction, where the mode of delivery needs to be actively modelled and forms a significant part of the delivery of the curriculum
- maintenance and continuous development of subject matter knowledge is a challenge
- teacher isolation
- need for external support to ensure a rich program
- being a subject advocate.

This section presents the findings on how (if at all) these areas of practice are supported for the ECLTs in this study. Further, the strategies used to support them are examined through the lens of worthwhile knowledge.

*Effective instruction (mode) is part of the curriculum (message)*

When asked in an open-ended manner (semi-structured questionnaire for SBLs and individual interviews) about their understandings of accomplished language teacher practice, 3 of 4 SBLs (Alice, Tony and Leo) responded in terms of a teacher's ability to use the language and the ability to appropriately respond to the learner in the class, particularly in terms of age. Additionally, 3 of 4 SBLs (Alice, Leo and Jane) responded in terms of the expanded worldview learners gain from being involved in Languages learning. Ability to use the language, terms such as 'language proficiency' or 'competency in the language' were used by Alice and Leo. Unsurprisingly, Leo was the only SBL who gave any indication that the pedagogy of the classroom required teacher use and modelling of the target language in the classroom (mode is the message).

All ECLTs noted the absence of Languages professional learning being offered or included in any program to support them. ECLT Liam noted that the school was willing

to support his participation in Languages activity, on the basis that he identified a suitable activity to them.

#### *Ongoing and continuous development in the target language*

Being a competent or proficient user of the language is one aspect of language and culture knowledge (Kissau & Algozzine, 2017; Kohler et al., 2006, Liddicoat, 2006a). It is necessary to have a contemporary grasp of current language usage in the target country/ies. Updating language and culture skills means ongoing study of the target language. Thus, having access to real life opportunities to ensure contemporary language knowledge means spending time in a target country/ies. For many teachers, this means studying in another language that is not a teacher's first language. For the ECLTs in my study, 4 out of 5 described themselves as having English as their first language, with the language/s they teach as second languages. Unfortunately, a frequent misconception is that any time spent in-country (such as with students on the school excursion) is sufficient to maintain language skills.

Language knowledge and use of the accomplished language teachers was minimally acknowledged by ECLTs. In her semi-structured questionnaire, ECLT Margaret described herself as bi/plurilingual in Japanese and English and described her "level of fluency" in positive terms for classroom practice. Neither ECLTs nor SBLs identified professional learning in the language that is taught as an area of practice that required professional support.

#### *Teacher isolation, enriching the program, subject advocate*

Across the data sets of the case study, ECLTs did not identify teacher isolation (or being the only teacher of the specific discipline), the need to engage in a range of extra-curricular activities to build a robust program and being a subject advocate as

areas of professional practice requiring support. However, ECLTs Giselle and Margaret during their interviews noted that teaching Languages required teachers to have these skills. Giselle explained:

*... as a Japanese/languages teacher, you actually have to work a lot harder to keep kids engaged because it's an elective subject. You actually have to have - it's a very performative subject in many ways because you have to retain kids - in order to keep your job you have to retain the children. (Interview)*

As already noted, all ECLTs identified that there were no supported opportunities for language teachers. When asked about support processes that they found useful, ECLTs identified collaborative opportunities (for cross marking, for discussion about behaviour, for planning) as useful. During the focus group, participants were asked about gaps within the support they received. The general response to this question was Languages-focussed support. However, it was not clear what that meant to the ECLTs. No ECLTs expressed any views about supports that could be consistent with the areas of practice identified at the beginning of this section. Unfortunately, this was an area that could have been explored further in the focus group but wasn't.

There were two strategies that ECLTs identified as useful for developing their language teacher practice. Both strategies involve ECLTs proactively leading the professional learning of other language teachers. The first strategy, identified by both Kate and Liam, was the supervision of a pre-service teacher. The second strategy, again identified by Liam, was developing and delivering a presentation about being a beginning language teacher to first year and pre-service language teachers. At the heart of what they valued about the experiences was the opportunity to reflect on their own practice. Kate described that when she saw a call for supervisors for pre-service language teacher placement, she spoke to a line manager. Kate noted:



*... somebody should be doing this, they need to have a prac in languages, so if you think that I'm suitable, then put my name forward. So I think from being given opportunities, I have grown in confidence to also seek opportunities. Having [NAME] as a prac teacher with me last year was probably one of the greatest professional development experiences that I had last year. [NAME]'s the first prac teacher I've ever had but I would absolutely do it again because, even observing his lessons and being able to have conversations with him about what was working, what wasn't, what I would have done, explain to me why you did this; all of that was so fruitful, I suppose, for me as well because I was just as much in those conversations as [NAME] was in that experience of sharing perspectives ... (Focus group)*

Liam, as a 2<sup>nd</sup> year teacher noted:

*So I spoke - I delivered an hour-long PD last year and I guess that process of having to go back and really reflect on my practices and look at the best way that I can deliver that to other early career and university students - teachers, was really good, like having - forcing myself to engage in that process of reflection to be able to teach other teachers was really what I think gave me the most benefit last year.*

*This year I've got a prac student at the moment actually, so helping her and watching her teach - and having those conversations like Kate had last year I guess has really helped me quite a lot. (Focus group)*

#### **5.2.4 Systems-lifeworlds analysis**

The data on how ECLTs are supported to become accomplished language teachers is sobering. The academic literature presents accomplished language teacher practice as a complex activity and this perspective is borne out in the data (see Section 4.2), with multiple perspectives from LTs, ECLTs and SBLs adding to richness and diversity to the complexity. But the data on *how* ECLTs are supported to develop accomplished practice is sparser. Specific early career support to the ECLTs in this study was hit and miss, with some ECLTs having nothing provided (and having to seek out help) and others being able to access well-considered programs. Ultimately, all ECLTs identified

some support that made a difference to their early career teaching. For ECLT Kate, this came only after advocating for her own needs and for ECLT Giselle it was happenstance that she was in a school that included all teachers in a professional learning activity.

Beyond the early career period, on-going support for the development of practice was universally available to ECLTs. The focus of the support emanated from processes where the areas of teacher professional learning needs were aggregated from the individual to whole school priorities. The data presents an even bleaker picture for how development of language teacher practice is supported. Noting the access to supports that were universally available to all teachers, the findings show that areas of practice specific to languages are poorly understood and not supported at all. The observation that time and money significantly constrain the range of supported professional opportunities is important. Equally important, however, is the lack of recognition that there may be discipline specific professional learning needs going unmet.

In a systems-lifeworlds context, the dominance of system power is evident. Gaskew (2019) asserts that where the system dominates the lifeworld, interactions become more restricted, more tightly controlled and more formal. Schools needing to aggregate teachers responses professional learning demonstrate the importance of the system. Discussions in Chapter 6 will consider themes of obligations for early career support and where might any responsibilities lie.

### **5.3 Decisional capital as an element of developing practice**

In Section 2.4, it was noted that early career teachers need to be able to exercise decision-making skills and need to experience critical reflection as part of developing accomplished practice. Hargreaves and Fullan (2012) presented decisional capital as

the capacity to make decisions about and innovate on practice. Witt, Lewis and Knight (2022) assert that teachers need a repertoire of skills which include skill in applying the known and adherence to structures and other skills in manoeuvring around and within those structures (p. 3). For Witt, Lewis and Knight (2022), this is decisional capital in action. The findings presented in this section focus on what ECLTs accept as accomplished practice and how ECLTs inform themselves about their developing practice. Equally telling are the areas of ECLT developing practice where they challenge or seek support for that which comes from outside of the accepted. The boundaries of what ECLTs accept or challenge provides some insight into their understandings and beliefs about developing accomplished practice.

### **5.3.1 ECLT knowledge – accepting or challenging the given**

Section 5.3.1 details what ECLTs accept as descriptions of teacher practice. Findings are presented on ECLT orientations to the APST and AFMLTA Standards, as acceptable (or otherwise) accounts of practice.

#### ***Accepting the necessity of explicit description of generic practice***

As noted elsewhere, every early career teacher who works in the school sector in Australia will have knowledge of the APST. These standards are incorporated into their pre-service programs at university and will inform teachers' working lives (see Section 1.2.3 for further information). In working with this group of ECLTs, an observation is none of them asked about the meaning of or intentions behind individual standards.

Although ECLT Kate noted:

*Without having been in the classroom, I don't know how anybody could see what those standards are as a practice. (Focus Group)*

Thus, while the data does not evidence ECLTs explicitly stating that they understand or do not understand the APST, a reasonable conclusion drawn from how they referred to the APST, is that ECLTs both understood and accepted the meanings within the APST.

As an example, ECLT Jacob, in his interview referred to the relative unimportance of the AFMLTA Standards in relation to the APST. He emphasised importance of elements drawn from the APST. He noted:

*I don't think that the language-specific standards really add anything is because I think that the content knowledge, curriculum knowledge, that should kind of be a given ...*  
*... they're the things that are covered by the AITSL standards. How do you develop relationships with students? Arguably I think of all the stuff covered in the AITSL standards is more important. (Interview)*

His comment demonstrates a familiarity with the APST and a belief that the APST is sufficient. ECLT Jacob demonstrates understanding and acceptance of the APST.

With a different perspective on the AFMLTA Standards, ECLT Giselle asserts that many early career language teachers might appreciate the subject-specific standards “because they all know the APST” (Interview). A conclusion from this statement is that Giselle, herself, understands the APST and casts her knowledge as a universal state-of-being for other ECLTs.

Additionally, evidence of understanding and acceptance of practice captured by the APST is demonstrated by ECLT's reference to other aspects of their practice. For example, in responding to a question about what informs her practice, ECLT Margaret explained:

*... I suppose a lot of them are areas that are mentioned in so many different places. We get our cross curricula priorities and stuff from the Australian*

*curriculum and that – the focus on use of ICT as a – I can't say I specifically get that from the Australian Professional Standards. I'm quite aware of embedding certain things and trying to focus on certain areas but I couldn't say that I've relied on the Professional standards to inform me for that.*

(Interview)

Her reference to a focus on ICT coming from the cross-curriculum priorities of the Australian Curriculum (ACARA, n.d.) in the first instance, rather than the APST demonstrates her understanding that ICT is a part of the APST as well as an aspect of curriculum planning.

ECLT Liam described a professional learning process at his school, where teachers formed professional learning communities for discussion and support around specific areas. He noted:

*That kind of flow on means that even just in conversations, maybe not necessarily that I'm having all the time but ones that I hear people talking about various parts of the standards ... So very much those 37 sub standards and what they are is very much a - a very common occurrence in conversation here. (Interview)*

In the statement, ECLT Liam demonstrates practical knowledge of the APST, by identifying he knows there are 37 focus areas ('sub standards' as he called them) within the APST.

Kate has accepted the descriptions of practice provided in the APST. She outlined her understanding of the design of the APST as cumulative – that *Professional Knowledge* with standard one (know students and how they learn) and standard two (know content and how to teach it) were prerequisite for building *Professional Practice* with including planning for effective teaching. She stated:

*... I think that the standards probably work or probably exist most as a point of ... from the point of view that they outline the steps of a process of learning and of teaching. But without the initial standards, knowing your content, knowing your students, you're not going to end up working with standard five assessing and providing feedback on learning and you're not going to reach the point of being able to achieve your goals, unless you've created and maintained a supportive and safe learning environment. It's almost like a progression of - like a scaffold of step by step how to work towards your goal and maybe a thinking prompt or a planning prompt, I suppose.*

All ECLTs demonstrate an understanding and overt acceptance of the APST. When ECLTs are asked about the purpose for standards, they are confident in their responses (see Section 4.3.2). ECLTs identify the APST as having the managerial purpose of providing a benchmark for practice. Given the dominant Technical Interest, it appears that the authors of the APST have achieved the outcome of detailing a consistent framework to describe the work of teachers (AITSL, 2011, p. 3). A further observation is that ECLTs did not challenge the use of the APST. They accepted the systems-imperative of mandatory use of the APST.

### ***Unformed views of Languages standards as description of practice***

Central to the findings in Section 5.3 are the decisions that ECLTs make as part of empowering themselves and maximising their decisional capital. In the semi-structured questionnaires, 4 out of 5 ECLTs ranked *knowledge of the language and culture being taught* as one of the top three personal attributes an ECLT should have (see Table 4.4). In open-ended questions about accomplished language teacher practice, ECLTs described teaching students to see, appreciate and interact with a diverse world (see Section 4.2.5). Across all instruments, each of the ECLTs identified themselves as a teacher of a specific Language (such as Spanish or Japanese). As just outlined in Section 5.2, all ECLTs identified the absence of school-initiated Languages

professional learning. Also, as outlined in Section 5.2, the primacy of APST was unchallenged by ECLTs. This section provides the evidence of how ECLTs respond to the challenge of Languages discipline specificity in a world dominated by generic standards.

The AFMLTA Standards did not have the same presence as the APST for ECLTs. During the focus group, all ECLTs advised that they were not familiar with the AFMLTA Standards. Additionally, during the focus group and interviews, all ECLTs prefaced many of their comments about professional standards as being in reference to the APST. During the individual interviews, the place of the AFMLTA Standards, as discipline specific standards and as a guide to practice, was explored with each ECLT.

In this context, each ECLT expressed a view about the Languages standards. Their views provide some insight into what they consider important and what they choose to focus on. The extract from ECLT Jacob's interview about his view of the APST also demonstrated his perspective on the AFMLTA Standards, namely his belief that they don't add anything to his practice. He expressed his view with a reasonably firm choice of words – "I don't think that the language-specific standards really add anything ...". He makes this statement in his interview which was 10 days after the focus group where he had acknowledged he was not aware of the AFMLTA Standards. As an expression of his decision-making, Jacob did not place priority or emphasis on the AFMLTA Standards, nor does he express an intention to become familiar with the AFMLTA Standards. He does not connect the Languages standards with his developing practice.

ECLT Giselle, on the other hand, was quite pleased in her interview to share her discovery of the AFMLTA's *Aligning Standards* document (AFMLTA, 2016). There are

further details on her views in Section 4.3.4. During the focus group, she acknowledged her unfamiliarity with the AFMLTA Standards, yet in the 10 days following, she sought out further information which she shared during her interview. Giselle stated her belief that the generic and the discipline specific standards were complementary, that the Languages standards helped teachers to see the practical operation of the APST in their Languages classroom. As an expression of her decision-making, Giselle placed emphasis on understanding the Languages aspect of her teaching and how it was captured in professional standards. She acted on information (or perhaps lack of information) from the focus group by further investigating the AFMLTA Standards.

ECLTs Jacob and Giselle represent the two most clearly expressed, albeit divergent, views on the AFMLTA Standards. ECLTs Kate, Liam and Margaret views were more restrained. ECLT Kate saw the AFMLTA Standards in a positive light. She stated:

*I think I would prefer to see them more commonly referenced or maybe more frequently a part of conversations that we're having. Because they would have been created in an effort to highlight the things that as a community of area specific teachers, we value in what we're sharing with students in our classrooms. (Interview)*

However, despite an appreciation of the benefits of Languages standards, there was no specific articulation of how she might use them. Her choice of words (“... I would prefer ...”) does not indicate a commitment to action on her part.

In his interview, ECLT Liam expressed the view that the AFMLTA Standards were developed for Languages teachers “rather than for people outside the industry”. When asked if he had used the AFMLTA Standards during his two years of teaching, he said that he had not. In her interview, ECLT Margaret advised that she was not aware of the AFMLTA Standards and did not have any opportunity to read the copy that had been provided to her as part of the case study process.



Despite featuring prominently in ECLTs responses about what is important to them, Languages do not feature significantly in their decision-making framework. Languages standards, in the form of the AFMLTA Standards, was not a strong presence or sufficiently powerful to influence the questions ECLT asked, or challenge decisions made by schools that impacted ECLT practice. Chapter 6 explores the relationship between generic standards and ECLT understanding of their practice.

### **5.3.2 ECLT growth – influence of context on decisional capital**

As described in earlier sections, ECLTs in this case study have varied experiences of early support. Section 5.3.2 findings examine the connections between ECLT articulation of their developing practice and the context/s in which they have experienced their early teaching careers.

In Section 2.3.2, the academic literature discussed the potential positive influence on practice when a mentee is supported by a mentor from the same discipline (Kissau & King, 2015; Smith & Ingersoll, 2004). None of the 5 ECLTs in this study were supported by a Languages teacher mentor. Thus, in this study it is not possible to offer empirical support for the proposition that discipline specific support is necessary. However, when asked the direct question about what was missing from their support program (focus group), ECLTs noted the absence of school-initiated Languages professional learning.

Despite the lack of Languages-specific support, ECLTs expressed appreciation for some of the supports they received and for some of the opportunities which helped in the development of their practice. Findings in Section 5.2.1 detailed that Kate welcomed the support of colleague English teacher as a go-to person and Giselle welcomed her inclusion into a school professional learning program. Liam welcomed

the opportunity to present his experience as a first-year teacher to a group of new first year teachers. Margaret welcomed the support from colleagues in guiding her classroom management choices. Jacob welcomed the support of a mentor.

Delving into each situation, the impact of context on ECLTs decisional capital can be seen. For one ECLT, Jacob, he was actively involved in the choices and set up of his first-year support program. For the remaining four ECLTs, there was acquiescence to the school-provided support.

As an active contributor to the setup of the mentoring relationship, ECLT Jacob was asked to identify a colleague teacher as his preferred mentor. Jacob nominated SBL Tony, a senior biology teacher. The process of mentor-mentee partnering occurred during the first term of the school year. When asked why he chose Tony, Jacob identified that Tony had skills and experiences that Jacob admired and wanted to develop for himself. Jacob noted:

*... the fact that he wasn't a language teacher didn't matter. The things that I felt that I wanted to work on and develop were more, I suppose, holistic to teaching in general perhaps than simply languages. (Focus Group)*

Jacob's reflection about why he chose SBL Tony was made towards the end of the school year during the focus group. Following on from the focus group, Jacob went on to identify his support for the APST and offered a view of the limited utility of the AFMLTA Standards. It is interesting to note that SBL Tony expressed views about the importance of general teacher practice. In his interview, Tony stated:

*...I feel like it doesn't matter that I'm not a language teacher because I think that general gist fits in the same way, so the proficiency of a language teacher for me comes down to the choice of strategies that you're learning. (Interview)*

While ECLT Jacob had noted the absence of Languages-specific support during the focus group, his preference for a mentor who had attributes he wanted to develop did not appear to be a significant impediment to the development of his practice. During his interview, ECLT Jacob expressed appreciation for his context:

*I'm fortunate that Tony's been great, but even more so than that, that people in the staffroom are experienced and willing to share. (Interview)*

Alongside ECLT Jacob, ECLT Margaret was the other early career teacher who had been part of a detailed early career support program. In her response to the ECLT semi-structured questions (Appendix 3.11), Margaret detailed the elements of the early career teacher program at her school. She noted that she was assigned a more experienced teacher of English as a mentor. In her interview, she outlined how the program worked in practice, with opportunities for mutual observation and other supports. Margaret expressed appreciation for the support she received:

*There was a lot of support in my first year.  
I was fortunate I have very supportive people around me. People would step in and say hey you look like you need a hand. (Interview)*

As an expression of her ability to exercise decision-making, ECLT Margaret noted:

*I think help is always there if you ask for it ... the onus is more on you ...Fine for someone who takes the initiative [laughs]. (Interview)*

This is an interesting comment. When engaging with ECLT views about the AFMLTA Standards, Margaret indicated that she was not aware of them, and her knowledge and experience of professional standards was with the APST. Her experience of targeted professional support is through a teacher of English. However, Margaret describes herself as being bi/plurilingual with Japanese and English as her languages. In her interview, Margaret identified that in Japanese, “content has never been a problem for me, but I need to learn to teach it”. The idea of some benefit from targeted early career

support for this aspect of her work appears to be unrecognised by Margaret. She appears to be willing to reach out and ask for help. However, it appears that the limits of her school-based experiences have bounded her decision-making capacities.

ECLTs Kate, Giselle and Liam all identified that the early career support they received through their schools were limited. As outlined in Section 5.2.1, ECLT Kate identified how she was allocated a colleague co-teacher of English as a support person. Kate identified that the support and guidance that she gained through the relationship was invaluable. However, it is interesting to note that she accepted the school's decision in the allocation of the 'mentor'. As noted in the earlier section, Kate was implementing a new Spanish program at the school. Yet, support for that aspect of her work did not appear to be specifically supported by the school. In the focus group, Kate identified that she followed up opportunities, external to the school, to support her understanding of what a Spanish program might entail. In the focus group, Kate noted:

*But that opportunity has allowed me to access so many further opportunities ... I was part of the syllabus writing team. (Focus Group)*

Kate is referencing Queensland state curriculum authority's revision of the senior secondary syllabus for Spanish in 2016. The syllabus was totally replaced with a new syllabus in the same year as the focus group as part of a significant curriculum change that was identified in Section 3.4. While the school would need to support Kate participation as part of the syllabus writing team, Kate indicated she initiated her participation. For ECLT Kate, there was acceptance and appreciation of school support, but there was also her personal decision to go beyond what was provided.

ECLT Giselle noted that she had been employed on a range of short term, temporary employment contracts. Giselle stated a belief that some schools do not take responsibility for the professional support of temporary teachers. Her primary feedback

was that she did not receive any targeted support as an early career teacher. Giselle's identification of the most positively influential professional activity was a whole-school teacher development program. As noted earlier, Giselle expressed her gratitude for being able to participate, while also seeming to indicate the school was going beyond what was expected. Following the focus group, at her own instigation, Giselle sought out additional information on the AFMLTA Standards. As an exercise of decisional capital, Giselle demonstrates significant self-directedness. The paucity of support in the contexts of her practice do not appear to have stopped her from following up on matters she deemed important.

ECLT Liam outlined the 'on paper' first year teacher support program where his participation was removed due to local factors. In his interview, Liam stated his belief that it was a good program, yet he appeared to be expressing some frustration about the lost opportunity when he stated:

*I guess the key reading in there is they want to cut costs wherever they can and so they make first year teachers pick up extra workload to save money.*  
(Interview)

Across the board, Liam appears to express frustration at an apparent mismatch between the 'on paper', ideal situation and his lived reality. The early career teacher program at ECLT Liam's school includes the reduced load, as well as other structured supports. These supports include assistance in completing the professional portfolio needed to transition from provisional to full registration and assigning of a mentor.

In his interview, Liam notes that the portfolio support "was more like 'a come and ask if you need help' level of support, as opposed to a proactive kind of support". In describing the allocation of a mentor, Liam describes:

*... I was assigned a mentor who was my head of subject for Japanese; it's the only language we offer here, and it was his first year - he was actually acting subject coordinator last year. He was a fourth-year teacher at the time, so not particularly experienced as a teacher yet either. I guess we didn't really have any kind of mentor/mentee relationship. So if I needed to know something curriculum-related, I would go and talk to him but I kind of knew more about the curriculum, having just come out of uni, than he did anyway because he was trained interstate.*

*I didn't really talk to him about anything. We have quite a different teaching style, so our behaviour management stuff didn't really match up. So I usually went to other staff members... (Focus Group)*

The lengthy quote from Liam highlights many of the differences between the ideal and the lived. The position advanced at the start of Section 5.3.2 of the potential positive impact of an early career teacher being mentored by a colleague from the same discipline may have been challenged by ECLT Liam's experience. Liam identified his mentor's early career status, being trained interstate and not being as familiar with the Queensland curriculum context and difference in teaching style as impacting on the mentoring relationship. In many ways, Liam accepts the situation at hand and then works around it. For aspects such as being allocated additional teaching, there is little Liam can do but accept the situation. In situations, such as working with a mentor, Liam chooses to work around and seek support elsewhere. The impact of context is very clear in ECLT Liam's situation. Liam's exercise of decisional capital was one of working around in order to seek out the support that he needed.

## **5.4 Summary**

In summary, the context in which ECLTs experience their first years as Languages teachers will have an impact on their development towards accomplished practice. Evident across the five ECLT situations is the power of schools in shaping experience

– for better or not. Additionally, what is evident are the importance of personal attributes and the quality of the information ECLTs are able access in making the critical, reflective decisions about practice.

## **Chapter 6: Discussion of findings**

### **6.1 Introduction**

In Chapter 6, I draw together the threads of my study to summarise and present a discussion of the findings. This is the basis for the conclusions and recommendations presented in Chapter 7. I begin by revisiting my research questions to frame the discussion. In revisiting the questions, I present an outline of what I was seeking to understand as I posed these questions. Following the restatement of my research questions, I discuss my findings as they relate to each question being posed. As part of the discussion, I will present the key themes from the data. I conclude with a reworked theoretical framework of my 'Early career Language teacher practice – Contexts of developing practice'.

### **6.2 Research questions**

In Chapter 1, I described my professional life's journey, including time as a Language teacher, an Assistant Principal and a pre-service teacher educator. My keen interests have been working with and supporting early career Languages teachers and using professional standards as a tool to support the development of teacher practice.

In Chapter 2, I outlined that as a practitioner, I encouraged reflective practice (Ovens & Tinning, 2009) to unpack and better understand teacher practice. Further, I encouraged reflexive practice (Ryan & Bourke, 2013) – that is to reflect on practice and then revisit and revise in light of reflections. At the start of this thesis, I identified reflective practice in terms of the 'what' of experience, reflexive practice in terms of 'so what'. The 'now what' perspective I want to investigate in my study comes from the literature on professional decision-making or decisional capital (Hargreaves & Fullan, 2012; Witt et



al., 2022). I want to understand the impacts on development towards accomplished practice and the influence of these impacts on decision-making.

I identified the importance of the early career period as a time in which foundational habits of teacher practice are formed in the pre-service period and develop during the beginning years of teaching (Cochran-Smith et al., 2012; Conway & Clark, 2003; Fleming, 2014; Johnson et al., 2014). I identified the importance of Languages education for students in Australian schools (Lo Bianco & Slaughter, 2009). I identified the current Australian context that requires teacher engagement with professional standards in the form of the APST (AITSL, 2011; AITSL, 2018; QCT, n.d.).

An initial consideration I posed in Chapter 1 was whether the APST (AITSL, 2011) are sufficiently robust and inclusive to adequately support the specific learning needs of Languages teachers (Saunders, 2009). From this consideration, I choose a critical theory framing for my research.

All of these elements have coalesced in my overarching research question:

*What does early career Language teacher use of professional standards reflect about their understandings of accomplished practice and the extent to which they are empowered to become accomplished practitioners?*

I am seeking to understand the relationship between the use of professional standards and development of accomplished Language teacher practice, through the lens of ECLT practice. My overarching question seeks to understand how professional standards are used, to understand conceptualisations of accomplished Language teacher practice contained within professional standards and held by teachers, and how the dynamic between standards, standards in use and teacher understanding impact on ECLT empowerment. To ensure my investigation attended to each of these

elements, the main research question was broken down into three supporting questions.

These questions are:

*RQ 1: Using a critical framework of worthwhile knowledges, what understandings of accomplished Language teacher practice are evident in professional standards for teachers and evident in the understandings held by early career Language teachers and school-based leaders?*

*RQ 2: How are professional standards used by early career Language teachers and school-based leaders and how does the way professional standards are used impact the development of accomplished practice?*

*RQ 3: What does the way professional standards are used by early career Language teachers and school-based leaders reflect about their assumptions of accomplished Languages teaching and how accomplished practice is developed?*

RQ 1 uses the theoretical framing of Habermas's (1987) worthwhile knowledge to analyse concepts of accomplished practice – in professional standards and held by teachers. RQ 1 acknowledges that beginning teachers work in a systems context and the influence of significant others, such as mentors and colleague teachers needs to be identified. Thus, key participants in the study are identified as the early career Language teachers (ECLTs) and school-based leaders (SBLs). ECLT perspectives on Language teacher practice were complemented by perspectives from a broader group of Languages teachers (LTs).

RQ 2 focuses on the use of professional standards and investigates how usage might connect with the development of accomplished practice. Participants' (ECLTs and SBLs) understandings of the role professional standards in teacher practice

development and participant use of standards are examined. Examining ECLT and SBL views on and use of professional standards involves both the generic APST (AITSL, 2011) and the Languages-specific AFMLTA Standards (AFMLTA, 2005). Additionally, RQ 2 examines the systems context in which ECLTs and SBLs operate and considers the impact on ECLT practice.

RQ 3 investigates the impact of how ECLTs are supported in their development towards accomplished practice, how professional standards are used and the consequential influence (if any) on experience and development of ECLT decision-making skills.

Through my analysis and the presentation of my findings, I developed two key themes from the data. The case study data was the strongest source of evidence for my key themes, with some additional support being evident in the LT survey data. While my research focus was on ECLTs, the key themes have applicability to all early career teachers, in general. Within the themes there are some specific considerations for early career Languages teachers.

The first underpinning theme picks up on the notion of 'power' and the system's operationalisation of standards – in my study referring to the mandatory framing of early career teachers' work via standards – which is perceived to have impacted the work of teachers, arguably narrowing the scope of what teachers need to critically examine in order to develop accomplished practice. The use of generic, managerially regulated professional standards has seen a 'standards-isation' (defined as the use of professional standards to make teacher practice uniform or consistent) in the building of a teaching profession nationally, and arguably has resulted in ECLTs with a narrow understanding of their work (when an introduction of professional standards might have

aspired to result in teachers' greater understanding). ECLTs understand and describe their practice, primarily, in terms of the generic APST (AITSL, 2011) with little acknowledgement of Languages specificity.

The second theme is that reciprocity between schools and teachers in terms of mutual obligation and mutual responsibility for the development of teacher practice is not equitably balanced. A systems perspective has TRAs and schools placing obligations and responsibility on teachers to engage in professional learning without providing the reciprocal commitment to respond to individual teacher needs in an equitable manner. ECLTs and SBLs in this study are positively disposed towards engaging in professional learning to develop practice. However, for ECLTs, the Languages aspect of their work is often sidelined. Personal professional learning priorities receive little differentiated support, with whole-of-school initiated activity being the major form of activity.

A connection between the two themes in my study is the place of the ECLT and their capacity to be a knowledgeable practitioner (human capital), who is connected to colleagues (social capital), and, importantly, can make critically informed decisions about their practice (decisional capital). Systemic processes used to implement the standards, as a quality assurance mechanism for the teaching profession, do not provide support for all three forms of capital. Human capital is supported but social capital and decisional capital are not structurally supported.

In the next three sections, I respond to each of my supporting research questions in turn. I summarise my findings and then discuss the findings through the lenses of the key findings. As described earlier, in the final section for this chapter, Section 6.5, I will propose my revised theoretical framework of 'Early career Language teacher practice

– Responsive development of practice’.

### **6.3 Worthwhile knowledges embedded in standards and held by teachers**

In Section 6.3.1, I summarise the findings into the worthwhile knowledges held within professional standards and held by teachers. I outline my findings that show both the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005) have strong Technical Interest orientations. Further, I summarise my findings that show teachers in my study supported the need for a strong technical presence in professional standards that are used as part of collaborative, collegial teacher practice.

In Section 6.3.2, when discussing the implications for developing accomplished teacher practice, I identify the evidence in my study that support concerns (Connell, 2009) that standards may narrow the understandings of teacher practice. There is a constant pressure to demonstrate discrete technical skills (Pinto et al., 2012), at all career stages. I argue that while there is a need for a strong technical basis for early career practice, narrowly constructed and managerially implemented standards do not support creative and innovative practice. I identify that collaborative practice (Cochran-Smith et al., 2012; Cochran-Smith, 2021), which has been the mainstay of professional teacher relationships, appears to be confined to the application of current technical knowledges. Challenging dominant paradigms, innovating or even, exploring the different is not evident. I identify that, in this study, ECLTs operate within the boundaries of systems-controlled paradigms in terms of their professional support. Their Languages-specific professional support needs are likely to go mostly unrecognised. Further, I identify that there is value in systems construct that places value on high quality professional learning (AITSL, 2012b), however, the obligation to

support diversity, innovation and discipline specificity in teacher practice is often borne by the individual.

### **6.3.1 Summary of findings on worthwhile knowledges**

Using worthwhile knowledges (Habermas, 1987) as a framework to describe the knowledge-constitute human cognitive interests, the unambiguous finding is that both the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005) define teacher practice as an overwhelmingly technical activity. Habermas's (1987) critical theory asserts worthwhile knowledge as a Technical Interest is defining knowledge as instrumental, rule-driven and predictable. Practical Interest is worthwhile knowledge that is collaboratively applied and understood in a given context. Habermas (1987) proposed a dialectical relationship between Technical Interest and Practical Interest. Effectively, instrumental knowledge (Technical Interest) is discussed and manipulated as a collective process so that it can be applied by individuals in their contexts (Practical Interest). Emancipatory Interest requires the capacity to critically reflect on context so that action for social change can be taken. Analysis of both the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005) identifies the dominance in each of the documents of teacher practice as Technical Interests, the minimal presence in each of the documents of Practical Interests and the scant existence in each of the documents of Emancipatory Interests. The full extent of the distribution across each Interest was outlined in Section 4.2.3 and Section 4.2.4. Accomplished teacher practice is doing more, from a technical perspective, with the same base elements. The accomplished practitioner should be evident to all members of their professional community, wherever they operate. Accomplished Language teacher practice takes a defined body of knowledge relevant to Languages education and uses reflective questioning to apply in a Languages context.

The Preamble of the APST (AITSL, 2011) states that the standards “articulate what teachers are expected to know and be able to do” across four career stages (p. 2). The revision of the APST (AITSL) (as noted in Section 1.7.1) has removed some of the information contained in the Preamble from the public domain. However, the advice that standards outline what teacher should know and be able to do, remains as part of the front facing information on the AITSL website. Based on the prevalence of Technical Interest, the APST (AITSL, 2011) does meet this criterion. The APST (AITSL, 2011) provides predictability, conformity and comparability to teacher practice for the early career and the accomplished practitioner.

In a similar manner, the AFMLTA Standards (AFMLTA, 2005) states that these discipline-specific standards “are designed to assist teachers to understand and develop their own practice” (p. 2) as accomplished teachers of Languages. The strong Technical Interest orientation in the AFMLTA Standards (AFMLTA, 2005) supports Languages teachers in their understanding of practice.

The teacher participants in my research are a group of anonymous Languages teachers (LTs), ECLTs and SBLs. For LTs, accomplished Language teacher practice had a strong Technical Interest basis. For example, knowing how to plan for students at different age levels and different language levels represents a Technical Interest. However, LTs situated their practice as an active, collaborative and interpretative endeavour. For example, they identified the need to actively understand their students and doing so required engagement within a community of teacher practitioners who also work with the students. Additionally, LTs offered some strongly worded insights into practice that come from an Emancipatory Interest (see Section 4.2.5). Some of the views offered by LTs included accomplished Languages teacher practice should extend the horizon of students and encourage awareness, so that students can

contribute to a more harmonious world. Some LTs identified a similar obligation of social action on themselves as agents for social change.

ECLTs understandings of accomplished Language teacher practice is that instrumental knowledge, or Technical Interest, is an accepted aspect of practice that is used and applied in a collegial and reflective manner. Accomplished Language teacher practice has Practical Interests as its core. In a similar way to LTs, ECLTs did express some Emancipatory Interest perspectives on accomplished Language teacher practice, with them engaging students to be outwardly looking and engaging with the world. ECLTs highly ranked the attribute being able to use the Language and culture being taught.

SBLs' understandings of accomplished Language teacher practice were similar, in many ways, to ECLT understandings. The importance of reflective practice and collegial engagement within a community of practice was highlighted by SBLs. Like ECLTs, SBLs described teacher practice in Practical Interest terms. Where SBLs differed to ECLTs was their articulation of the Languages specificity. There was a distinct presence of 'good teaching is good teaching' and should be recognisable anywhere. The Languages specificity was not as present in SBLs descriptions of accomplished Language teacher practice.

### **6.3.2 Discussion of findings on worthwhile knowledges**

The use of Habermas's (1987) perspectives on knowledge-constitutive human cognitive interests, expressed as the worthwhile knowledges of Technical Interest, Practical Interest and Emancipatory Interest gives a way of examining teacher practice that might otherwise not have been considered. There are significant ramifications arising from the quest for clarity of expression to support dialogue about teacher practice in pursuit of teacher quality (AFMLTA, 2005; AITSL, 2011) through



professional standards. My research has identified the impacts on understandings of teacher practice and how teachers develop their practice.

### ***Impact of systems power on defining accomplished practice***

As noted in Chapter 4, the data collected during this study affirms what many practitioners know – accomplished teacher practice – of any type – is a complex activity. Through the APST (AITSL, 2011), the work of teachers is defined and a common framework for shared discourse across stakeholders is available. All teacher practice against the standards is clear, predictable and quantifiable. SBL Leo's perspective that standards "highlight to all teachers areas considered important for teacher quality" is indicative of similar statements from all ECLTs and SBLs in my research. In this respect, the concept of a knowledge practitioner (human capital) (Hargreaves & Fullan, 2012) is evident.

The scholarly literature identifies that professional standards for teachers can take developmental or managerial approaches (Buchanan et al., 2013; Burke et al., 2015; Cochran-Smith et al, 2012; Connell, 2009; Hardy, 2008; Holloway & Brass, 2018; Liddicoat, 2006a; Mahony & Hextall, 2000; Mayer et al., 2005). Responses from all case participants in my study demonstrated their belief that the purpose of the APST was managerial and accountability focused. 'Benchmark' and 'measure' were two common words used by both ECLTs and SBLs.

In the literature, a major criticism of managerial approaches is the emphasis on instrumental behaviours that can fragment practice (Fransson et al., 2018; Tuinamuana, 2011). Considering instrumental behaviours, the knowledges within the APST (AITSL, 2011) and the AFLMTA Standards were shown to consist dominantly of Technical Interests, with instrumental behaviours. This study provides some empirical

evidence that managerial standards emphasise instrumental behaviours. Case participants did identify the description of behaviours in the APST (AITSL, 2011) as useful. A conclusion is that there is an appropriate place for instrumental behaviours in professional standards. However, in relation to the fragmenting of practice, the emphasis on the generic behaviours in the APST (AITSL, 2011) marginalised the discipline-specific Languages standards. The concern is that without a Languages-specific prompt, teacher practice becomes solely cast in generic terms and the uniqueness of the discipline is lost. ECLT Jacob's statement that he does not see the added contribution of the Languages standards and the APST (AITSL, 2011) are sufficient for his purposes, goes to this concern.

A further concern identified in the scholarly literature is that managerially oriented standards steer teachers away from seeking innovation and creativity in their practice, and they spend less time on the reflective aspects of their work (Adoniou & Gallagher, 2017; Ryan & Bourke, 2013; Sach, 2003). This is an important consideration. Both ECLTs and SBLs identified the importance of reflection as part of accomplished teacher practice. ECLTs and SBLs identified the need to work collegially to understand early career teacher practice. Descriptions of collegial and collaborative practice were noted in ECLT and SBL semi-structured questionnaires, and in the focus group and the interviews. Further, collaborative and reflective behaviours were noted in the school-based observations. Across all the data sources is evidence of the importance of collaborative practice – talking to and working with other teachers.

However, all examples of collaborative practice and reflection as part of collaboration were within parameters defined by the APST (AITSL, 2011) – such as know students and how they learn or assess and provide feedback. In this respect, the concept of a teacher who is connected to colleagues (social capital) (Hargreaves & Fullan, 2012) is

present. However, the social capital emanates from the teachers rather than because of the underpinning worthwhile knowledge of the standards. Innovation and creative practices were not a focus of collaborative practice. ECLTs wanted to know how to apply a stated aspect of knowledge in their contexts. Collaborative and collegial practice should not be mistakenly assumed to automatically be innovative or creative practice. The concern that managerially constructed standards do not encourage innovative and creative practice may be warranted.

There was acceptance from ECLTs and SBLs that the APST (AITSL, 2011) represented a complete and total picture of quality practice. As ECLT Giselle noted – “they’re both founded on research”. There was no challenge to the validity or completeness of the APST (AITSL, 2011). A major example is the Focus Area 2.4 from the APST (AITSL, 2011). It was the only aspect of the APST (AITSL, 2011) that was found to capture an Emancipatory Interest. The focus area seeks to promote reconciliation with the first peoples of Australia, yet none of related teacher standard descriptors promotes social change towards reconciliation. The descriptors that focus on understanding histories, cultures and languages was seen to be sufficient. From my data, all examples about First Nations perspectives were about how to teach Aboriginal or Torres Strait Islander students – consistent with the descriptors rather than the overarching intent of the focus area. The disconnect between focus area and descriptor was not challenged by the ECLTs or SBLs. It is quite possible (although unproven in my data) that the ECLTs and SBLs did not see the disconnect.

The APST (AITSL, 2011) identifies diversity of students in schools – the culturally and linguistically diverse, the differently abled and notes that students of diverse backgrounds do bring strengths to the learning context. Furthermore, in materials, such as the AITSL PD Framework (AITSL, 2012) or the QCT CPD Framework (QCT, n.d.a.),

which support teacher development and use of the APST, there is acknowledgement of the diversity of school contexts. However, across the APST (AITSL, 2011) there is no identification of the diversity of teachers or that teacher diversity might bring strength to the learning context. The APST (AITSL, 2011) addresses all teachers on the basis that they are an homogeneous group.

A final critique of managerial standards is the narrowing of complex teacher practices to simplified instrumental behaviours (Fransson et al., 2018, Tuinamuana, 2011). The scholarly literature outlines the positive benefits of learning Languages (Lo Bianco, 1987; Lo Bianco & Slaughter, 2009; Marcos, 1998). When LTs were asked to identify examples of their Language teacher practice, they provided examples that were consistent with the positive benefits named in the literature (such as developed intercultural understanding). The prompts that elicited LTs' explanations were not framed in the context of standards. However, similar descriptions of accomplished Language teacher practice aligning to the benefits of Languages education were not significantly present in ECLT and SBL data. ECLTs and SBLs were immersed in the professional standards context of this research. It is possible that ECLTs could describe practice more like LTs explanations, however the standards context narrowed their thinking.

The influence of the system, in terms of the pervasive power of the APST (AITSL, 2011), as an instrument of 'standards-isation' of teacher practice is evident. ECLTs describe their practice, primarily, in terms of the generic APST (AITSL, 2011) with little acknowledgement of Languages specificity. ECLTs' and SBLs' lifeworlds were 'colonised' by the system, referring to teacher practice which is primarily examined, understood and enacted through central processes using generic standards. The worthwhile knowledges within the generic standards are dominated by instrumental

behaviours. Worthwhile knowledge (of any type) of the Languages-specific standards is marginalised. ECLTs and SBLs supported the utility of the APST (AITSL, 2011), but they did not recognise the consequential loss of awareness of Languages-specific knowledge of teacher practice.

In Chapter 7 I will conclude teachers working with professional standards is defensible and appropriate. However, I recommend further consideration is given to the relationship between the APST (AITSL, 2011) and discipline-specific standards, such as the AFMLTA Standards (AFMLTA, 2005) might be acknowledged and supported, where appropriate.

## **6.4 Use of standards and impact on practice**

In Section 6.4.1, I summarise the findings from ECLT and SBL understandings of the purpose for standards and how professional standards are used. I summarise the impact of ECLT and SBL understandings on their approaches to developing accomplished practice. There are two compelling and interrelated findings that respond to RQ 2. The first finding is that ECLTs and SBLs support the use of professional standards to describe teacher practice for accountability purposes. The second finding is that the APST (AITSL, 2011) are the professional standards used exclusively to understand practice and to identify areas for development of teacher practice.

In Section 6.4.2, when discussing the implications of the exclusive use of the APST (AITSL, 2011), I identify the disconnect between how standards are used and articulations of accomplished practice. My findings show that ECLTs and SBLs express positive, strongly held views that the APST (AITSL, 2011) allows for teacher accountability for their practice to others. ECLTs' and SBLs' use of professional standards is in accordance with their view of their purpose of the APST (AITSL, 2011).

ECLTs and SBLs provided examples of using standards for accountability that related to school-directed professional learning and portfolio development. However, less developed are ECLT and SBL understandings of how professional standards can contribute to development of accomplished teacher practice. Again, ECLT and SBL examples of standards contributing to accomplished practice development were related to examples of professional learning.

#### **6.4.1 Summary of findings on use of standards and impact on practice**

The literature identifies two broad purposes for professional standards – an accountability purpose and a professional support purpose (Connell, 2009; Liddicoat, 2006a; Mahoney & Hextall, 2000; Sachs, 2005). Findings from the ECLTs and SBLs identify that accountability is strongly evident as the primary purpose for professional standards. In the Queensland classroom context of these ECLTs and SBLs, accountability was using the APST (AITSL, 2011) to substantiate their practice to another audience (rather than self) as a benchmarking measure.

##### ***Accountability purpose***

The accountability purpose was evidenced in two different ways. The first was participants' descriptions of regular engagement in school-directed professional learning. The second was participants descriptions of the development of a professional portfolio for transition from provisional registration to full registration. The presence of professional standards for a developmental purpose was less evident in the data. For some (but not all) participants, the only purpose for the AFMLTA Standards (AFMLTA, 2005) was a developmental purpose in shaping professional understanding of high-quality Languages teaching. SBL Alice identified that the aspirational nature of the AFMLTA Standards (AFMLTA, 2005) promoted a continual

cycle of reflection on teaching, removing the “tick off and move to the next level” thinking. She concluded that there was value in a developmental orientation.

As just noted, ECLTs and SBLs identified participation in school-directed professional learning was one way that the accountability purpose of the professional standards was enacted. Participants described how the content or focus of directed professional learning was identified. Frequently, the processes involved central, whole of school, gathering and compilation of staff needs. Compiled information was reviewed to determine broad areas for professional learning provision. In several instances, ECLTs and SBLs identified that school strategic plans were part of the central process. With the areas of collective professional learning identified, the APST (AITSL, 2011) were reviewed. The review process identified the professional standards that could be attached to the professional learning. This way of aggregating needs collectivised professional learning and marginalised discipline-specific needs. The process of connecting the professional learning back to the APST (AITSL, 2011) supports an instrumental view, or Technical Interest, for standards. Furthermore, a systems response to professional learning has reinforced the positive benefits of ‘standardised’ descriptions of teacher practice.

ECLTs identified the use of the APST (AITSL, 2011) as necessary in development of their professional portfolio for their transition from provisional registration to full registration. The QCT, the regulatory authority that oversees teachers in Queensland, directs the construction of a professional portfolio, containing annotated evidence across each of the seven APST (AITSL, 2011) (see Section 1.2.3). The processes used to support ECLTs to develop their portfolio were varied. In her interview, ECLT Giselle noted that she felt it was a “tick and flick” exercise for the delegated person at the school. In her interview, ECLT Margaret stated that it was “a bit like writing an

assignment". In completing the portfolio, ECLTs needed to demonstrate (Technical Interest) they understand the APST (AITSL, 2011). This was achieved by collecting (Technical Interest) and having appropriately annotated exemplars of teacher practice. As ECLTs comply with a systems directive to develop their professional portfolio aligned to the APST (AITSL, 2011), they are engaging in a process that is a Technical Interest.

### ***Developmental purpose***

The area least present in the data were examples of professional standards being used for the purpose of developing teacher practice. The examples related to use of the APST (AITSL, 2011) as part of an appraisal/goal setting or professional development plan contexts. Both ECLT Margaret and SBL Leo identified performance development and appraisal processes at their school sites. The most obvious feature that ECLTs and SBLs identified in using standards for developmental purposes was the level of individual control or agency over their activities.

SBL Leo described the performance and development process at Clarendon School. He identified the importance of teachers' individual control and personal agency as they engage in the cyclical appraisal process. Leo identified that groups of teachers were formed around areas of mutual interest. While the individual focus was a crucial element to process, the fact that groups would involve teachers from across the school would negate the capacity to have discipline specificity. Additionally, the starting point for identifying an area of mutual interest was one of the standards within the APST (AITSL, 2011).



#### **6.4.2 Discussion of findings on use of standards and impact on practice**

Habermas's (Cooper, 2010; Habermas, 1984) views on system-lifeworld interactions are relevant in contexts, such as teaching, where participants are responsible and accountable for system demands while discharging professional duties. In this study, examining ECLT and SBL understandings of purpose and use of professional standards identifies a significant emphasis on systems perspectives. The findings, as detailed in Chapters 4 and 5, demonstrated that the way professional standards are used has implications on teacher understanding of their practice and how they develop their practice.

##### ***Impact of systems power on the use of standards***

ECLTs and SBLs identified that a purpose of professional standards as one of benchmarking the profession – an assurance across the profession that there is a consistent understanding of teacher practice and a consistent mechanism to determine quality (see Section 4.3.2). Participants' understandings tightly align with AITSL's (2011) stated purposes of the APST (AITSL, 2011) as being public statement of high-quality teaching (p. 3). My findings show that ECLTs supported their Language teacher practice being described in the generic terms outlined in the APST (AITSL, 2011). For at least one participant, ECLT Jacob, the APST (AITSL, 2011) was sufficient. Similarly, SBLs supported the APST (AITSL, 2011) as an appropriate description of teacher practice. All four SBLs participating in this research were trained to teach secondary students. In the Queensland school context, this means each SBL was trained in at least one discipline-specific area. SBL Leo was a trained Language teacher.

Notwithstanding the training in their own 'home' disciplines, the SBLs believed the APST (AITSL, 2011) appropriately described teacher practice. This is evidence of the homogenisation or standards-isation of teacher practice when viewed through the lens

of generic standards. The use of generic standards has resulted in ECLTs having a narrow view of their work.

The obvious corollary to homogenisation of teacher practice is the loss of understanding in the diversity of accomplished teacher practice. A loss of diversity of accomplished practice has two aspects: a narrower understanding of the necessary areas of professional learning required to maintain professional skills, and a narrower understanding of innovative and creative teacher practice.

As explored in Section 2.3.2, there are several specific areas of professional knowledge unique to Languages teachers. As identified, methods of effective instruction, maintaining appropriate competency in the Language and the need to be a subject advocate (Borg, 2006; Hammadou & Bernhardt, 1987; Lo Bianco & Slaughter, 2009) are three areas of professional knowledge that may be unrecognised in the APST (AITSL, 2011). For example, APST standard 2 (see Appendix 1.1) requires teachers to “know the content and how to teach it” and has implications for at least two of the area unique to Languages teachers – maintaining appropriate competency and the method of effective instruction.

In terms of the need to maintain appropriate competency, across the six focus areas that contribute to standard 2, there is no indication of how the ‘content’ is acquired or mastered. Additionally, there is no recognition that in Languages, ‘content’ has a contemporary aspect where ‘content’ can be out-of-date without regular professional learning and engagement in the Language. The argument that the descriptors are intended to be sufficiently flexible to meet the requirements for knowing the ‘content’ across all disciplines, does not attend to the complexity and cost (financially, logistically and potentially socially) of professional learning in Languages. A similar discussion

about “how to teach it” arises in relation to an effective method of instruction. Selecting content and teaching strategies does not indicate to Languages teachers how the Language being taught should be used in the classroom.

A second area where homogenisation of practice is of concern is for the potential loss of innovative and creative practice or for seeing the opportunity to be an advocate for social change. The findings in the study demonstrated ECLTs could see their practice through the APST (AITSL, 2011). ECLTs and SBLs engaged in collaborative dialogue about teacher practice. However, collaborative engagement was within the parameters of the APST. The construction and application of knowledge was in terms of the Practical Interest of ‘how to ...’ rather than an innovative or creative or, possibly even, an Emancipatory Interest of ‘what if ...’. The ‘standards-isation’ of teacher practice has lessened the possibility of teacher practice that enables the realisation of the imagined futures, as described by some LTs and ECLTs, for students as agents of change, who can use their Languages education as part of bringing about a more harmonious world.

### ***Reciprocity, mutual obligation and the homogenising of teacher support***

As the findings indicated, alongside the standardisation or narrowing of practice is the narrowing or homogenising of support for the development of practice. Narrowing of support was evidenced in ECLTs’ and SBLs’ descriptions of the targeted support for school initiated professional learning. ECLTs and SBLs identified that what is supported, in the first instance, is the generic activity. Some ECLTs noted that if they identified a Languages activity, there may be support for their participation.

Systems structures place obligations and responsibilities on teachers to meet systems goals – as evidenced by the QCT mandating participation in school-directed professional learning (QCT, n.d.a.). Systems goals are expressed in terms of public

statements about a high-quality education for all students, supported by a high-quality teacher workforce (MCEETYA, 2021). Systems obligations on teachers are expressed through the APST (AITSL, 2011) and the AITSL PD Framework (AITSL, 2012).

Systems, through the QCT in my study, compels teacher participation in a specified quantum of professional learning that is associated with the APST, and aligned to school strategic plans. As described in Section 1.2.3, in Queensland, there is a systemic requirement for teachers to engage in 20 hours of CPD each year.

Professional learning activities are to be balanced across school-directed and teacher-initiated activities. Given schools obligation to provide professional learning, they do so within structures that frequently aggregate personal professional learning needs into generic areas. The obligation is on the teacher to participate in school-directed activity - they must participate. The professional learning activity may be broad and not attending to any specific or individual need of the teacher. What is not evident in this process is a reciprocal obligation on the system to have sufficient responsiveness to individual teacher's needs.

There is inequitable balance between systems-lifeworlds in terms of being mutually accountable for meaningful professional learning. Systems, through QCT policy initiatives and school-based strategic plans, favour processes that result in generic professional learning programs as the norm. Many of these programs have a compulsory aspect to them. The rhetoric is that teachers do have flexibility to participate in teacher identified activity however, the responsibility for locating such activity falls to the individual teacher. There is no obligation on the system to provide such as activity. The differentiated activities that attend to specific learning needs of teachers, such as ECLTs (specifically) or Languages teachers (generally), are provided by agencies, such as teacher associations, that sit outside the system.

An aspect of ECLT practice that often goes unrecognised was identified by ECLT Giselle in her interview. She noted that during the early career period, particularly the first years, early career teachers may not know what is missing from their repertoire of skills. ECLTs may not know what questions to ask or what advice to seek. Where there are areas of differentiated professional needs, like those for Languages, always participating in generic activity reinforces the narrowing of practice. The point being made was there is an obligation on the school to consider the variety of professional learning needs of all teachers. SBL Alice may offer the view that schools generally do quite well in responding to needs, given the limitations of time and money.

ECLT Kate observed that there needed to be a more rigorous structure to ensure ECLTs receive essential support. Kate's observation was about a broad obligation on the profession to ensure a diversity of staff, with a range of experiences in schools. Her first teaching role was in a school that did not have recent experience in supporting early career teachers. Kate's observation was that she needed to be active in her own development. ECLT Kate felt there should have been a system responsibility in ensuring early career teacher practice is supported regardless of where the teacher works. Her self-advocacy was met with a positive response from the school, but perhaps the response was not as well formed as it could have been. In a similar manner, ECLT Giselle's compared experiences of working in a school with teachers who had a range of years of teaching and a school with a more homogeneous teaching profile. Giselle identified there were benefits to working in a school with a more diverse profile. Benefits included access to very experienced teachers who can offer advice on most areas of practice, as well as access to teachers with more recent exposure to recent trends in academia. Both Kate and Giselle were expressing views about whole of profession or macro-systems functioning.

In Chapter 7 I will conclude that teachers using professional standards to describe their work does promote consistency and understanding of practice. However, the emphasis on the APST (AITSL, 2011), without recognition of discipline-specific attributes has led to a narrowing of practice. Further, combined with systems ability to force compliance in terms of engagement in school-directed professional learning, discipline-specific needs are not being met.

## **6.5 ECLT experiences of decision-making**

In Section 6.5.1, I summarise the findings on the support provided to ECLTs. The summary considers support that was received (or not) from an overarching early career teacher perspective and then from an early career Languages teacher perspective.

Following on, I summarise the findings into the impact on ECLT decisional capital from the context in which early career practice is experienced. Findings show that the basis of structured support (if provided) focuses on the APST (AITSL, 2011) and in most circumstances, support is only offered for the first year. Additionally, findings showed that Languages-specific support for early career practice was not offered at all.

In Section 6.5.2, I discuss the connections between how ECLTs were supported, what ECLTs valued and the impact on their decision-making. I discuss the potential connections between systems impacts on homogenisation of practice and a tendency to accept the parameters of the APST as sufficient. I identify the findings that present a view that ECLTs are confident in asking questions and advocating for themselves, but are accepting of school responses. I discuss the impact on their decisional capital.

### **6.5.1 Summary of findings on ECLT experiences of support and decision-making**

The literature on supporting early career teachers frequently arises out of perspectives on effective induction (Burke et al., 2015; Chong, 2011; Fleming, 2014). Many of the strategies of effective induction, identified in the literature were present in examples provided by ECLTs. Effective strategies included collaborative meetings and mentoring. However, there was an absence of the two strategies identified in the literature (Ingersoll, 2014). These strategies are common planning time with teachers from the same subject area and a mentor from the same subject area.

In Chapter 5, the findings on how ECLTs were supported were presented in terms of support for early career practice, ongoing support and Languages-specific support. A notable finding is that only two of five ECLTs (Jacob and Margaret) had access to structured early career support. Two of the three remaining ECLTs (Kate and Giselle) were active in seeking out support. The fifth ECLT (Liam) identified that the ideal first year teacher support program was not a big part of his experience. In describing what was provided (or received when sought out), all five were appreciative of the opportunity. It is notable that all the structured early career programs were designed to be implemented only in the first year of teaching. ECLT Kate made the point in the focus group, that identified support for a longer period that just the first year should be made available. She thought that the same level of scaffold was not necessary rather a more gradual removal of support would be good.

The findings identified that all early career support programs and other opportunities accessed by ECLTs were generic in nature. ECLT Jacob and SBL Tony who were a mentee-mentor relationship identified their beliefs in the value of their relationship not being discipline specific. After the first year of support, the findings demonstrated that ECLTs were engaged in the same processes used to support all other teachers at their

schools. Across the board, Languages specific professional learning needs of teachers were not addressed, unless individual teachers sought out opportunities on their own behalf.

Both first year teacher program and the on-going professional learning programs at school are generic in nature. The APST (AITSL, 2011) is at the heart of support for teacher practice development. As has been consistently noted across this study, the APST (AITSL, 2011) are known by every early career teacher who works in classrooms in Australia. Findings of the case study demonstrated that ECLTs know and accept the APST (see Section 4.3.1 and Section 4.3.2). Across my case study participants knowledge of the AFMLTA Standards (AFMLTA, 2005) was minimal. Furthermore, acceptance of the need or benefit of Languages-specific standards was not universal. All ECLTs noted the absence of Languages-specific professional support. Ongoing support to teachers was targeted towards the APST (AITSL, 2011).

Findings on ECLT orientations to each set of professional standards was important. One of the first instruments of my study asked ECLTs for their views on accomplished Language teacher practice and asked them to identify important attributes. ECLTs provided rich insights into their beliefs about the expanded horizons and intercultural capability benefits for students coming from Language education. A highly ranked attribute of the accomplished Language teacher was the ability to be competent in the Language and culture being taught. However, these perspectives did not translate into behaviours that challenged the appropriateness or completeness of the APST or, in the alternate, the need for them to have knowledge of the AFMLTA Standards. Ultimately, despite featuring strongly in ECLT responses about what was important to them, Languages did not feature in their decision-making framework.



### **6.5.2 Discussion of findings on ECLT experiences of decision-making**

As just identified, all ECLTs could identify various engagements or processes that helped them to develop their Language teacher practice. Further, each of the supports, from collegial 'go-to' co-teachers, to formal mentoring, and to classroom observations, are supported by the scholarly literature as beneficial (Buchanan et al., 2013; Burke et al., 2015; Fleming, 2008; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Schuck et al., 2018; Spencer et al., 2018).

Additionally, the reviewed literature identified being able to exercise professional agency as an important contributor to development of decisional capital (Hargreaves & Fullan, 2012; Schuck, et al., 2018; Spencer et al., 2018). Most ECLTs described situations in which they could exercise their professional agency including who to select as a mentor and asking for support when none was offered.

One aspect of professional agency that was not present in ECLTs exploration was the confidence to explore diverse teaching methods (Heikonen et al., 2017). This finding raises the question about the parameters that represent the boundaries of ECLT decisional capital.

The literature identifies that early career teachers need to be able to exercise decision-making skills and need to experience critical reflection as part of developing practice (Hargreaves & Fullan, 2012; Witt et al., 2022). Decisional capital was identified having skills necessary to navigate the known, adhering where necessary and innovating to move beyond where possible (Witt et al., 2022). The findings show ECLTs are building skills in navigating the known and adhering to structure. ECLT accept the universality and sufficiency of the APST (AITSL, 2011). The impact on their decisional capital is

that questioning, and innovation is totally experienced within the parameters of the world shaped by the APST (AITSL, 2011).

### ***Impact of systems power on ECLTs decisional capital***

Findings on early career support provided to the group of ECLTs in this study reveals an inconsistent pattern of engagement that appears to reflect local decisions priorities. The findings demonstrated there is the diversity and flexibility of approaches to supporting ECLTs. Diversity and flexibility may be appropriate and necessary, to respond to local conditions. The idiom of a 'scattergun approach' to early career Language teacher support appears to apply. The APST (AITSL, 2011) were foundational element in guiding the support processes for ECLTs. The mandatory use of the APST has made early career support generic.

ECLTs were appreciative of any engagement in the generic scaffolded support. This appears to be further evidence of the homogenisation or standards-sation of practice. The ubiquitous confining of teacher practice to the generic appears to have had a flow on impact on ECLTs decisional capital. ECLTs demonstrated they are prepared to ask questions about practice. An example from the findings would be Kate's request for a mentor. She did not accept the lack of a school-initiated program – she advocated for herself. However, notwithstanding the willingness to ask the question, the responses (generally framed from a generic perspective) were accepted. In Kate's situation a co-teacher was made available to her. Without challenging the school's response, both parties are the lesser. Kate has allowed the support to her to be narrowed. The school has not been made aware that their support of an early career teacher could have been more fulsome.

All ECLTs experienced supports that, ultimately, narrowed the types of questions they asked. Even more important, the experience of narrowing the questions they ask has the impact of further narrowing their understandings of what questions they could or should ask. This is the aspect of the literature that identifies early career teacher need confidence to explore diverse teaching methods (Heikonen et al., 2017). If decisional capital is expanded by having the autonomy and experience of asking critical questions and making critical judgements, then, it may be that the ECLTs have had their decisional capital narrowed. An example of this being evidenced in this study is the orientation to the Languages-specific standards. Knowledge of the AFMLTA Standards was minimal. Potentially more important was ECLT willingness to accept the lack of Languages-specific professional support.

In Chapter 7 I will conclude that the ‘scattergun’ approach to early career teacher support, where early career teachers can receive expansive support, or minimal support or no support, is untenable. Further, I will conclude that current emphasis on narrowly focused early career support program based on the APST (AITSL, 2011) has negatively impacted the ability of ECLTs to make critical judgements about their practice. The emphasis on generic programs that marginalise the Languages aspect of their professional competence.

## **6.6 Summary – answering the overarching question**

As I conclude this chapter, I return to my overarching research question in which I seek understand conceptualisations of accomplished Language teacher practice contained within professional standards and held by teachers and to understand the dynamic between standards, standards-in-use and the impact on ECLT empowerment.

From my findings, as I have just discussed, accomplished teacher practice is understood within the narrow confines of an instrumental orientation the APST (AITSL, 2011). Rich understandings of accomplished Language teacher practice, as proposed in the AFMLTA Standards (AFMLTA, 2005) are marginalised.

My findings show that the imposed regulatory frameworks, as they exist, are heavily biased towards strategic instrumentality, and are effectively anti-emancipatory (Cooper, 2010, p, 179). System obligations requiring teacher compliance are identified and enforced. Examples of system obligations taking priority include the need to be provisionally registered before producing the necessary items to move to full registration and then produce the necessary items on an ongoing basis for registration. This exemplifies teachers' responsibility to meet the standards to be described as a quality teacher. This sits in contrast to the obligation on the system to support teachers. As discussed, the individual professional learning needs of teachers receive less targeted, differentiated support.

The articulation of knowledge as dominantly in terms of a Technical Interest and the obligatory nature of systems compelled professional learning has shaped the scope and nature of decisions that ECLTs make about their practice. Teachers' lifeworlds are 'colonised' by system knowledges and system processes – a situation which ECLTs and SBLs appear to be unaware of.

In my theoretical framework, I acknowledge the need for a strong Technical Interest base for teacher practice. Furthermore, there are assurances that need to be provided to society that its teaching workforce can meet the challenges of providing a contemporary, high-quality education. Adherence to qualification and registration processes should be maintained. However, I argue for a re-balancing of the elements.

In Figure 6.1, presented at the end of Chapter 6, I propose a framework of early career Language teacher practice. In my framework, I outline a cyclical development of teacher practice, in a context which acknowledges the interaction between System and Lifeworld. Technical Interests are the starting points for practice. Practical Interests represent the ongoing engagement with reflexive practice. Emancipatory Interests are an important aspect of the work of teachers.

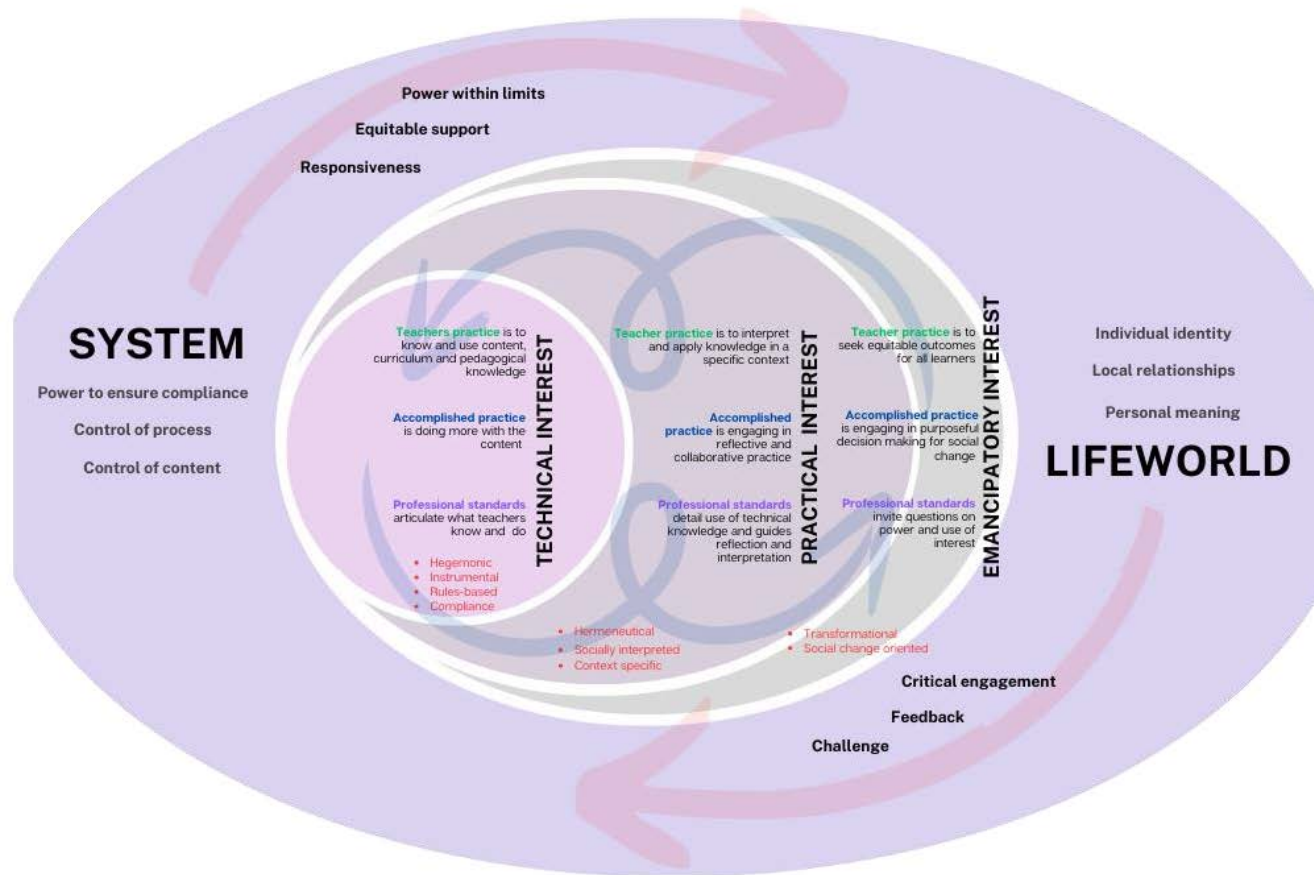
Teachers are knowledgeable practitioners (human capacity). They have appropriate knowledge and skills. In their ongoing teaching practice, teachers reflect on practice and act reflexively. In developing practice, there is a fundamental need for knowing content, curriculum and pedagogical knowledge. Developing towards accomplished practice is knowing how to work with teacher practice across contexts. Rich descriptions of teacher practice in professional standards are a part of developing practice. Teachers need to critically engage in iterative cycles of practice. Fundamental questions of truth and whose truth and whose purposes are being served need to be asked. Technical, Practical and Emancipatory Interests must be elements of developing accomplished teacher practice. Developing accomplished Language teacher practice has a distinctive quality, particularly in supporting engagement with concepts of interculturality, plurality of worldview, engagement with how languages shapes how we see the world.

My framework acknowledges the System – Lifeworld dynamic. The overarching responsibility to society is for a robust, well-trained teacher workforce vest in the System. Systems have the power and capacity to articulate the Technical Interest starting point. A major responsibility of the System is to exercise its power so that teachers can engage in reflexive practice. The System should use its power and

capacity to reach every teacher and to find equitable ways of supporting teacher professional needs. Individualised programs of support from a Systems perspective may be unrealistic, but doing more than insisting on compliance to instrumental standards is, also, less than satisfactory. Teachers need to better understand the Lifeworld context in which they work. Teachers need to be more supported to critically engage within their contexts and exercise their obligations to challenge and feedback into the cycle of developing practice.

**Figure 6.1**

*Early career Language teacher practice – Responsive development of practice*



Adapted from Habermas (1987), Cooper (2010), Gaskew (2018)

## **Chapter 7      Conclusion**

### **7.1      Introduction**

As I conclude this research, I return to some of the pivotal factors that shaped my approach to my study. As a teacher and teacher educator, I am passionate about the importance and place of learning additional Languages as an educational experience for every young Australian in school. Lo Bianco and Slaughter's (2009) assertion that learning Languages deepens understanding and foster skills and learning Languages is an intimately human activity resonates strongly for me. Centrally important to the quality of the learner experience is the Language teacher. From my personal professional experiences, I have a particular interest in the early career period of teachers. Additionally, I have an interest in professional standards. In my study, I have combined my interests in Languages education and early career teachers to make ECLTs central to my research. I bring my interest in the use of professional standards for teachers into the research by asking what role do standards play in supporting (or not) the developing practice of ECLTs.

My research intention has been to better understand the lived realities of ECLTs and to investigate the impact of the contexts in which they work on their developing practice. The use of Habermas's (1987) critical theory of knowledge-constitutive interests has enabled me to understand the worthwhile knowledges that underpin current perspectives of accomplished Language teacher practice. Furthermore, Habermas's (Connor, 2010) perspective on systems-lifeworlds balances has enabled me to better understand the power dynamics between teachers and their contexts and implications for teacher practice.



In this final chapter, I start by revisiting my research questions and my findings, in very broad terms, and describing the key themes I developed from the data. I will discuss my conclusions and make recommendations for the field. In Section 7.3 I draw on my model of developing practice for early career Languages teachers to identify the contribution this research makes to the field. As with many research projects, there are limitations to the study. In Section 7.4 I identify the limitations of my work. Following on, in Section 7.5 I make recommendations for future research, before making my final concluding remarks.

## **7.2 Revisiting the research questions, conclusions and recommendations**

I sought to understand the relationship between the use of professional standards and accomplished language teacher practice, through the lens of ECLT practice. My overarching question sought to understand how professional standards are used, to understand conceptualisations of accomplished Language teacher practice contained within professional standards and held by teachers, and how the dynamic between standards, standards in use and teacher understanding impact on ECLT empowerment. My overarching research question was:

*What does early career language teacher use of professional standards reflect about their understandings of accomplished practice and the extent to which they are empowered to become accomplished practitioners?*

My overarching research question was answered through three supporting questions. My first supporting question involved the use of Habermas's (1987) theoretical framework of worthwhile knowledge to analyse concepts of accomplished practice in professional standards and held by teachers. The second question focused on the use

of professional standards and how usage might connect with the development of accomplished practice in ECLTs. The third supporting question focused on relationships between how ECLTs are supported and how professional standards are used with any support processes and the potential influence on ECLT decision-making skills.

### ***RQ 1 – Findings, conclusions and recommendations***

The first supporting research question was:

*RQ 1: Using a critical framework of worthwhile knowledges, what understandings of accomplished Language teacher practice are evident in professional standards for teachers and evident in the understandings held by early career Language teachers and school-based leaders?*

RQ 1 required me to investigate the two professional standards documents identified as relevant to the participants in this study. Thus, I commenced with a document analysis of the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005) using Habermas's (1987) worthwhile knowledges as a lens. The APST (AITSL, 2011), as generic, whole of profession, standards (Watson, 2016) provided insights into accomplished teacher practice. The AFMLTA Standards (AFMLTA, 2005) provided insights into accomplished Language teacher practice.

The findings demonstrated a significantly strong presence of Technical Interests in both the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005). Practical Interests had a minimal presence in both documents, and an Emancipatory Interest was negligible. For the APST (AITSL, 2011), accomplished teacher practice was founded in Technical Interests. The AFMLTA Standards (AFMLTA, 2005) attended to the discipline aspects of Language teacher knowledge, such as identifying *Language and Culture* as a dimension of practice. For the AFMLTA Standards (AFMLTA, 2005),

accomplished Language teacher practice commenced with Technical Interests and some exploratory questions promoted some reflection on practice. However, the dominant interest captured as practice was a Technical Interest.

The second part of RQ 1 required me to investigate the understandings of accomplished (Language) teacher practice held by ECLTs and SBLs. I included data gathered from a broad group of Language teachers (LTs) to complement the data from case study participants. All groups described or gave examples of accomplished practice in Practical Interest terms. Collaborative engagement with colleagues, reflective practice of seeking understanding were significant aspects of the findings. ECLTs and SBLs were similar in the articulation of accomplished practice. ECLTs prioritised the attribute of being a user of the Language and culture, whereas the SBLs did not.

The impact of professional standards use on ECLT and SBL descriptions of accomplished practice was evident in the broad generality of descriptions of accomplished practice. The first theme of this study was being evidenced. The power of the system to compel use of the APST has resulted in ECLTs and SBLs defaulting to a general description of accomplished practice – the ‘good teaching is good teaching’ position evidenced by some case participants. The standardisation of teacher practice has resulted in ECLTs who may not have a broad understanding of what it means to be an accomplished Language teacher.

A commonsense recommendation is that ECLTs should, in future, be properly supported to develop a fuller understanding of accomplished Language teacher practice. All teachers need to meet appropriate professional practice requirements. However, high-quality teacher practice does not mean undifferentiated practice.

Without reasonable engagement in the unique aspects of Languages teaching, ECLTs could find the process of developing accomplished somewhat difficult.

The next recommendation ensuing from this finding relates to professional standards for teachers and Chadbourne's (2001) argument that multi-layered professional standards, operating symbiotically between generic elements and subject-specific exemplification are needed. The recommendation is that time and research effort be focused on developing the subject-specific exemplification of the APST.

## ***RQ 2 – Findings, conclusions and recommendations***

My second supporting question was:

*RQ 2: How are professional standards used by early career Language teachers and school-based leaders and how does the way professional standards are used impact the development of accomplished practice?*

RQ 2 required me to investigate ECLTs and SBLs perceptions about the purposes and identify how they use the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005). My findings identified case study participants had a good grasp of and support for the APST (AITSL, 2011). ECLTs and SBLs understood and appreciated the technical basis for the APST (AITSL, 2011).

While the study design investigated understandings and use of both the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005), my findings indicated that ECLT and SBL knowledge of professional standards was mostly confined to the APST (AITSL, 2011). Knowledge of the AFMLTA Standards (AFMLTA, 2005) was minimal. Two of five ECLTs believe they may have encountered the Languages standards as part of their pre-service education. None of the four SBLs knew of the AFMLTA Standards prior to receiving a copy as part of my study. The reliance on the APST

(AITSL, 2011) as the only source of understanding of teacher practice, particularly by ECLTs is further support for the first theme of standardisation of teacher practice narrowing ECLT views of accomplished practice.

Investigating the ways that professional standards are used was limited to the APST (AITSL, 2011). ECLTs and SBLs could identify a purpose for having Languages specific standards or, in the case of ECLT Jacob, make a case against them. However, any use of the AFMLTA Standards (AFMLTA, 2005) was limited to supposition and conjecture, as there were no examples of Language specific standards being used by case participants. ECLT Giselle provided the closest evidence of using Language specific standards as she described how she might use AFMLTA's Aligning Standards (AFMLTA, 2016).

Findings on the use of the APST (AITSL, 2011) demonstrated that the norm is systems-initiated engagement of teachers in professional learning, and this is attached to specific APST standards descriptors are the norm. Articulation of CPD and teacher performance development (AITSL, 2012b; QCT, n.d.a.) as essential contributors to developing accomplished practice was not necessarily widely understood by ECLTs and SBLs. All participants identified participation in professional learning, where activity was tied to the APST, was part of their lived experience. ECLTs identified the lack of school-initiated support for professional learning in Languages. ECLTs did note that school leadership would support participation in Languages-specific professional learning if the ECLT identified a suitable activity.

ECLT and SBL descriptions of how professional learning priorities are determined and implemented supports my second theme. The second theme in my data concerns the mutual responsibility between systems to provide support for the development of

accomplished teachers to develop their practice. Yet the finding from this study indicates the mutual responsibility is not equitably balanced. Systems obligations on teachers to engage in development of their practice is not matched by a similar level of responsibility on systems for providing differentiated support to meet differentiated teacher need.

Systems, through the QCT in my study, compel teacher participation in a specified quantum of professional learning that is associated to the APST, and aligned to school strategic plans. Teachers must comply with the obligation to participate in school-initiated activity. As noted earlier, the ubiquitous use of generic standards has narrowed ECLTs perspective of accomplished practice. My findings show ECLTs supported and appreciated participation in school-initiated activity, potentially reflective of having accomplished practice cast in generic terms. Further, my findings show ECLTs appreciated schools support for Languages professional learning, without recognising that the responsibility for identifying the activity has fallen on them.

Recommendations arising out of the second research question include the need to develop flexibility and responsiveness in identifying professional learning needs and designing performance and development plans.

### ***RQ 3 – Findings, conclusions and recommendations***

The third supporting question was:

*RQ 3: What does the way professional standards are used by early career Language teachers and school-based leaders reflect about their assumptions of accomplished Languages teaching and how accomplished practice is developed?*

RQ 3 required me to investigate *how* ECLTs were supported and to consider the impact of process on ECLT decisional capital. My findings identified that support to ECLTs was best described as a ‘scattergun approach’ with inconsistent access to support, likely to be more reflective of local priorities than a systematic view of the needs of early career teachers. There were elements of the support processes which the scholarly literature identified as useful (Buchanan et al., 2013; Burke et al., 2015; Fleming, 2008; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Schuck et al., 2018; Spencer et al., 2018). However, the absence was noted of the two elements of effective induction found to be most beneficial were absent (Ingersoll, 2014). These strategies are common planning time with teachers from the same subject area and a mentor from the same subject area. A further key finding was that all support to ECLTs was generic with the marginalisation of ECLT Languages professional needs.

Recommendations arising out of the third research question include the need to develop comprehensive early career teacher support programs that have appropriate rigour and attend to discipline-specific needs.

As indicated in revisiting my research questions, I developed two key themes from the data. The first theme picks up on system’s operationalisation of standards which has impacted the work of teachers. The use of generic, managerially regulated professional standards has seen a ‘standardisation’ in the teaching profession and has resulted in ECLTs with a narrow understanding of their work. The second theme is the reciprocity between TRAs and schools (as systems) and teachers for the development of teacher practice is not equitably balanced and the Languages aspect of ECLT work is often overlooked.

That the APST does focus on instrumental behaviours needs to be supported with systemic practices to ensure fragmentation is prevented and to ensure collaborative practice is not mistaken for innovative and creative practices. There is a place for discipline specific standards. This should be formally acknowledged and supported (where necessary and appropriate).

If there is a professional perspective that teachers need to possess a professional capital, then it may follow that a strategy to ensure that there is active promotion of networks of associations, employers and other stakeholders to support teachers. While there is some scope to be deliberative and, possibly more flexible, schools are not in the position to be able to respond to each teacher's unique and individual professional needs. They cannot do it all. As SBL Alice noted both time and money are not limitless. Perhaps the burden on schools, their monetary budgets and the time budgets can be lessened with some strategic partnerships. Teachers should spend time identifying their professional learning needs. There may still be a place for aggregating responses and determining whole school professional learning needs. However, it is time to plan for a more cohesive response. At a leadership level, spending some time to determine where professional learning may be supported should be a possibility and encouraged.

### **7.3 Contributions of the study**

Habermas's (1987) perspectives on worthwhile knowledges, expressed as Technical Interest, Practical Interest and Emancipatory Interest provides a way of examining teacher practice that might otherwise not have been considered. As examined through the literature in (see Section 2.2), defining teacher quality and teacher practice through the use of professional standards has been a regular aspect of policy debates since the 1990s (Sachs, 2005). The literature examined various types (generic or discipline specific) and approaches (managerial or developmental) to professional



standards. Attention was drawn to the 'waves' of professional standards development in Australia (Chadbourne, 2001). The AFMLTA Standards (AFMLTA, 2005) were noted as discipline specific standards and developed during the 'second wave' of standards (see Section 2.2.1).

Arguably, the most influential development in the teacher quality policy debates in Australia was the formation of the Australian Institute for Teaching and School Leadership (AITSL) in 2010. AITSL's first major piece of work was the development of the APST (AITSL, 2011). The purpose of the APST (AITSL, 2011) is to be a public statement on teacher quality, through defining the work of teachers and making explicit attributes of high quality, effective teaching (p. 3).

There are significant ramifications arising from the quest for clarity of expression to support dialogue about teacher practice in pursuit of teacher quality (AFMLTA, 2005; AITSL, 2011) through professional standards. My research has identified the impacts on understandings of teacher practice and how teachers develop their practice. This study has provided greater understanding of ECLT use of professional standards as they develop their practice. Through Habermas's critical theory of knowledge-constitutive interests there is a greater understanding of the worthwhile knowledges embedded in professional standards and understanding of the processes of developing professional capital.

A significant contribution of my research to the field is evidence of the narrow scope of decisional capital experienced by teachers. My research has identified that the current educational context of teachers is very supportive of developing knowledgeable practitioners (human capital). Active support for the development of connected teachers (social capital) is available. However, the power of teacher to develop

decisional capital beyond the narrow scope of questions about implementing managerial standards is limited.

In Figure 6.1, I have outlined a model of early career Language teacher practice. It proposes a model of developing practice that has a strong Technical Interest base. Teacher practice is developed and explored through innovative and creative approaches to teaching. Collaborative work with colleagues supports socially constructed and context specific teaching. ECLT are encouraged to critically engage with their teaching context and to make discerning and evaluative decisions about their practice. ECLTs are encouraged and supported to expand the influence of their lifeworlds.

## **7.4 Limitations**

There were several limitations to this research that have impacted the conclusions I am able to draw.

### **7.4.1 Impact of COVID-19**

The first limitation I wish to identify arose from my data collection and analysis methods. My data collection processes happened at the height of societal uncertainty during COVID-19. Consequently, the anticipated times and flow of data collection did not proceed as initially planned. For example, there had been a schedule of several weeks between observation to focus group to interview which would have allowed for preliminary engagement with the data to inform the next collection process. However, delays in securing ethical approval for revised processes that responded to constantly changing COVID-19 circumstances meant a reduced timeframe for data collection (see Section 3.5.3). Additionally, the single ECLT focus group took place a short time before the interviews with each ECLT. ECLT and SBL interviews occurred

at a similar time across the final weeks of the school year. The consequence was limited opportunity to analyse the focus group data before the interviews. An unknown is whether the closeness of the ECLT focus group to ECLT interview influenced the ECLT responses at interview. A further unknown is what impact (if any) was the impending end of school year with demands of assessment marking, report writing and end-of-year rituals, such as graduations, on ECLT and SBL engagement in the interviews.

Restrictions because of COVID-19 meant that there was limited in-person engagement with case participants. As described in Section 5.2.1 the data from the observations gave clear evidence of collaborative practice. Ultimately only 2 in-person observations were made within the context of one school. Original plans for the conduct of focus groups and interviews were amended to the virtual mode of Zoom. While teachers and researchers alike became more adept at the use of technology, there were some minor technical issues such as lags and delays that made the session more difficult than it otherwise would be.

#### **7.4.2 Generalisability of findings**

My conclusions about understandings of accomplished Language teacher practice and my conclusions about the use of professional standards by ECLTs and SBLs are based on the responses from the Language teacher survey, 5 ECLTs and 4 SBLs in my research. All 5 ECLTs teach in metropolitan schools. Conclusions about the experiences of regional or remote ECLTs could be different.

This raises the issue of generalisability. My research involved a descriptive case study

with multiple cases embedded. The value of case study research is the rich description of participants' context at a particular time and particular place. Forming generalised conclusions for all early career teacher contexts or all subject disciplines is not appropriate. However, the conclusions might prove to be a worthwhile basis from which to investigate other contexts.

## **7.5 Future research**

As indicated at the start of my discussion in Chapter 6, the focus of this study has been on early career Language teacher practice as explored through professional standards. In my study I have engaged with concepts related to effective support for early career teachers, the specific learning needs of Languages teachers and descriptions of accomplished practice being cast in generic terms. From my findings, discussions and conclusions, I believe there are three broad areas for future research.

**Research into effective support for all early career teachers.** Previously, I noted many of my findings have implications for the practice of all early career teachers. The ECLTs in my study had a variety of experiences in terms of supports that were made available to them as they entered the profession. Unfortunately, for three out of five ECLTs the type of experience was the lack of a coherent early career teacher program. ECLT Giselle expressed a view that short term contract employment led to situations where the early career teacher was without support. ECLT Kate expressed a view that there must be a way to support all early career teachers as they enter the profession. These two factors coalesce for me. Research that could be supported as part of a program of destination support for newly graduated teachers. The work could be a cooperative endeavour between ITE providers, TRAs, and would contribute to AITSL's work on the Australian Teacher Workforce Data (ATWD) initiative (AISTL, n.d.)

Many of the supports ECLTs described were not specifically focussed on Languages yet proved useful to the individual. As ECLT Kate indicated, there needs to be a better way of ensuring early career teachers are appropriately

### **Research into supporting the discipline specific needs of subject specialists.**

Research into supporting discipline specific needs arises out of the conclusions and recommendations from RQ1. The significant finding that ‘standardisation’ of teachers’ work has narrowed ECLT understanding of the Languages aspect of their work has implications for other disciplines. Research is needed to understand how discipline specific professional learning needs can be identified and met, as appropriate.

Research in this area could be a cooperative endeavour between teacher subject associations and AITSL.

**Research into flexible and responsive ways to meet teacher development and performance.** Both significant findings in this study arise from a centralisation of power and responsibility into one agency whose main purpose is to support the development of a high-quality teaching profession. The need to have a high-quality teacher community is not at issue. The main finding is that the current mechanism promote compliance at the expense of innovation. Research in this area could investigate how flexibility and responsiveness can be facilitated without compromising assurances of a high-quality teacher workforce.

## **7.6 Concluding statement**

In this study, I explored the lived experience of five ECLTs. In the Queensland school context, all teachers must engage with professional standards, in the shape of the APST. The APST, as centrally developed and systemically implemented standards,

have a significant impact on the development of teacher practice. From the outset I have identified the uniqueness of the Languages curriculum area.

Through a framework of Habermas's (1987) worthwhile knowledges, I identified the underlying interests in the APST (AITSL, 2011) and the AFMLTA Standards (AFMLTA, 2005). The APST and the AFMLTA Standards represented the two sets of professional standards for teachers that my case participants would likely encounter. My findings demonstrated a technical orientation to the professional standards.

Using Habermas's (Cooper, 2010; Habermas, 1984) system-lifeworld dialectic, to examine the relationships between teachers and their lifeworlds as they work in a systems environment of schools. My findings indicate a strong systems presence on ECLT lifeworlds. In many areas, the systems power and standards-isation has narrowed ECLTs understanding of their work. This is most evident is how ECLTs understand and approach the Languages-specific component of their work.

Decisional capital is important contributor in the development of ECLTs towards accomplished Language teacher practice. My study found that the 'colonisation' of ECLTs lifeworld by the system has not provided the conditions in which ECLT decisional capital can develop.

# Appendices

## Appendix 1.1 Australian Professional Standards for Teachers (AITSL, 2011)



## Acknowledgement of Country

The Australian Institute for Teaching and School Leadership (AITSL) acknowledges the traditional custodians of the land, sea country and waterways from across Australia. We honour and pay our respects to their Elders past, present and emerging.

Work on the *Australian Professional Standards for Teachers* (the Standards) commenced under the auspices of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA – now the Education Council) in 2009. Significant work was undertaken by the Australian Standards Sub-group of the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) during 2009-10. AITSL assumed responsibility for validating and finalising the Standards in July 2010.

The *Australian Professional Standards for Teachers* were endorsed by MCEECDYA in December 2010. AITSL appreciates Ministers' commitment to quality teaching and to the National Partnership on Improving Teacher Quality and looks forward to continuing work with them on these important national reforms.

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Please cite this publication as:

Australian Institute for Teaching and School Leadership 2011, *Australian Professional Standards for Teachers*, AITSL, Melbourne.

ISBN 978-1-925192-64-3

First published 2011

Revised 2018

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AITSL was formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government.



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# Preamble

## The crucial role of the teacher

Teachers share a significant responsibility in preparing young people to lead successful and productive lives. The *Australian Professional Standards for Teachers* (the Standards) reflect and build on national and international evidence that a teacher's effectiveness has a powerful impact on students,<sup>1</sup> with broad consensus that teacher quality is the single most important in-school factor influencing student achievement.<sup>2</sup> Effective teachers can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people as they make choices about further education, work and life.

As stated in the *National Partnership on Improving Teacher Quality*<sup>3</sup> and the *Melbourne Declaration on Educational Goals for Young Australians* (the Melbourne Declaration),<sup>4</sup> improving teacher quality is considered an essential reform as part of Australia's efforts to improve student attainment and ensure it has a world class system of education. 'The greatest resource in Australian schools is our teachers. They account for the vast majority of expenditure in school education and have the greatest impact on student learning, far outweighing the impact of any other education program or policy'.<sup>5</sup>

Internationally<sup>6</sup> and locally, education systems are developing professional standards for teachers to attract, develop, recognise and retain quality teachers. 'High performing school systems, though strikingly different in construct and context, [maintain] a strong focus on improving instruction because of its direct impact upon student achievement'.<sup>7</sup>

## Professional standards for teachers

Developing professional standards for teachers that can guide professional learning, practice and engagement facilitates the improvement of teacher quality and contributes positively to the public standing of the profession. The key elements of quality teaching are described in the Standards.

They articulate what teachers are expected to know and be able to do at four career stages: Graduate, Proficient, Highly Accomplished and Lead.

The Standards and their descriptors represent an analysis of effective, contemporary practice by teachers throughout Australia. Their development included a synthesis of the descriptions of teachers' knowledge, practice and professional engagement used by teacher accreditation and registration authorities, employers and professional associations. Each descriptor has been informed by teachers' understanding of what is required

at different stages of their careers. An extensive validation process involving almost 6,000 teachers ensured that each descriptor was shaped by the profession.

**"The greatest resource in Australian schools is our teachers. They account for the vast majority of expenditure in school education and have the greatest impact on student learning, far outweighing the impact of any other education program or policy."**<sup>5</sup>

The Standards support the Melbourne Declaration,<sup>8</sup> which describes aspirations for all young Australians for the next decade. This commits Australian Education Ministers to the specific educational goals that Australian schooling promotes equity and excellence and that all young Australians will become successful learners, confident and creative individuals, and active and informed citizens.<sup>9</sup> 'All Australian governments, universities, school sectors and individual schools have a responsibility to work together to support high-quality teaching and school leadership, including by enhancing pre-service<sup>10</sup> teacher education'.<sup>11</sup>

## Purpose of the Standards

The Standards are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers.

They present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations and the public.

Teacher standards also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment.<sup>12</sup>

Teachers can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements.

The Standards contribute to the professionalisation of teaching and raise the status of the profession. They could also be used as the basis for a professional accountability model,<sup>13</sup> helping to ensure that teachers can demonstrate appropriate levels of professional knowledge, professional practice and professional engagement.

The Standards are organised into four career stages and guide the preparation, support and development of teachers. The stages reflect the continuum of a teacher's developing professional expertise from undergraduate preparation through to being an exemplary classroom practitioner and a leader in the profession.

The Graduate Standards will underpin the accreditation of initial teacher education programs.

Graduates from accredited programs qualify for registration<sup>14</sup> in each state and territory.

The Proficient Standards will be used to underpin processes for full registration as a teacher and to support the requirements of nationally consistent teacher registration.

The Highly Accomplished and Lead career stages of the Standards will inform voluntary certification.<sup>15</sup>

## Organisation of the Standards

The Standards comprise seven Standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping.

The Standards are grouped into three domains of teaching; Professional Knowledge, Professional Practice and Professional Engagement. In practice, teaching draws on aspects of all three domains.

Within each Standard focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into descriptors at four professional career stages: Graduate, Proficient, Highly Accomplished and Lead.

Domains of teaching	Standards	Focus areas and descriptors
Professional Knowledge	1. Know students and how they learn	Refer to the Standard at each career stage
	2. Know the content and how to teach it	
Professional Practice	3. Plan for and implement effective teaching and learning	Refer to the Standard at each career stage
	4. Create and maintain supportive and safe learning environments	
	5. Assess, provide feedback and report on student learning	
Professional Engagement	6. Engage in professional learning	Refer to the Standard at each career stage
	7. Engage professionally with colleagues, parents/carers and the community	

## Domains of teaching

### Professional Knowledge

Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts.

Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.

Teachers know the content of their subjects and curriculum. They know and understand the fundamental concepts, structure and enquiry processes relevant to programs they teach.

Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.

Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas. They are also able to use Information and Communication Technology to contextualise and expand their students' modes and breadth of learning.

### Professional Practice

Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans. They use sophisticated communication techniques.

Teachers have a repertoire of effective teaching strategies and use them to implement well designed teaching programs and lessons. They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students. They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance.

They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers.

### Professional Engagement

Teachers model effective learning. They identify their own learning needs and analyse, evaluate and expand their professional learning both collegially and individually.

Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community. They are sensitive to the needs of parents/carers and can communicate effectively with them about their children's learning.

Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students.



## The seven Standards

The seven Standards identify what is expected of teachers within three domains of teaching. Teachers' demonstration of the Standards will occur within their specific teaching context at their stage of expertise and reflect the learning requirements of the students they teach.

**Standard 1:** Know students and how they learn

**Standard 2:** Know the content and how to teach it

**Standard 3:** Plan for and implement effective teaching and learning

**Standard 4:** Create and maintain supportive and safe learning environments

**Standard 5:** Assess, provide feedback and report on student learning

**Standard 6:** Engage in professional learning

**Standard 7:** Engage professionally with colleagues, parents/carers and the community

## Focus areas and descriptors

The focus areas and descriptors identify the components of quality teaching at each career stage. They constitute agreed characteristics of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning is valued.

## Professional capability at four career stages

The four career stages in the Standards provide benchmarks to recognise the professional growth of teachers throughout their careers. The descriptors across the four career stages represent increasing levels of knowledge, practice and professional engagement for teachers. Progression through the stages describes a growing understanding, applied with increasing sophistication across a broader and more complex range of situations.

### Graduate teachers

Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Standards.

On successful completion of their initial teacher education, graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students. They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics.

They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Graduate teachers have an understanding of their subject/s, curriculum content and teaching strategies. They are able to design lessons that meet the requirements of curriculum, assessment and reporting. They demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. They know how to select and apply timely and appropriate types of feedback to improve students' learning.

Graduate teachers demonstrate knowledge of practical strategies to create rapport with students and manage student behaviour. They know how to support students' wellbeing and safety, working within school and system curriculum and legislative requirements.

They understand the importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school. Graduate teachers understand strategies for working effectively, sensitively and confidentially with parents/carers and recognise their role in their children's education.

### Proficient teachers

Proficient teachers meet the requirements for full registration through demonstrating achievement of the seven Standards at this level.

These teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics.

They develop safe, positive and productive learning environments where all students are encouraged to participate.

They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements. They use feedback and assessment to analyse and support their students' knowledge and understanding. Proficient teachers use a range of sources, including student results, to evaluate their teaching and to adjust their programs to better meet student needs.

Proficient teachers are active participants in their profession and with advice from colleagues, identify, plan and evaluate their own professional learning needs.

Proficient teachers are team members. They work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/carers and community members. They behave professionally and ethically in all forums.

### Highly Accomplished teachers

Highly Accomplished teachers are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school.

Highly Accomplished teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students.

They maximise learning opportunities for their students by understanding their backgrounds and individual characteristics and the impact of those factors on their learning. They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments.

Highly Accomplished teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning.

They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

Highly Accomplished teachers are skilled in analysing student assessment data and use it to improve teaching and learning.

They are active in establishing an environment which maximises professional learning and practice opportunities for colleagues. They monitor their own professional learning needs and align them to the learning needs of students.

They behave ethically at all times. Their interpersonal and presentation skills are highly developed. They communicate effectively and respectfully with students, colleagues, parents/carers and community members.

### Lead teachers

Lead teachers are recognised and respected by colleagues, parents/carers and the community as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students. They establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious and socioeconomic backgrounds. They seek to improve their own practice and to share their experience with colleagues.

They are skilled in mentoring teachers and pre-service teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues. They apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers. They describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.

They lead processes to improve student performance by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents/carers. This is combined with a synthesis of current research on effective teaching and learning.

They represent the school and the teaching profession in the community. They are professional, ethical and respected individuals inside and outside the school.

### Conclusion

The development of the Standards for the teaching profession is an integral part of ensuring quality learning and teaching in Australian schools. With their development and implementation, Australian education systems are well placed to be among the best in the world.

These Standards build upon the significant work undertaken previously in Australia. They are a fundamental component of the reforms agreed to in the *National Partnership on Improving Teacher Quality* and will help to realise the goals and commitments set out in the Melbourne Declaration.





# Domain: Professional Knowledge

## Standard 1: Know students and how they learn

Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
<b>Focus area 1.1</b> Physical, social and intellectual development and characteristics of students			
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.
<b>Focus area 1.2</b> Understand how students learn			
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.
<b>Focus area 1.3</b> Students with diverse linguistic, cultural, religious and socioeconomic backgrounds			
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
<b>Focus area 1.4</b> Strategies for teaching Aboriginal and Torres Strait Islander students			
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.
<b>Focus area 1.5</b> Differentiate teaching to meet the specific learning needs of students across the full range of abilities			
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.
<b>Focus area 1.6</b> Strategies to support full participation of students with disability			
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

# Domain: Professional Knowledge

## Standard 2: Know the content and how to teach it

Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
<b>Focus area 2.1</b> Content and teaching strategies of the teaching area			
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.
<b>Focus area 2.2</b> Content selection and organisation			
Organise content into an effective learning and teaching sequence.	Organise content into coherent, well-sequenced learning and teaching programs.	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.
<b>Focus area 2.3</b> Curriculum, assessment and reporting			
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.



Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
<b>Focus area 2.4</b> Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians			
Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
<b>Focus area 2.5</b> Literacy and numeracy strategies			
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.
<b>Focus area 2.6</b> Information and Communication Technology (ICT)			
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

## Domain: Professional Practice

### Standard 3: Plan for and implement effective teaching and learning

Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
<b>Focus area 3.1</b> Establish challenging learning goals			
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
<b>Focus area 3.2</b> Plan, structure and sequence learning programs			
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.
<b>Focus area 3.3</b> Use teaching strategies			
Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.
<b>Focus area 3.4</b> Select and use resources			
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.

Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
<b>Focus area 3.5</b> Use effective classroom communication			
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.
<b>Focus area 3.6</b> Evaluate and improve teaching programs			
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.
<b>Focus area 3.7</b> Engage parents/carers in the educative process			
Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.

## Domain: Professional Practice

### Standard 4: Create and maintain supportive and safe learning environments

Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
<b>Focus area 4.1</b> Support student participation			
Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
<b>Focus area 4.2</b> Manage classroom activities			
Demonstrate the capacity to organise classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.
<b>Focus area 4.3</b> Manage challenging behaviour			
Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.



Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
<b>Focus area 4.4</b> Maintain student safety			
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.
<b>Focus area 4.5</b> Use ICT safely, responsibly and ethically			
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.

## Domain: Professional Practice

### Standard 5: Assess, provide feedback and report on student learning

Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
<b>Focus area 5.1</b> Assess student learning			
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.
<b>Focus area 5.2</b> Provide feedback to students on their learning			
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.
<b>Focus area 5.3</b> Make consistent and comparable judgements			
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.

Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
<b>Focus area 5.4</b> Interpret student data			
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.
<b>Focus area 5.5</b> Report on student achievement			
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

# Domain: Professional Engagement

## Standard 6: Engage in professional learning

Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
<b>Focus area 6.1</b> Identify and plan professional learning needs			
Demonstrate an understanding of the role of the <i>Australian Professional Standards for Teachers</i> in identifying professional learning needs.	Use the <i>Australian Professional Standards for Teachers</i> and advice from colleagues to identify and plan professional learning needs.	Analyse the <i>Australian Professional Standards for Teachers</i> to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	Use comprehensive knowledge of the <i>Australian Professional Standards for Teachers</i> to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.
<b>Focus area 6.2</b> Engage in professional learning and improve practice			
Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Plan for professional learning by accessing and critiquing relevant research, engage in high-quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.
<b>Focus area 6.3</b> Engage with colleagues and improve practice			
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.

Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
<b>Focus area 6.4</b> Apply professional learning and improve student learning			
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

# Domain: Professional Engagement

## Standard 7: Engage professionally with colleagues, parents/carers and the community

Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
<b>Focus area 7.1</b> Meet professional ethics and responsibilities			
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
<b>Focus area 7.2</b> Comply with legislative, administrative and organisational requirements			
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.
<b>Focus area 7.3</b> Engage with the parents/carers			
Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.	Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.
<b>Focus area 7.4</b> Engage with professional teaching networks and broader communities			
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.



# Glossary

Term	Definition
Accreditation	Endorsement that a program meets approved standards.
Advocate	Promote a view or position or provide support to others.
Assessment – formal	Evaluating student performance through a structured (often written) assessment.
Assessment – formative	Evaluating student learning to provide feedback to students and devise/change teaching and learning programs.
Assessment – informal	Evaluating student performance through techniques such as observation and anecdotal records.
Assessment – summative	Evaluating student achievement of learning goals at a point in time.
Broad	Ensuring variety, not narrow or limited; i.e. comprehensive in content, knowledge, experience, ability, or application.
Career stage	Benchmarks which recognise the professional growth of teachers throughout their careers, represented by increasing levels of knowledge, practice and professional engagement.
Certification	Credential attained by teachers who have met specified requirements.
Classroom	Physical environment where learning takes place, including: <ul style="list-style-type: none"><li>• classrooms in schools</li><li>• rooms in early childhood education and care services</li><li>• other areas where teaching and learning occurs.</li></ul>
Colleague	Other professionals and paraprofessionals (inside and outside the school) including but not limited to, teachers, principals, specialist teachers, pre-service teachers, industry partners, education assistants, and teachers' aides.
Context	The set of circumstances or facts that surround a particular event, situation or environment.

Term	Definition
Curriculum content	What teachers are expected to teach. Curriculum content includes knowledge, skills and understanding that students are expected to learn and is usually described for a particular learning area at a particular year level.
Demonstrate	To show or make evident knowledge and/or understanding.
Effective teaching strategies	Strategies which research and workplace knowledge suggests contribute to successful learning outcomes for students.
Evidence	Data that is considered reliable and valid which can be used to support a particular idea, conclusion or decision.
Exemplary	A high standard of practice, serving as a model or example for students, colleagues and the community.
ICT	Information and Communication Technology; the generation and application of knowledge and processes to develop devices, methods and systems.
Learning and teaching program	An organised and sequenced program of teaching activities and strategies; assessment strategies and resources.
Learning goals	The specific, measurable, attainable, realistic and time-targeted (SMART) objectives set with, by and for students.
Lesson	Learning, including: <ul style="list-style-type: none"> <li>• lessons taught by a teacher in a school</li> <li>• learning opportunities taught by a teacher in an early childhood setting</li> <li>• lessons or learning opportunities taught by a teacher in other education settings.</li> </ul>
Non-verbal communication	The use of unspoken cues generated by both the teacher and their environment that have potential message value to students. This could include, but is not limited to, eye contact, gestures, proximity and visual aids.
Pre-service teachers	Students in initial teacher education programs provided by higher education institutions.



Term	Definition
Range	The set of available strategies or tools that can be used in different situations.
Registration	Regulatory processes for entry and continued employment in the teaching profession.
School	Education settings, including: <ul style="list-style-type: none"> <li>• schools</li> <li>• early childhood education and care services</li> <li>• other locations where teaching and learning occurs.</li> </ul>
Student	Learners, including: <ul style="list-style-type: none"> <li>• students taught by a teacher in a school</li> <li>• children taught by a teacher in an early childhood setting</li> <li>• students / children taught by a teacher in other education settings.</li> </ul>
Subject	Specific, recognised body of learning that is described in a curriculum document or is the focus of undergraduate studies.
Teaching area	The curriculum and learning area/s in which the teacher provides instruction.
Workplace knowledge	Knowledge of learning and teaching developed by practitioners within the context of their work environment.

## Notes

- 1 J Hattie, 'Teachers make a difference: what is the research evidence?' Paper presented to Australian Council for Educational Research Annual Conference, Melbourne, 19–21 October 2003.
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- 3 Council of Australian Governments (COAG), *National Partnership Agreement on Improving Teacher Quality*, Canberra, 2008, viewed 31 January 2011, <[http://www.federalfinancialrelations.gov.au/content/npa/education/national-partnership/past/improving\\_teacher\\_NPpdf](http://www.federalfinancialrelations.gov.au/content/npa/education/national-partnership/past/improving_teacher_NPpdf)>
- 4 Ministerial Council for Education, Employment, Training and Youth Affairs, *Melbourne Declaration on Educational Goals for Young Australians*, Melbourne, 2008, viewed 31 January 2011, <[http://www.curriculum.edu.au/verve/\\_resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)>
- 5 B Jensen, *What teachers want: Better teacher management*, Melbourne, Grattan Institute, 2010, p. 5.
- 6 OECD, 'Teacher evaluation: a conceptual framework and examples of country practice', paper presented at the OECD-Mexico workshop, Towards a teacher evaluation framework in Mexico: international practices, criteria and mechanisms, Mexico City, 1–2 December 2009.
- 7 M Barber & M Mourshed, *How the world's best-performing school systems come out on top*, London, McKinsey & Company, 2007, p. 13.
- 8 Ministerial Council for Education, Employment, Training and Youth Affairs, *Melbourne Declaration on Educational Goals for Young Australians*, Melbourne, 2008, viewed 24 November 2010, <[http://www.curriculum.edu.au/verve/\\_resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)>
- 9 Although Australian education systems perform strongly against other OECD countries, low equity is still a significant issue. In response to this, the Melbourne Declaration commits to specific actions such as improving educational outcomes for Indigenous youth and students with disability.
- 10 The terminology 'initial teacher education' has replaced the term pre-service teacher education.
- 11 Ministerial Council for Education, Employment, Training and Youth Affairs, *Melbourne Declaration on Educational Goals for Young Australians*, Melbourne, 2008, viewed 31 January 2011, p. 11, <[http://www.curriculum.edu.au/verve/\\_resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)>
- 12 RJ Yinger & MS Hendricks-Lee, *The Language of Standards and Teacher Education Reform*, *Educational Policy*, 14(1), 2000, 94–106, viewed 18 January 2011, <<http://epx.sagepub.com/content/14/1/94>>
- 13 *ibid.*
- 14 In New South Wales (NSW) 'accreditation' is the equivalent of 'registration'.
- 15 'Accreditation' in NSW.

## Special Thanks

### **Australian Government – Department of Education, Employment and Workplace Relations**

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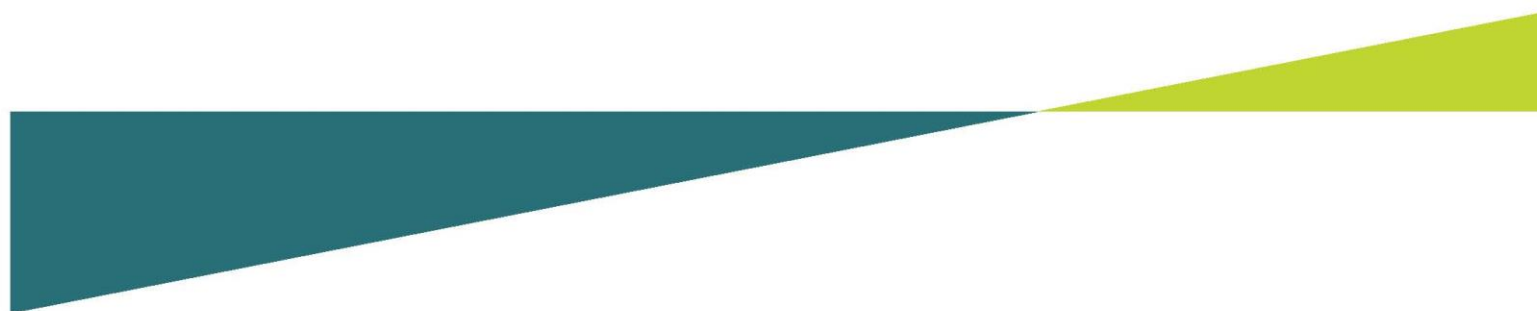
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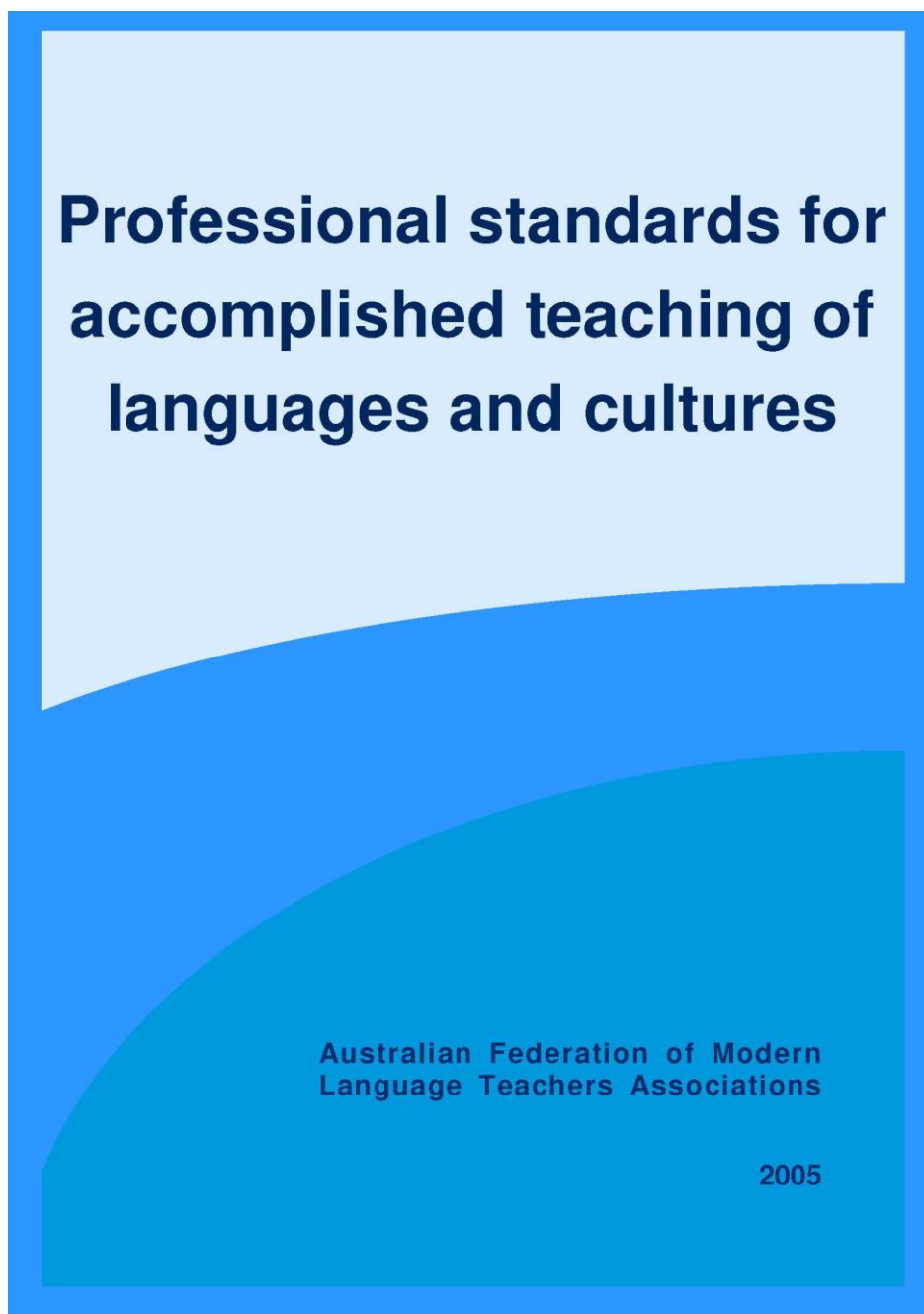
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AITSL is funded by the Australian Government

**Appendix 1.2 Professional Standards for Accomplished Teaching of Languages and Cultures (AFMLTA, 2005)**



### **Accomplished languages and cultures teaching**

Being an accomplished teacher of languages and cultures means being a person who knows, uses and teaches language and culture in an ethical and reflective way. It involves a continuous engagement with and commitment to learning, both as a teacher and as a life-long learner. It means more than teaching knowledge of languages and cultures and includes teaching learners to value, respect and engage with languages and cultures in their own lives and to interact with others across linguistic and cultural borders. It means creating a culture of learning which approaches language, culture and learning with respect, empathy, commitment, enthusiasm and personal responsibility.

Accomplished languages and cultures teaching is reflected through the following dimensions:

- educational theory and practice
- language and culture
- language pedagogy
- ethics and responsibility
- professional relationships
- awareness of wider context
- advocacy
- personal characteristics

These standards recognise that accomplished language teaching can only occur in an appropriate and supportive teaching context and so the standards document includes not only standards for accomplished teaching, but also programs standards, which the profession believes are necessary for accomplished teaching to occur.

### **Guidelines for using the standards**

The Standards are designed to reflect the high levels of achievement of accomplished teachers of languages. They should not be viewed as representing a minimum standard but as a standard to be aimed for during a teaching career.

The standards are designed to assist teachers to understand and develop their own practice. They are intended as a guide for thinking through one's current professional work and identifying needs for future development. Any mismatch between a teacher's current position and the standard then is to be seen as an opportunity for learning rather than as a failure to meet the standards expected of a teacher.

The standards are not designed or intended for use in evaluating teachers' performance, but as a framework for understanding teachers' professionalism. However, teachers may use them to assist in developing portfolios for use in applications for promotion or for professional evaluation.

Both the teacher standards and the programs standards apply equally to every teacher and to teaching context and should be used together to maintain and improve teaching quality.



## Teacher standards

### Educational theory and practice

Accomplished languages and cultures teachers have knowledge of child/learner development appropriate to the level at which they teach and apply this knowledge in all aspects of their teaching.

They engage with current theories of education, general principles of teaching and learning, and classroom management. They keep up to date with developments in the field of education through professional learning and professional reading.

They are aware of the culture of schooling in the contexts in which they teach. They actively engage with education policies, and curriculum frameworks. They are able to locate languages within a wider educational context, creating connections with other curriculum areas and with extracurricular activities.

#### *Suggested questions for reflection*

What do you know about the individual learners you teach and their capabilities?

How comprehensively do you understand the discipline, traditions and debates in language and culture teaching?

What is the culture of the school in which you teach?

What do you know about the policy and curriculum documents which are relevant to language teaching?

How do you make connection with other curriculum areas and with extra curricular interests?

### Language and culture

Accomplished languages and cultures teachers are both users and teachers of linguistic and cultural knowledge.

They have knowledge of the language(s) and culture(s) they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they have a developed intercultural awareness and know how to communicate across languages and cultures.

They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.

They have explicit knowledge and a working understanding of the linguistic and cultural systems of the language and how these systems work in the social lives of people.

They understand the relationship between language and culture and have an awareness and understanding of the role of language and culture in human interaction and identity. They use this knowledge to enhance their teaching.

#### *Suggested questions for reflection*

How do you express your intercultural awareness in teaching and in daily life?

How do you use and develop your language abilities?

What sorts of language-based activities are you involved in outside the classroom?

What sorts of contacts do you have with target language communities, personally or through reading, the media or the web/internet?

What recent activities have you undertaken to develop your language and cultural knowledge of the language you teach?

How do you deal with issues of identity in your teaching (including your own identity)?

How do you encourage learners to see the world from other cultural perspectives?

What messages do your students take away from their experience of language learning about the relationship between language, culture and learning?

## Language pedagogy

Accomplished teachers have a developed understanding of the language learning process. Their understanding comes from their formal and informal learning about teaching and learning and also from their own experiences of being a language learner and user, either of the language they teach or of another language.

They have knowledge of current developments in language learning and teaching research and develop their knowledge further by engaging in professional learning, professional reading and/or research.

They use their knowledge of language and culture in order to promote learning in ways which are appropriate for learners in context and which cater for the diversity of abilities among their students, using authentic language and resources.

They create a culture of learning in their classrooms which fosters interest in languages and cultures and encourages learners to accept responsibility for their own learning.

They have at their disposal a range of methodologies for languages and cultures teaching and in their practice select from these in a principled way, taking into consideration the learners, the learning context, curriculum goals, and the aspect of language being taught. These choices are made at both the overall level of planning and in teaching in the classroom.

They have a view of curriculum in which planning, teaching, resourcing, assessing, evaluating and renewing are done coherently according to a principled approach to languages and cultures teaching. Accomplished teaching is reflected by an ability to explain the choices being made in planning and teaching.

Their approach to assessment examines understanding, learning, and performance, and uses assessment to foster learning as well as to evaluate learning. They know and use a range of assessment approaches and select assessment tasks which are appropriate to the purposes of the assessment and use the assessment for effective feedback and reporting.

They are informed and critical users of technology in language teaching and use technology both to support learning and as a basis for learning to communicate using technologies.

### *Suggested questions for reflection*

What knowledge about patterns of development in language and second language literacy inform your curriculum and teaching decisions?

What recent activities have you undertaken to develop your knowledge of language teaching?

What sorts of language-based activities are you involved in your professional learning?

How have you applied your recent learning to enhance your language teaching?

How do you promote interest in languages and cultures in the classroom?

How do you decide on which methodology to use in your daily teaching? What factors influence your decisions?

How do you adapt your teaching to your learners and to the material you are teaching?

How do you explain your reasons for using a particular pedagogical approach in your teaching?

What range of learning opportunities do you provide so that all students are able to achieve optimum success and recognition for their performance in language and literacy?

How do you assess learner's language development? How does this allow them to demonstrate their proficiency in the language and their intercultural understanding?

How do you decide which assessment approach to use? What factors influence your decisions?

How do you use technology in your teaching? What factors influence your decisions?



## **Ethics and responsibility**

Accomplished languages and cultures teachers take responsibility for the teaching and learning relationship and for social and cultural relationships in their teaching.

They have a developed knowledge of their current groups of students, and strategies at their disposal to get to know new groups each term.

They establish trust between teacher and learners which fosters an empathetic view of self and others.

They know and reflect on their own values and ideological positions and demonstrate respect for the different values of learners, communities and cultures.

They seek to enable students to understand issues from multiple perspectives so that they can make their own choices and judgments.

### *Suggested questions for reflection*

How do you demonstrate care and concern for students in the context of fostering their linguistic competence?

What do you know and understand about the communities to which your students belong and their aspirations?

What ideas and values inform your language teaching? Where do these come from?

How do you plan for all students to have the confidence to take risks in language learning?

In what ways is the language classroom characterised by dignity and mutual regard?

## **Professional relationships**

Accomplished languages and cultures teachers are part of a professional educational community and they establish professional relationships with other languages and cultures teachers, with teachers in other disciplines, with students, with parents and with school communities.

They contribute to the profession in a range of ways which work to develop a culture of professionalism.

Professional relationships are manifested by links to and collaboration with other teachers in their schools and in the wider educational community and accomplished teachers actively network with other languages and cultures teachers informally and through professional associations.

They actively participate in mentoring more junior teachers.

They undertake leadership in language-related areas locally, regionally, nationally or internationally.

### *Suggested questions for reflection*

How do you contribute to your profession?

How are you actively involved in school, community and wider professional contexts?

How do you work with colleagues, parents and community members to develop the quality of teaching and learning in the school?

How do you use your own expertise to support other teachers, especially less experienced teachers?

### Active engagement with wider context

Languages and cultures teaching is fundamentally about relationships to wider contexts and the ability to connect the local to the global.

Accomplished languages and cultures teachers actively engage with the social, political, economic, and technological climate of the times.

They are able to connect with a wider sphere of understanding of how languages and language learning relate to wider global realities.

They are aware of the impact of languages and cultures on the local and global context and on how people understand their place in the world.

They foster learners' active engagement with such broader issues and prepare their students to become knowledgeable and responsible adult participants in the global community.

#### *Suggested questions for reflection*

How do you explain the knowledge, skills and understandings you most value in the teaching and learning of language and literacy?

How do you connect language learning to what is happening in the contemporary world?

How do you use language learning as an opportunity for learners to explore what is happening in other parts of the world?

### Advocacy

Accomplished languages and cultures teachers are advocates for language learning, intercultural communication and intercultural sensitivity, linguistic and cultural diversity.

They are advocates for languages both with and for students, schools and communities and engage with wider community to promote languages.

#### *Suggested questions for reflection*

How do you increase understanding of the importance of language and culture learning in your community?

How do you increase understanding of the importance of diversity in your community?

### Personal characteristics

Accomplished languages and cultures teachers are passionate about languages and cultures and about teaching.

They have a commitment to their own continuing professional and personal learning.

They connect and engage with their learners and inspire students and others.

They have a belief in their students as emerging bilinguals/multilinguals developing the knowledge and awareness they need to become effective intercultural communicators.

They adopt a critical stance on their own work and to themselves as mediators of languages and cultures, which they demonstrate through reflection, questioning, inquiry and/or research into their practices, values and beliefs.

#### *Suggested questions for reflection*

How do you model and promote language as a source of interest, curiosity and pleasure?

How do you demonstrate your commitment to professional learning?

How do you demonstrate, and inspire in students, a passion for texts that have personal and cultural significance for them?

How do you demonstrate to students how much they can successfully achieve in the target language?

How do you evaluate the success of your own teaching? What steps do you take to ensure your teaching continues to improve?



## Program standards

Effective languages and cultures programs are actively valued within the school culture. Languages and cultures teaching and learning are valued explicitly in schools' statements and implicitly in the schools' planning, timetabling and resourcing for languages. Schools actively acknowledge and foster connections between languages and other curriculum areas.

Effective languages and cultures programs focus on progression in language learning both during the year and across years. They acknowledge learners' movement through the program and ensure that prior knowledge is maintained and developed. They recognise that language learning is a life-long process and needs sustained learning during schooling.

Effective languages and cultures programs have timetabling for languages and cultures which allocates adequate time to languages to enable effective and sustained language learning, recognising that achievement in language learning is dependent on time on task. Effective timetabling also gives attention to the frequency and regularity of language lessons.

Effective languages and cultures programs are adequately staffed to ensure that language learning can be allocated adequate curriculum time and language class sizes can be limited. Ideally there should more than one teacher of a language in a school. Staffing models using itinerant teachers have a direct impact on program quality as they prevent teachers from forming effective professional relations with students, other teachers and the wider school community, and prevent teachers from teaching effectively.

Effective languages and cultures programs are characterised by the allocation of dedicated space which is suitable for languages and cultures teaching and learning.

Effective languages and cultures programs have budgets which ensure appropriate access to resources for languages and cultures teaching and learning, including print-based and multimedia materials, reference books such as dictionaries, information technology and library resources.

Effective languages and cultures programs recognise the practical and performance-based nature of language learning and the need for class sizes which are appropriate for facilitating language learning as a practical and intensive form of learning. The creation of language class groups should also take into consideration the learning histories of students, their previous experiences of language learning and their background.

Effective languages and cultures programs recognise that students transferring between schools and schooling systems arrive with differing levels of knowledge of and exposure to the languages and cultures taught in the school and have strategies to facilitate transitions and enhance learning.

### *Suggested questions for reflection*

How does the school demonstrate that it values the learning of languages and cultures?

How does the school demonstrate and foster connections between languages and cultures and other curriculum areas?

How is the programme planned to build on learners' knowledge across the years of schooling?

How does the school support sustained language learning over a number of years?

How does the teacher support sustained language learning over a number of years?

How does the school decide what is adequate time for language learning?

How does the school make adequate time available for language teaching and ensure frequent and regular language lessons?

How do staffing levels for languages in the school affect the language program?

How do staffing decisions in the school have an impact on the language teachers' work and the presence and visibility of languages in the school?

What space is made available to the languages program? How does this affect the nature of the program?

How does the school decide what is an adequate budget for language learning? What resources does the school make available for language learning? How do these decisions affect language learning in the school?

How does the school decide on class sizes and class groupings for language learning? How do these decisions affect language learning in the school?

How does the school promote language and culture learning to the community?

## About professional standards

Standards of teaching are statements of values about teaching, learning and knowing and the practices of those who teach languages and cultures. These standards have been developed by the Australian Federation of Modern Languages Teaching Associations (AFMLTA) to reflect the profession's understanding of what it values in the accomplished teaching of languages and cultures.

These standards reflect an ideal for languages and cultures teaching to which teachers should aspire. Teachers can, therefore, use them to understand and to develop their own professional practice. These standards are intended to benefit teachers at all levels of schooling as signposts for on-going professional learning and as a resource for evaluating their own knowledge and practice.

The AFMLTA acknowledges that quality teaching is not merely the result of an application of pre-specified skills. Effective languages and cultures teaching is influenced by the context in which the teaching happens, including the conditions in which the program operates. The AFMLTA believes that quality teaching is the collective responsibility of teachers, school leaders, and the school community. In developing these standards, we have included standards for programs as well as for teachers as we believe that as a profession we need to indicate what we believe to be the most appropriate contexts for quality teaching to be realised.

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This work was funded by the Australian Government Department of Education, Science and Training under the School Languages Programme.



## Appendix 3.1 University of Technology Sydney ethics approval

### Sherryl Saunders

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**From:** Research.Ethics@uts.edu.au  
**Sent:** Thursday, 14 May 2020 8:15 PM  
**To:** Research Ethics; Lesley Harbon; Sherryl Saunders  
**Subject:** HREC Approval Granted - ETH19-4501  
**Attachments:** Ethics Application.pdf

Dear Applicant

**Re: ETH19-4501 - "Early career language teachers' use of professional standards: A case study of developing professionalism"**

Thank you for your response to the Committee's comments for your project. The Committee agreed that this application now meets the requirements of the National Statement on Ethical Conduct in Human Research (2007) and has been approved on that basis. You are therefore authorised to commence activities as outlined in your application on the condition that evidence of organisational approvals for the purpose of conducting research in the schools involved in this study are provided once available.

You are reminded that this letter constitutes ethics approval only. This research project must also be undertaken in accordance with all [UTS policies and guidelines](#) including the Research Management Policy.

Your approval number is UTS HREC REF NO. ETH19-4501.

Approval will be for a period of five (5) years from the date of this correspondence subject to the submission of annual progress reports.

The following standard conditions apply to your approval:

- Your approval number must be included in all participant material and advertisements. Any advertisements on Staff Connect without an approval number will be removed.
- The Principal Investigator will immediately report anything that might warrant review of ethical approval of the project to the Ethics Secretariat ([Research.Ethics@uts.edu.au](mailto:Research.Ethics@uts.edu.au)).
- The Principal Investigator will notify the UTS HREC of any event that requires a modification to the protocol or other project documents, and submit any required amendments prior to implementation. Instructions on how to submit an amendment application can be found [here](#).
- The Principal Investigator will promptly report adverse events to the Ethics Secretariat. An adverse event is any event (anticipated or otherwise) that has a negative impact on participants, researchers or the reputation of the University. Adverse events can also include privacy breaches, loss of data and damage to property.
- The Principal Investigator will report to the UTS HREC annually and notify the HREC when the project is completed at all sites. The Principal Investigator will notify the UTS HREC of any plan to extend the duration of the project past the approval period listed above through the progress report.

- The Principal Investigator will obtain any additional approvals or authorisations as required (e.g. from other ethics committees, collaborating institutions, supporting organisations).
- The Principal Investigator will notify the UTS HREC of his or her inability to continue as Principal Investigator including the name of and contact information for a replacement.

This research must be undertaken in compliance with the Australian Code for the Responsible Conduct of Research and National Statement on Ethical Conduct in Human Research.

You should consider this your official letter of approval. If you require a hardcopy please contact the Ethics Secretariat.

If you have any queries about your ethics approval, or require any amendments to your research in the future, please don't hesitate to contact the Ethics Secretariat and quote the ethics application number (e.g. ETH20-xxxx) in all correspondence.

Yours sincerely,

A/Prof Beata Bajorek

Chairperson

UTS Human Research Ethics Committee

C/- Research Office University of Technology Sydney

E: [Research.Ethics@uts.edu.au](mailto:Research.Ethics@uts.edu.au)

*Ref: E38*



## Appendix 3.2 Queensland Department of Education ethics approval

☒ I have read and understood the Privacy Statement.

### Section 1 - Applicant Information

#### Researcher

Given Name

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Surname

Saunders

Title

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PhD student

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#### Supervisor / Head of School / Director of Research / Colleague

Given Name

Lesley

Surname

Harbon

Title

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Position

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lesley.harbon@uts.edu.au

Email 2

List the additional researchers

#### Previous Research

Submission date

Title

Reviewer

☐ Have you previously received approval to conduct research in Queensland state schools or other departmental sites?

Title of previous research

Reference number (if known)

☐ Was the research application submitted through central office?

Have you provided the department with a copy of the results (or summary) of the above research?

## Section 2 - Proposed Research Study

### 2.1 Title of Research Study (max 25 words)

EARLY CAREER LANGUAGE TEACHERS' USE OF PROFESSIONAL STANDARDS

### 2.2 Content Keywords

Language Professional Development Teacher | early career

### 2.3 Provide a very brief summary of your research in simple language.

The aim of this study is to research the scope and nature of early career language teachers' engagement with professional standards and the extent to which early career language teachers work with professional standards to inform their developing practice to become accomplished teachers.

In the Australian context, all early career teachers engage with the "Australian professional standards for teachers" (APST) (Australian Institute for Teaching and School Leadership [AITSL], 2011). The APST standards are described in career stages from graduate to proficient to highly accomplished and lead. Furthermore, the APST standards inform both initial teacher education and ongoing teacher development.

Early career language teachers may, also, engage with the "Professional standards for accomplished teaching of languages and cultures" (AFMLTA Standards) (Australian Federation of Modern Language Teachers Associations [AFMLTA], 2005). This study will analyse engagement with these two professional standards documents to establish what, if any, role played in early career language teacher professional growth.

### 2.4 What is the purpose of your research?

This study is important as it will contribute knowledge to the underexplored research area of the generative capacity of professional standards in supporting professional growth of early career language teachers.

As language is the medium through which people communicate and achieve action, the importance of learning languages cannot be underestimated. There is abundant evidence in the research literature regarding the benefits of learning multiple languages (Lo Bianco & Slaughter, 2009; Morgan et al., 2016). Language teachers, well-trained and well-supported (Lo Bianco & Slaughter, 2009) are central to the realisation of plurilingual opportunities for students. Researching the processes that support languages teachers during their early careers provides valuable data in an important aspect of the overall endeavour of high quality languages education.

Early career language teachers anticipate change and expect growth in their practice as they commence in the profession (Cochran-Smith et al., 2012). If growth is anticipated and expected, then it is important to know what professional growth means and how it can be engaged with in a proactive manner. This study seeks to identify the parameters within which professional growth, as applied to early career language teachers, occurs and to identify mechanisms by which growth can be actively pursued. The focus on the experience of the early career teacher is important because it contributes to the body of well-trained and well-supported language teachers who provide plurilingual learning opportunities for all students and it is important because it is so rarely the focus in the contemporary literature.

From the perspective that personal professional growth can be effectively supported with personal engagement (Sela & Harel, 2019), and professional growth can be supported by having descriptions of ambitious practice as a guide (Thompson et al., 2013), this research seeks to analyse the various descriptions of professional practice, embodied in professional standards documents, that may feature in the lives of early career language teachers. Operating from the view that there is a direct relationship between philosophical views about the role of a teacher and how to describe what a teacher does (Moore, 2004), the study will investigate the experience of early career languages teachers engagement with professional standards documents, as part of the process aimed at supporting their professional growth. The research on these bases would provide data for a significant gap in the literature for early career language teachers.

### 2.5 What is/are your research question(s)?

The key research question for this study is whether and, if so, how early career languages teachers are using professional standards in becoming accomplished practitioners. In responding to this overarching question, the study considers three (3) related questions:

RQ1: How can Habermas' knowledge constitutive elements be used to understand the conceptualisations of accomplished languages teaching and learning that may be embedded in professional standards documents and how are these conceptualisations related to understandings held by early career languages teachers and school-based leaders?

RQ2: How are the professional standards used by early career languages teachers and by school-based leaders?

RQ3: What does the manner in which professional standards are used by early career language teachers and school-based leaders reflect about the underpinning assumptions of accomplished languages teaching and learning and the role of professional standards in supporting professional growth?

Estimated start date

26-August-2020

Estimated completion date

29-November-2021

### Section 3 - Location of Research

3.1 - What sites will be approached for the research study? (check all that apply)

☐ This application is for access to administrative data only

☒ Schools

Does the research involve schools across two or more regions?

Yes

How many schools will be approached?

1

How many schools are expected to participate?

1

Nominate the schools to be approached

Select the type of school

- ☐ Primary Only
- ☐ Primary and Secondary
- ☐ Secondary only
- ☐ Special needs schools

Select the region or regions

Select any specific additional schools

Springfield Central State High School

Total school count:

1

Selection description:

☐ Education Centres / Organisational Units / Training Organisations / Childhood Education Services

☐ Online or Virtual Sites

3.2 - Does the proposed research only involve Queensland?

True

3.3 - Why is it necessary for this research to involve the participation of school sites, education centres, online learning centres, or other Departmental sites

Early career language teachers' sense of being a teacher and of their professional growth journey is influenced by the contexts in which their experience occurs. They make choices (consciously or subconsciously) about their practice in terms of what they do and attend to or ignore as they engage in processes to expand their skills and practices. Providing early career language teachers with structure and support, informed by an understanding of professional standards, is to provide them with a means to proactively engage with their professional growth journey. School-based leaders (those who provide support to early career language teachers) are pivotal in determining the structure and support provided to early career teachers. School-based leaders' understandings of accomplished teaching and learning of languages and how that is articulated through professional standards is, potentially, profoundly influential in shaping early career language teacher experiences and supporting proactive engagement with professional growth. This study will consider whether and how early career language teachers are supported in their professional growth towards accomplished practice by their own understanding and use of and by school-based leaders' understanding and use of professional standards. Thus, it is necessary to research the phenomenon from within the school site.

3.4 - Why were these sites chosen?

- ☐ Low SES
- ☐ High SES
- ☐ P-10
- ☐ P-12
- ☐ Primary
- ☐ Secondary
- ☐ Innovative school/teaching practices
- ☐ Small school
- ☐ Large school
- ☐ Special school
- ☐ Metropolitan

- ☐ Rural
- ☐ Remote
- ☐ Indigenous
- ☐ Cultural diversity of students
- ☐ ESL
- ☐ Stratification/sampling matrix
- ☐ Existing connection with site (eg. past/present employee, know staff at site, etc.)
- ☐ Program/strategy of interest at the site
- ☐ Convenience
- ☒ Other

Please describe

Early career language teacher at school

3.5 - Have you discussed your proposal with any other personnel in the Department?

False

## Section 4 - Benefits of Research

### 4.1 - Please describe how your research aligns with the Department's research priorities?

**Leadership, expertise and support** - pursuing excellence in staff leadership and expertise, and supporting educators.

This research contributes to the priority of pursuing excellence in staff leadership and expertise and supporting educators. There is a direct contribution to the support of early career language teachers by identifying the structures and strategies, informed by an understanding of professional standards, which enable them to proactively engage with their professional growth journey. There is a direct contribution to the support of school-based leaders (those who provide support to early career language teachers) by assisting them in understanding and enhancing their pivotal role in determining the structure and support provided to early career teachers.

### 4.2 - What are the direct potential benefits of your research?

Beneficiaries of the research include early career language teachers and the school-based leaders who support them. Research outcomes may include a process for using professional standards that support early career language teachers' professional growth. This may mean strategies to assist in identifying the support that would assist for long-term, mid-term and short-term growth; strategies that assist with understanding professional growth in a languages teaching context; and strategies that assist with the collaborative relationship between early career language teachers and their school-based leaders.

Further, researchers and practitioners in the field who are interested in the use of professional standards to support professional growth could benefit from the findings into the relationship between, and impact of the underpinning epistemology of particular teacher professional standards and their use by practitioners.

### 4.3 - List the planned products of the project.

Planned products of this research include PhD Thesis and academic journal articles which will outline the findings of the research. As summary of findings, these can be fed back to the early career language teachers and school-based leaders to inform their ongoing professional activities.

### 4.4 - Has this research been funded or partially funded by the Department?

False

### 4.5 - Has this research been funded by any other Queensland or Australian government agency?

False

### 4.6 - Has this research received any other significant (more than \$1,000) funding support?

False

### 4.7 - If your research project was identified as being of potentially significant value to the department, would you be interested in collaborating with us to further increase your project's potential benefits?

True

### 4.8 - Who are the key audiences for your research?

- ☒ Educators
- ☒ Principals
- ☐ Policy makers
- ☒ Academic community
- ☐ Parents / guardians
- ☐ P&Cs
- ☒ Content specialists
- ☐ School staff
- ☐ Staff in Regional Offices
- ☐ Staff in Central Office
- ☐ Other

### 4.9 - What strategies will you use to ensure that your key audiences (particularly end-users) are engaged early in your research, and throughout each of your research stages?

A range of strategies, appropriate to audience, will be used. Information about research will be provided in written form via electronic means and will be followed up with telephone and face to face means (if appropriate) to ensure early engagement. This will be to all relevant parties, including principals, early career language teachers and school-based leaders. Negotiation with participants in terms of seeking their time will be ongoing. This is to ensure participants are aware of the commitment required, they make informed decisions about their participation and can maintain their participation in the research. Dates will be negotiated with participants at outset. Reflection on progress and reminder (and renegotiation, if necessary) will take place at an approximate mid-point, which is likely to be after completion of observations and before focus groups and interviews. Feedback on instruments and data gathered will be reflected back to participants for confirmation. Outcomes of research will be provided to principal and research participants at the conclusion of the research.

**4.10 - Outline your proposed end-user engagement plan to guide the engagement process throughout the project.**

See attachment "End-user-engagement-plan for early career language teacher research"

**4.11 - How do you plan to communicate your research findings to your key audiences?**

As noted, planned products of this research include PhD Thesis and academic journal articles which will outline the findings of the research. As summary of findings, these can be fed back to the early career language teachers and school-based leaders to inform their ongoing professional activities.



## Section 5 - Research Methodology

### 5.1 - What type of research are you planning to do?

Select all that apply:

- |  |   |
|--|---|
| <input type="checkbox"/> Randomised Controlled Trial (RCT) | <input type="checkbox"/> Exploratory                    |
| <input type="checkbox"/> Quasi-experimental                | <input type="checkbox"/> Applied Research               |
| <input type="checkbox"/> Cross-sectional                   | <input type="checkbox"/> Action Research                |
| <input type="checkbox"/> Evaluation                        | <input type="checkbox"/> Evidence Study                 |
| <input checked="" type="checkbox"/> Case Study             | <input type="checkbox"/> Longitudinal                   |
| <input type="checkbox"/> Quantitative                      | <input type="checkbox"/> Cohort                         |
| <input checked="" type="checkbox"/> Qualitative            | <input type="checkbox"/> Interrogation of existing data |
| <input type="checkbox"/> Mixed-method                      | <input type="checkbox"/> Other                          |
| <input type="checkbox"/> Observational                     |   |

### 5.2 - Please provide details of the method or approach you will use to collect information to answer each research question.

This study will employ a case study methodology with multiple cases embedded. A purposive sample of five (5) early career languages teachers will be identified as the participants. They will be joined by the school-based leader who is directly responsible for supporting the early career languages teacher at the school site. In terms of data gathering instruments, it is proposed that the study uses: • document examination and comparative analysis of the APST and the AFMLTA Standards, • survey of languages teachers, • semi-structured questionnaires, observation of meetings of participants, focus groups discussions with participants and interviews with participants. The survey of languages teachers will be implemented through the use of suitable software such as Qualtrics. Engagement with case study participants can be undertaken through distance modes, such as Zoom, email and telephone. Questionnaires will be facilitated electronically. Focus groups will be facilitated electronically. Initial orientation sessions and interviews can be conducted electronically or in face to face mode (if permissible and if preferred by participants). Observations of meetings will be conducted during school-initiated and school scheduled meetings. The school will determine whether such meetings are virtual or face to face.

### 5.3 - Will your research collect any personal information?

False

### 5.4 - Will your research use existing administrative data?

False

### 5.5 - Will you be data-linking any data or information you collect or receive to other data?

False

5.6 - Please state the total number of each type of participant (students, teachers, principals, parents/guardians, other school staff) to be involved in the research project, by each State/territory and sector if relevant (Government, Catholic and Independent). Please justify why this many participants were chosen or are required.

Description	Number of participants	Justify/explain
Early career language teachers	5	Five cases represents a balance between what is possible to achieve, in terms of data gathering during the fieldwork timeframe, yet having a sufficient sample size for in-depth and detailed data analysis.
School-based leader	5	One school-based leader (mentor, head of department) who provides direct support or supervision to the early career language teacher.

Please explain how you will recruit or select schools and participant groups (no more than 100 words)

Initial research question relates to the understandings of accomplished practice in the teaching & learning of languages. A survey instrument will be used to gather data from a broad language teacher field. Respondents to the survey will be sought through a languages teacher association. Through the survey, a small number of early career language teacher respondents can be sought as participants for case study. Early career teachers who express an interest in participating in the research will be contacted by the researcher, provided further detail. Participation by only one (1) early career language teacher from a state school is sought, in this instance. The early career language teacher would be supported by one (1) school-based leader from the identified school site.

Age group of students/children actively participating (if applicable)

- |  |   |
|--|---|
| <input type="checkbox"/> Pre-prep/kindergarten | <input type="checkbox"/> Year 7         |
| <input type="checkbox"/> Prep                  | <input type="checkbox"/> Year 8         |
| <input type="checkbox"/> Year 1                | <input type="checkbox"/> Year 9         |
| <input type="checkbox"/> Year 2                | <input type="checkbox"/> Year 10        |
| <input type="checkbox"/> Year 3                | <input type="checkbox"/> Year 11        |
| <input type="checkbox"/> Year 4                | <input type="checkbox"/> Year 12        |
| <input type="checkbox"/> Year 5                | <input type="checkbox"/> Post-secondary |
| <input type="checkbox"/> Year 6                |   |

5.7 – Please attach a copy of your research instruments including interview questions.

TRIM References

[instr1\\_LangTehSurv\\_v4.pdf \(https://trimweb.qed.qld.gov.au/hptrimwebclient/?q=number:NOT%2FIN%2FTRIM&t=record\)](https://trimweb.qed.qld.gov.au/hptrimwebclient/?q=number:NOT%2FIN%2FTRIM&t=record)

5.8 – Does your research require participants to access an online survey?

True

What survey software will be used and in which country are the servers located that will store collected data?

Qualtrics

In which country are the servers located that will store collected data?

Australia

What is the URL for the online survey?

[https://utsau.au1.qualtrics.com/Q/EditSection/Blocks?ContextSurveyID=SV\\_0DsKn0f5jHt4Syp](https://utsau.au1.qualtrics.com/Q/EditSection/Blocks?ContextSurveyID=SV_0DsKn0f5jHt4Syp)

5.9 – Does your research require participants to access any other internet sites?

False

5.10 – How will you analyse your data to answer your research question(s)?

This qualitative case study will use Habermas' knowledge constitutive interests (KCIs) as a critical theory framework for analysis. Data analysis will be an iterative process with three broad phases. Phase 1: APST and AFMLTA professional standards documents will be read for meaning. Then, using Saldana's (2008) first cycle and second cycle coding processes, the documents will be analysed to identify themes and positions in terms of a critical theory perspective (Habermas' KCIs). Data from the broad survey will be coded and then analysed to determine whether the patterns of belief held by languages teachers is similar to or distant from the data emerging from the document analysis. Data from the semi-structured questionnaires and observation field notes will be coded and then analysed to determine whether similar patterns of belief are held by early career language teachers and school-based leaders (similar to each other), and whether the patterns of belief are similar to or distant from both the data emerging from the document analysis and the language teacher survey. Phase 2: Using the identified themes emerging from the Phase 1 of data analysis, with particular focus on the early career language teacher and school-based leader data, design a semi-structured interview schedule for case participants in which participants' views on the relationships between professional standards, professional growth and accomplished languages practices are identified. Interviews will be transcribed, read and coded. The data will be analysed to identify themes and positions in terms of a critical theory perspective. Phase 3: Through a reanalysis of Phase 1 and Phase 2 data, analysis is undertaken to identify themes that reflect participants' beliefs about the underpinning assumptions of accomplished languages teaching and the role of professional standards in supporting professional growth.

5.11 – Please outline dates for key activities or milestones (e.g. participant recruitment and consent collection, data collection periods, feedback points, interim and final reports, and completion):

Key Milestone	When?
Survey of languages teachers	14/06/2020 2:00:00 PM
Participant recruitment	2/08/2020 2:00:00 PM
Ethics applications	23/08/2020 2:00:00 PM
Fieldwork and data collection	4/10/2020 2:00:00 PM
Report back to participants and confirmation of initial data	25/10/2020 2:00:00 PM
Interim findings	31/01/2021 2:00:00 PM
Final thesis and findings	23/05/2021 2:00:00 PM

5.12 – What strategies will you use to disseminate the findings of your research?

Findings will be disseminated through thesis and through published articles in academic journals.

## Section 6 - Imposition

### 6.1 - Research participants in each school

Type of activity	Participants in each site	Amount of time activity will take	When activity will take place	Participation strategy
Orientation meeting	2	30 minutes	at mutually convenient time to be negotiated	meeting with nominated participants
Questionnaire	2	40 minutes	at a time of individual's own individual's own discretion, term 3/4 2020	individual activity
Observation	2	60 minutes	during planning and preparation time, term 3/4, 2020	meeting with nominated participants
Observation	2	60 minutes	during planning and preparation time, term 3/4 2020	meeting with nominated individuals
Focus Group	2	60-90 minutes	during planning and preparations time, term 3/4 2020	Zoom meeting with participants across study
Interview	2	60-90 minutes	during out of school hours, term 3/4 2020	Zoom meeting with participants across study

### 6.2 - Administrative and other support expected from each school

Administrative activity or other type of support required	Personnel to be involved	Amount of time administrative activity will take
Nil	Nil	0

### 6.3 - Please describe how you will minimise the imposition of the research on participants, school staff and school operations.

Imposition of the research on school, broader school staff and school operations will be negligible as the research involves only two teacher participants. Once discussions and negotiations are completed with Principal (or nominee) about the requirements of the research, there should be no further impact of time. Imposition of research on participants will be kept to a minimum. Scheduling of individual activities can take place with each participant during one orientation meeting (out of school hours). Two observations will be during school hours, but involve already school-planned activity; this does not involve additional time and the imposition is the addition of researcher as observer. Other activities of the study (questionnaire, focus group and interview) will be scheduled for times that do not impact on school operations.



## Section 7 - Ethics

7.1 - Have you applied for approval from a Human Research Ethics Committee?

True

Has your application for ethical clearance been approved yet?

True

7.2 – Please attach a copy of information sheets for each category of participant

The information should seek to ensure that a person's decision to participate in research is voluntary and based on sufficient information and adequate understanding of both the proposed research and the implications of participation in it. It should include information listed in [Section 2.2.6 \(https://www.nhmrc.gov.au/book/chapter-2-2-general-requirements-consent\)](https://www.nhmrc.gov.au/book/chapter-2-2-general-requirements-consent) and [Section 2.1.8 \(https://www.nhmrc.gov.au/book/chapter-2-1-risk-and-benefit\)](https://www.nhmrc.gov.au/book/chapter-2-1-risk-and-benefit) of the National Statement on Ethical Conduct in Human Research.

TRIM References

[School leader information sheet and consent form as at 28 Feb.pdf \(https://trimweb.qed.qld.gov.au/hprimwebclient/?q=number:NOT%2FIN%2FTRIM&t=record\)](https://trimweb.qed.qld.gov.au/hprimwebclient/?q=number:NOT%2FIN%2FTRIM&t=record)

7.3 - Please attach a letter to the principal seeking permission for their schools' participation in the research

TRIM References

[School leadership invitation letter as at 30 March.pdf \(https://trimweb.qed.qld.gov.au/hprimwebclient/?q=number:NOT%2FIN%2FTRIM&t=record\)](https://trimweb.qed.qld.gov.au/hprimwebclient/?q=number:NOT%2FIN%2FTRIM&t=record)

7.4 - Please attach a consent form for each category of participant:

TRIM References

None

7.5 - Will collected data be retained for potential use in future research or for use by other researchers?

False

7.6 – Does the researcher have any real or perceived conflicts of interest that have the potential to influence how they will conduct the research project?

No conflict of interest evident.

## Section 8 - Blue Card (for all researchers involved in data collection)

8.1 – Will your research activities involve contact with children, including online contact, in order to undertake your research as proposed?

True

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Evidence of Blue Card:

TRIM References

20082001.PDF (<https://trimweb.qed.qld.gov.au/hptrimwebclient/?q=number:NOT%2FIN%2FTRIM&t=record>)

## Section 9 - Sensitivities

9.1 - Do you anticipate any media interest in the proposed research study?

☐ False

9.2 - Is your research sensitive in its topic or focus? A sensitive topic may include, but is not limited to, the following.

Please select all that apply:

- |   |   |
|---|---|
| <input type="checkbox"/> Illegal behaviour(e.g.hitting others, damaging or stealing property) | <input type="checkbox"/> Indigenous matters   |
| <input type="checkbox"/> Bullying or anti-social/inappropriate behaviour                      | <input type="checkbox"/> Other topics related to race, cultural or ethnic relations |
| <input type="checkbox"/> Violence, abuse or neglect   | <input type="checkbox"/> Gender diversity   |
| <input type="checkbox"/> Domestic and family violence   | <input type="checkbox"/> Religious matters  |
| <input type="checkbox"/> Grief, trauma and/or death   | <input type="checkbox"/> Radicalisation to violent extremism                        |
| <input type="checkbox"/> Use of alcohol or other drugs  | <input type="checkbox"/> Students from refugee backgrounds                          |
| <input type="checkbox"/> Gambling-like behaviour  | <input type="checkbox"/> Children in out-of-home care                               |
| <input type="checkbox"/> Depression and/or anxiety  | <input type="checkbox"/> Behaviour support  |
| <input type="checkbox"/> Social or emotional wellbeing  | <input type="checkbox"/> Other  |
| <input type="checkbox"/> Other mental health issues   |   |
| <input type="checkbox"/> Health conditions or illness   |   |
| <input type="checkbox"/> Disability(as defined by the Disability Discrimination Act)          |   |

☒ My topic is not sensitive

9.3 - Is your research sensitive in its methodology? A sensitive method may include, but is not limited to the following.

- |  |  |
|--|--|
| <input type="checkbox"/> Non-curriculum related assessment or intervention(eg.psychological measurement or assessment)?  | <input checked="" type="checkbox"/> Audio or visual recording(photographs and video recording) |
| <input type="checkbox"/> Deception   |  |
| <input type="checkbox"/> Questionnaire items with negative wording or valence(eg. 'I feel sad when I wake up in the morning' or 'Over the past week, I couldn't seem to experience any positive feeling at all') |  |
| <input type="checkbox"/> Use of procedures, activities or equipment, which may involve body contact, physical risk or emotional distress   |  |
| <input type="checkbox"/> Passive rather than active consent  |  |
| <input type="checkbox"/> Children whose parents/caregivers are unable to give informed consent because of language or other difficulties in understanding information  |  |
| <input type="checkbox"/> Testing methods which are adjusted for people with disability   |  |

Describe the mitigation strategies that will be employed to address the risks associated with this sensitivity

Audio recordings of the interviews with the early career language teacher and the school based leader will be made using a dedicated digital voice recording device. Audio recordings of the focus group for early career teachers and the focus group for school-based leaders will be made using a dedicated digital voice recording device. All audio files will be transferred to a password protected digital data storage device. Audio files will then be deleted from the audio recording device.

- |  |
|--|
| <input type="checkbox"/> Interaction with children individually or outside the classroom environment                   |
| <input type="checkbox"/> Incentives or compensation(financial and/or non-financial)                                    |
| <input type="checkbox"/> Development of a commercial product and/or service  |
| <input type="checkbox"/> Evaluation of Departmental interventions, programs or policies                                |
| <input type="checkbox"/> A control group without the option to receive the intervention or treatment after the project |
| <input type="checkbox"/> Use of social media or online collaborative tools   |
| <input type="checkbox"/> Other   |

☐ The methodology of my research is not sensitive

9.4 - Is your research sensitive in its proposed data analysis and/or reporting? A sensitive report may include, but is not limited to, the following.

- |   |
|---|
| <input type="checkbox"/> People who identify as Aboriginal or Torres Strait Islander                          |
| <input type="checkbox"/> People with a diagnosed disability (as defined by the Disability Discrimination Act) |
| <input type="checkbox"/> People with other difficulties(e.g.learning, social, emotional or physical)          |
| <input type="checkbox"/> Minority cultural or ethnic groups   |
| <input type="checkbox"/> Religious identity   |
| <input type="checkbox"/> Comparison of state(public) schooling with Catholic and/or Independent schooling     |
| <input type="checkbox"/> Comparison of Queensland state schools with other states, territories or nations     |
| <input type="checkbox"/> Possible identification of participants, classes or schools in reports               |
| <input type="checkbox"/> Other  |

☒ My data analysis and reporting are not sensitive

## Section 10 - Other Supporting Documents

### TRIM References

[end-user-engagement-plan-for-early-career-language-teacher-research.pdf \(https://trimweb.qed.qld.gov.au/hptrimwebclient/?q=number:NOT%2FIN%2FTRIM&t=record\)](https://trimweb.qed.qld.gov.au/hptrimwebclient/?q=number:NOT%2FIN%2FTRIM&t=record)

## Section 11 - Researcher's Declaration

Departmental approval to approach school principals or managers to invite their students' and/or staff's participation in research is granted conditionally upon the Department's terms and conditions being met. By signing and submitting your research application, you agree to abide by these terms and conditions.

If at any time these conditions are contravened the researcher may, in the first instance, receive a warning from the Department. If such behaviour continues the Department will immediately withdraw approval for the research project and all research activity will cease pending an investigation of the contravention. Legal action may be taken in line with the relevant acts and policies.

It is mandatory for all applications to conduct research involving the Department of Education sites and/or data to be signed by the researcher and by a supervisor, head of school, director of research, or a colleague.

The Researcher Declaration Form is to be printed and signed, and then a scanned copy uploaded using the link below.

### Researcher Declaration Form

If you provide consent, the specific information listed below may be published and/or reproduced by the department, including making it public on the Queensland Education Research Inventory (QERI) website. The purpose of this database is to help inform departmental staff, researchers and the public about approved research involving departmental sites and/or data. Applicants can choose not to consent to making the following information public, but will need to provide a justification for this. The Department retains the discretion to choose not to make research public, even when consent is provided by the applicant.

With your consent, the following information may be made public:

- Researcher title and name
- Researcher email address
- Name of university/organisation
- Title of your research study (2.1)
- Content keywords (2.2)
- Brief summary of research (2.3)
- Date that your research application was submitted to the Department

### Consent Statement

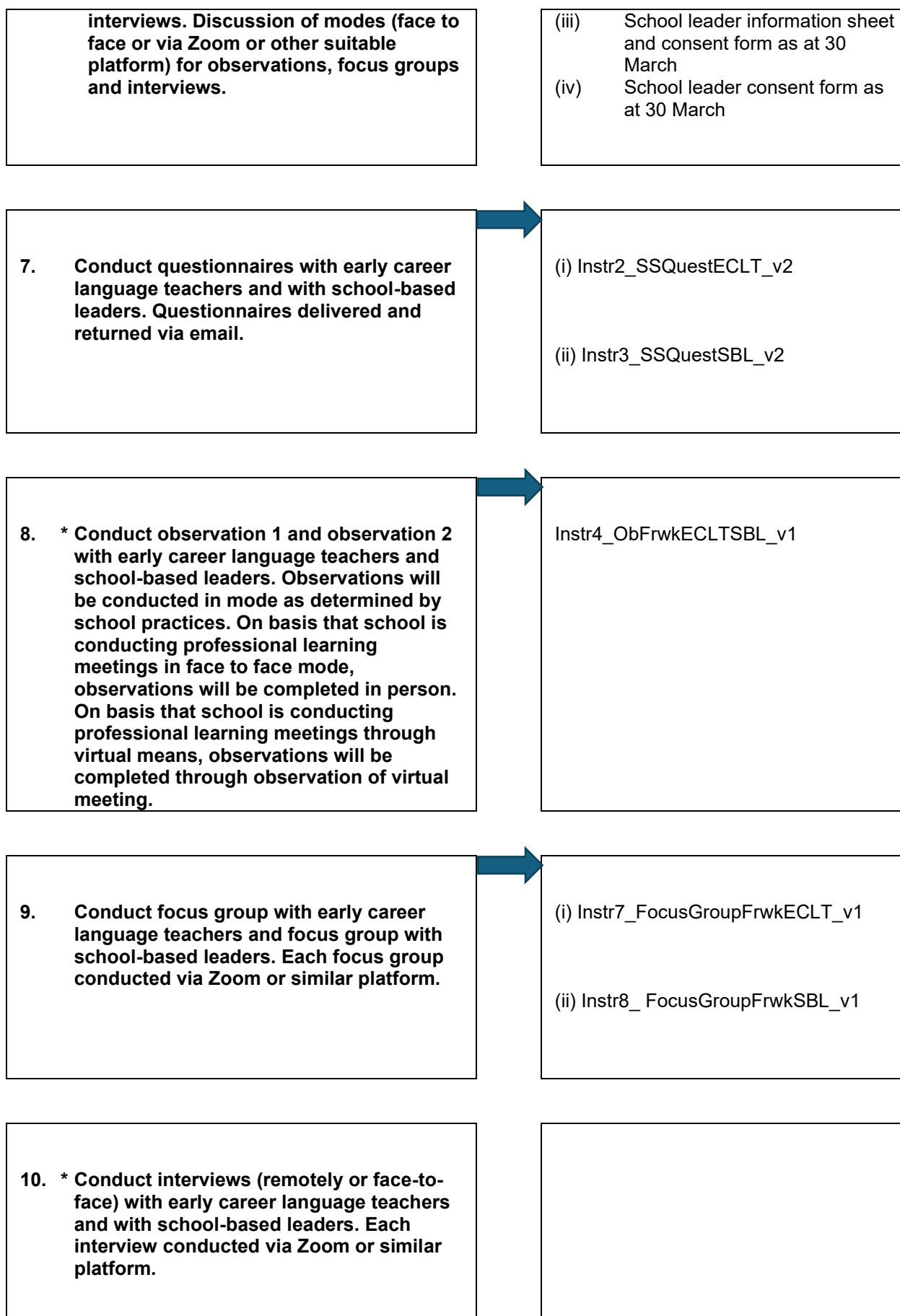
- ☒ I consent to the details of this application that are listed above being published and/or reproduced by the department, including being made publicly available on the QERI website. I confirm that I am the original author of this content, and that no other people's copyrighted content is included, OR I have attached written consent by the copyright holder for the department to publish and/or reproduce this content, including publishing it on the QERI website.
- ☒ Do not make my email address publicly available
- ☐ I do not consent to the details of this application that are listed above being made publicly available on the QERI website.

### Appendix 3.3 Sequence of participant involvement

#### Sequence of participant's involvement

\* Indicates step where implications of COVID-19 responses will impact on whether steps are conducted on a face-to-face basis or virtual basis.

STEP	RESOURCE OR INSTRUMENT
1. Broad survey of languages teachers	Instr1_LangTchSurv_v4
2. Identification of self-nominated early career languages teachers (from survey).	
3. Map self-nominated early career languages teachers to select case study participants	Instr5_MatrixFrwk_for_caseselection_v1
4. Meet (remotely) with school leadership of early career languages teachers selected for case study	School leadership invitation letter as at 30 March
5. Conduct profile interview (remotely) with Principal (or nominee) of each school with early career languages teachers selected for case study	Instr6_SchoolProfile_v1
6. * Meet (remotely or face-to-face) with early career languages teachers & school-based leaders case study participants. Provide information sheets and consent forms. Confirm dates for questionnaire, observations, focus groups and	(i) Teacher information sheet as at 30 March (ii) Teacher consent form as at 30 March



## Appendix 3.4 Sampling framework

### Matrix for consideration of Early Career Language Teacher self-nominations

Each early career language teacher who self nominates and has a school-leader committed to working with them, is mapped against the following matrix. '1' will be added in the appropriate category for each major aspect (sector, schooling and experience).

In the event of more than five, self-nominated, eligible early career languages teachers, a process to determine the five (5) case study participants will be used. After mapping each early career language teacher on the matrix, various combinations of potential participants are developed.

In evaluating the appropriateness of any particular combination, the totals for each column are used. The evaluation criteria will be that:

- each Sector (government/non-government school) column should have a **minimum** of 2  
AND
- each Schooling (primary or secondary school) column should have a **minimum** of 2  
AND
- each Experience (1<sup>st</sup> year, 2<sup>nd</sup> year, 3<sup>rd</sup> year) column should have a **maximum** of 2.

Teacher	Sector		Schooling		Experience (in years)				
	Teaches in a govt school	Teaches in a non-govt school	Teaches in a primary school	Teaches in a secondary school	1st	2nd	3rd	4th	5th
Total									

### Appendix 3.5 School leadership invitation letter

INVITATION LETTER – SCHOOL LEADERSHIP – PROVIDED AT INITIAL MEETING

#### EARLY CAREER LANGUAGE TEACHERS' USE OF PROFESSIONAL STANDARDS (UTS HREC APPROVAL NUMBER – ETH19-4501)

Dear .....

My name is Sherryl Saunders, and I am a PhD candidate at the University of Technology, Sydney.

I am conducting doctoral research into the professional growth journey of early career languages teachers. It is hoped that the more we know, through research, about beginning teachers, the more that support processes can be offered to help keep them teaching past five years, the period we know to be the time when there is attrition from the profession. I would welcome your assistance to allow exploration of the experiences and perceptions of early career languages teachers and those who directly support them at school.

In sum, I request your support for:

1. Participation by the early career language teacher and the staff member who provides direct professional support to that teacher (hereafter referred to as the 'school leader') in a questionnaire, observation, focus group and interview.
2. Principal (or your nominee) participation in a semi-structured, audio-recorded interview to gather background information. This should take no more than 30 minutes of your time. **It can be conducted as a face to face meeting or via Zoom or similar platform.**



I seek permission to contact the early career language teacher who indicated an interest in this research in a survey. Early career language teacher and school leader participation in this research will involve:

1. Responding to a questionnaire that will take approximately 30-40 minutes to complete. The questionnaire seeks to identify understandings of language teaching, teacher practice and professional growth. It will ask both rank order questions and open-ended questions. **Soft copy questionnaires will be provided to participants via email and completed questionnaires can be returned, via email, approximately one week after provision of questionnaire.**
2. Being observed during regular meetings of teachers, scheduled for the purposes of professional learning. Two observations, each of approximately 45-60 minutes duration, will be conducted. These will be scheduled for a mutually convenient time and, ideally, will be conducted within two-to-four weeks of the completion of the questionnaire. The observations involve both the early career language teacher and school leader at the same time. **The observations can be made during face to face meetings or during virtual meetings, as scheduled by the school.**
3. Participating in a focus group. There will be a focus group of early career languages teachers and another focus group of school-based leaders. Each focus group will be of approximately 60-90 minutes duration. Each focus group will be schedule for a mutually convenient time and will, ideally be conducted approximately four to six weeks after the completion of the questionnaire. **The focus groups will be conducted virtually, via Zoom or similar platform.**
4. Participating in a 60-90 minutes semi-structured interview that will be audio recorded and transcribed. Initial questions will be provided a week prior to the interview. Interviews of the early career language teacher and school leader will be conducted separately and confidentially. However, the interviews will be scheduled to take place on the same date. **The interviews can be conducted as a face to face meeting or via Zoom or similar platform.**

This research is not an evaluation of any teacher's work or of the school, rather it is about enhancing our understanding of how early career language teachers can be supported in the beginning years in the profession. The time and schedules of study participants will be respected. Additionally, the context of teaching and learning in recent times will be considered. I will pre-arrange time for distribution of questionnaires, for observations, focus groups and interviews. All observations and interviews will be conducted with sensitivity and confidentiality.

Findings of my research will appear in my PhD thesis and, later, in journal articles. Data published will not identify study participants or the school in any

way. Pseudonyms will be used. Other early career languages teachers and school leaders in Queensland schools have also been invited to participate in the project.

If you consent, I would request that you contact me at your earliest convenience on my email at [sherryl.a.saunders@student.uts.edu.au](mailto:sherryl.a.saunders@student.uts.edu.au) or my mobile on [REDACTED]. Also, if you have any questions about the research or the school's participation, please do not hesitate to contact me or my supervisor, Professor Lesley Harbon at email [Lesley.harbon@uts.edu.au](mailto:Lesley.harbon@uts.edu.au).

You are under no obligation to participate in this research. Thank you for your time and consideration of this matter.

Yours sincerely,

Ms Sherryl Saunders  
PhD candidate  
University of Technology Sydney  
E: [sherryl.a.saunders@student.uts.edu.au](mailto:sherryl.a.saunders@student.uts.edu.au)  
M: [REDACTED]

**NOTE:**

This study has been approved by the University of Technology, Sydney Human Research Ethics Committee. If you have any complaints or reservations about any aspect of your participation in this research which you cannot resolve with the researcher, you may contact the Ethics Committee through the Research Ethics Officer (ph: +61 2 9514 2478 [Research.Ethics@uts.edu.au](mailto:Research.Ethics@uts.edu.au)), and quote the UTS HREC reference number. Any complaint you make will be treated in confidence and investigated fully and you will be informed of the outcome.

## Appendix 3.6 ECLT information sheet

### PARTICIPANT INFORMATION SHEET FOR EARLY CAREER LANGUAGE TEACHERS

#### EARLY CAREER LANGUAGE TEACHERS' USE OF PROFESSIONAL STANDARDS (UTS HREC APPROVAL NUMBER: ETH19-4501)

##### WHO IS DOING THE RESEARCH?

My name is Sherryl Saunders and I am a doctoral candidate at the University of Technology Sydney. My supervisor is Professor Lesley Harbon, Head of School, School of International Studies and Education.

##### WHAT IS THIS RESEARCH ABOUT?

This research is to find out about the professional growth journey of early career languages teachers. It is hoped that the more we know, through research, about beginning teachers, the better support processes can be offered to help keep them teaching past five years, the period we know to be the time when there is attrition from the profession.

##### IF I SAY YES, WHAT WILL IT INVOLVE?

If you decide to participate, I will invite you to:

- answer a questionnaire about your experiences and perspectives of being a beginning language teacher. It will take approximately 30-40 minutes to complete. However, if you wish to take more time to think about your answers, you will be able to do so. **The questionnaire will be provided electronically and can be returned electronically.**
- be observed during two regular meetings of teachers, scheduled for the purposes of professional learning for early career teachers. **The observations can occur at meetings that are run as face to face meetings at the school or virtual meetings scheduled and facilitated by the school. OR** complete two individual self-observation frameworks, based on professional learning opportunities, in circumstances where observations of meetings is not possible.

- participate in a focus group with other beginning languages teachers. It will take approximately 1-1.5 hours. **It will take place via Zoom or other suitable virtual platform.**
- participate in a 1-1.5 hour semi-structured interview that will be audio recorded and transcribed. Starting questions for the interview will be provided one week prior to the interview. **The interview can take place in a face to face meeting or via Zoom or other suitable platform.**

#### ARE THERE ANY RISKS/INCONVENIENCE?

Yes, there are some risks/inconvenience. Risks include the slight likelihood of inconvenience, embarrassment or discomfort for participant teachers. You might feel embarrassed about being observed during meetings at school. I assure you that I am mindful about being sensitive to and aware of your busy schedule and will do my best not to be a distraction or source of inconvenience to you. You may be embarrassed or feel uncomfortable about being recorded in interviews, in which case I can pause or turn off the recording. All questions are about your experiences and perceptions of being an early career language teacher. Additionally, you are not obliged to answer any questions that you don't feel comfortable to do so. You can withdraw at any time.

You might be concerned about giving your honest opinions or example about the good and not so good in your everyday work. However, I can assure you that your name and the name of your school will not be identifiable in the transcript or observation notes, and pseudonyms will be used in all publications. Everything you say will remain confidential to this study. In other words, I will not repeat what you say to school leadership or your teaching colleagues or anyone in or outside of the school. This research is not an evaluation of your teaching, rather it is about enhancing our understanding of ways to support early career teachers in their professional growth.

Your time and schedule will be highly respected, and I will pre-arrange observation, focus group and interview times with you. The observations and interviews will be conducted with sensitivity and confidentiality. Data published will not identify your or the school in any way, instead, pseudonyms will be used.

#### DO I HAVE TO SAY YES?

Participation in this study is voluntary. It is completely up to you whether or not you decide to take part.

#### WHAT WILL HAPPEN IF I SAY NO?

If you decide not to participate, it will not affect your relationship with the researchers or the University of Technology Sydney. If you wish to withdraw from the study once it has started, you can do so at any time without having to give a reason, by contacting the researcher, Sherryl Saunders by email at [sherryl.a.saunders@student.uts.edu.au](mailto:sherryl.a.saunders@student.uts.edu.au) or mobile 0409 878 091.

If you withdraw from the study, any recordings and transcripts will be destroyed. However, it may not be possible to withdraw your data from the study results if these have already had your identifying details removed.

#### CONFIDENTIALITY

By signing the consent form you consent to the research team collecting and using personal information about you for the research project. All this information will be treated confidentially. The collected data, participants names, school names will be treated confidentially by using pseudonyms for each participant and the school and keeping your identity anonymous. Data records will be stored as handwritten notes, voice recordings, and transcripts of audio recordings; photocopies of documents or photos of artefacts or objects. Current data will be saved on an external hard drive locked with a password. A backup copy will be saved in university cloud storage system and in accordance with university procedures. Data in storage will not contain participants' personal details. Only my academic supervisors and I will have access to the data. Your information will be used for the purpose of this research project and it will only be disclosed with your permission, except as required by law. In any publication, information will be provided in such a way that you cannot be identified. We would like to store your information for future

sued in research projects that are an extension of this research project. In all instances your information will be treated confidentially.

#### WHAT IF I HAVE CONCERNS OR A COMPLAINT?

If you have concerns about the research that you think I or my supervisor can help you with, please feel free to contact me on my email at

[sherryl.a.saunders@student.uts.edu.au](mailto:sherryl.a.saunders@student.uts.edu.au) or my supervisor at email

[Lesley.Harbon@uts.edu.au](mailto:Lesley.Harbon@uts.edu.au).

You will be given a copy of this form to keep.

#### **NOTE:**

This study has been approved in line with the University of Technology Sydney Human Research Ethics Committee [UTS HREC] guidelines. If you have any concerns or complaints about any aspect of the conduct of this research, please contact the Ethics Secretariat on ph.: +61 2 9514 2478 or email: [Research.Ethics@uts.edu.au](mailto:Research.Ethics@uts.edu.au)], and quote the UTS HREC reference number. Any matter raised will be treated confidentially, investigated and you will be informed of the outcome.

### **Appendix 3.7 ECLT consent form**

#### **CONSENT FORM – EARLY CAREER LANGUAGE TEACHERS**

##### **EARLY CAREER LANGUAGE TEACHERS' USE OF PROFESSIONAL STANDARDS (UTS**

**HREC APPROVAL NUMBER: ETH19-4501)**

I \_\_\_\_\_ agree to participate in the research project Early career language teachers' use of professional standards (UTS HREC REF NO. ) being conducted by Sherryl Saunders, of the University of Technology Sydney, mobile number [REDACTED] for her degree of Doctor of Philosophy.

I have read the Participant Information Sheet or someone has read it to me in a language that I understand.

I understand the purposes, procedures and risks of the research as described in the Participant Information Sheet. I understand that I will be asked to complete a questionnaire; be observed during two school-initiated meetings or to provide two individual, self-observation frameworks; participate in a focus group and be interviewed.

I have had an opportunity to ask questions and I am satisfied with the answers I have received.

I freely agree to participate in this research project as described and understand that I am free to withdraw at any time without affecting my relationship with the researchers or the University of Technology Sydney.

I understand that I will be given a signed copy of this document to keep.

I agree to be:

☐ Audio recorded

☐ Observed during specifically identified meetings and focus group

I agree that the research data gathered from this project may be published in a form that:

☐ Does not identify me in any way

☐ May be used for future research purposes

I am aware that I can contact Sherryl Saunders at email [sherryl.a.saunders@student.uts.edu.au](mailto:sherryl.a.saunders@student.uts.edu.au) or my supervisor at email [Lesley.Harbron@uts.edu.au](mailto:Lesley.Harbron@uts.edu.au) if I have any concerns about the research.

\_\_\_\_\_  
Name and Signature [participant]

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

\_\_\_\_\_  
Name and Signature [researcher or delegate]

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

\_\_\_\_\_  
Name and Signature [witness\*]

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

**\* Witness to the consent process**

If the participant, or if their legally acceptable representative, is not able to read this document, this form must be witnessed by an independent person over the age of 18. In the event that an interpreter is used, the interpreter may not act as a witness to the consent process. By signing the consent form, the witness attests that the information in the consent form and any other written information was accurately explained to, and apparently understood by, the participant (or representative) and that informed consent was freely given by the participant (or representative)



## Appendix 3.8 SBL information sheet

### PARTICIPANT INFORMATION SHEET FOR SCHOOL LEADERS

#### EARLY CAREER LANGUAGE TEACHERS' USE OF PROFESSIONAL STANDARDS (UTS HREC APPROVAL NUMBER – ETH19-4501)

##### WHO IS DOING THE RESEARCH?

My name is Sherryl Saunders and I am a doctoral candidate at the University of Technology Sydney. My supervisor is Professor Lesley Harbon, Head of School, School of International Studies and Education.

##### WHAT IS THIS RESEARCH ABOUT?

This research is to find out about the professional growth journey of early career languages teachers. It is hoped that the more we know, through research, about beginning teachers, the better support processes can be offered to help keep them teaching past five years, the period we know to be the time when there is attrition from the profession.

##### IF I SAY YES, WHAT WILL IT INVOLVE?

If you decide to participate, I will invite you to:

- answer a questionnaire that will take approximately 30-40 minutes to complete. However, if you wish to take more time to think about your answers, you will be able to do so. **The questionnaire will be provided electronically and can be returned electronically.**
- be observed during two regular meetings of teachers, scheduled for the purposes of professional learning for early career teachers. **The observations can occur at meetings that are run as face to face meetings at the school or virtual meetings scheduled and facilitated by the school.**
- participate in a focus group with other school leaders. It will take approximately 1-1.5 hours. **It will take place via Zoom or other suitable virtual platform.**
- participate in a 1-1.5 hour semi-structured interview that will be audio recorded and transcribed. Starting questions for the interview will be

provided one week prior to the interview. **The interview can take place in a face to face meeting or via Zoom or other suitable platform.**

#### ARE THERE ANY RISKS/INCONVENIENCE?

Yes, there are some risks/inconvenience. Risks include the slight likelihood of inconvenience, embarrassment or discomfort for participants. You might feel embarrassed about being observed during meetings at school. I assure you that I am mindful about being sensitive to and aware of your busy schedule and will do my best not to be a distraction or source of inconvenience to you. You may be embarrassed or feel uncomfortable about being recorded in interviews, in which case I can pause or turn off the recording. All questions are about your experiences and perceptions of providing support to early career language teachers. Additionally, you are not obliged to answer any questions that you don't feel comfortable to do so. You can withdraw at any time.

You might be concerned about giving your honest opinions or example about the good and not so good in your everyday work. However, I can assure you that your name and the name of your school will not be identifiable in the transcript or observation notes, and pseudonyms will be used in all publications. Everything you say will remain confidential – in other words, I will not repeat what you say to your teaching colleagues or anyone in or outside of the school. This research is not an evaluation of you in your role, rather it is about enhancing our understanding of ways to support early career teachers in their professional growth.

Your time and schedule will be highly respected, and I will pre-arrange observation and interview times with you. The observations and interviews will be conducted with sensitivity and confidentiality. Data published will not identify you or the school in any way, instead, pseudonyms will be used.

#### DO I HAVE TO SAY YES?

Participation in this study is voluntary. It is completely up to you whether or not you decide to take part.

#### WHAT WILL HAPPEN IF I SAY NO?

If you decide not to participate, it will not affect your relationship with the researchers or the University of Technology Sydney. If you wish to withdraw from the study once it has started, you can do so at any time without having to give a reason, by contacting the researcher, Sherryl Saunders by email at [sherryl.a.saunders@student.uts.edu.au](mailto:sherryl.a.saunders@student.uts.edu.au) or mobile 0409 878 091.

If you withdraw from the study, any recordings and transcripts will be destroyed. However, it may not be possible to withdraw your data from the study results if these have already had your identifying details removed.

#### CONFIDENTIALITY

By signing the consent form you consent to the research team collecting and using personal information about you for the research project. All this information will be treated confidentially. The collected data, participants names, school names will be treated confidentially by using pseudonyms for each participants and the school and keeping your identify anonymous.

Data records will be stored as handwritten notes, voice recordings, and transcripts of audio recordings; photocopies of documents or photos of artefacts or objects. Current data will be saved on an external hard drive locked with a password. A backup copy will be saved in university cloud storage system and in accordance with university procedures. Data in storage will not contain participants' personal details. Only my academic supervisors and I will have access to the data.

Your information will be used for the purpose of this research project and it will only be disclosed with your permission, except as required by law. In any

publication, information will be provided in such a way that you cannot be identified. We would like to store your information for future studies in research projects that are an extension of this research project. In all instances your information will be treated confidentially.

#### WHAT IF I HAVE CONCERNS OR A COMPLAINT?

If you have concerns about the research that you think I or my supervisor can help you with, please feel free to contact me on my email at [sherryl.a.saunders@student.uts.edu.au](mailto:sherryl.a.saunders@student.uts.edu.au) or my supervisor, Professor Lesley Harbon, at email [Lesley.Harbon@uts.edu.au](mailto:Lesley.Harbon@uts.edu.au).

You will be given a copy of this form to keep.

#### NOTE:

This study has been approved in line with the University of Technology Sydney Human Research Ethics Committee [UTS HREC] guidelines. If you have any concerns or complaints about any aspect of the conduct of this research, please contact the Ethics Secretariat on ph.: +61 2 9514 2478 or email: [Research.Ethics@uts.edu.au](mailto:Research.Ethics@uts.edu.au), and quote the UTS HREC reference number. Any matter raised will be treated confidentially, investigated and you will be informed of the outcome.

### **Appendix 3.9 SBL consent form**

#### **CONSENT FORM – SCHOOL LEADERS**

##### **EARLY CAREER LANGUAGE TEACHERS' USE OF PROFESSIONAL STANDARDS (UTS HREC APPROVAL NUMBER ETH19-4501)**

I \_\_\_\_\_ agree to participate in the research project Early career language teachers' use of professional standards (UTS HREC REF NO ETH19-4501. ) being conducted by Sherryl Saunders, of the University of Technology Sydney, mobile number [REDACTED], for her degree of Doctor of Philosophy.

I have read the Participant Information Sheet or someone has read it to me in a language that I understand.

I understand the purposes, procedures and risks of the research as described in the Participant Information Sheet. I understand that I will be asked to complete a questionnaire, be observed during two school-based meetings, participate in a focus group and be interviewed.

I have had an opportunity to ask questions and I am satisfied with the answers I have received.

I freely agree to participate in this research project as described and understand that I am free to withdraw at any time without affecting my relationship with the researchers or the University of Technology Sydney.

I understand that I will be given a signed copy of this document to keep.

I agree to be:

- ☐ Audio recorded during focus group (virtual) and interviews (either virtual or face to face)
- ☐ Observed during specifically identified meetings (either virtual or face to face)

I agree that the research data gathered from this project may be published in a form that:

- ☐ Does not identify me in any way
- ☐ May be used for future research purposes

I am aware that I can contact Sherryl Saunders at email [sherryl.a.saunders@student.uts.edu.au](mailto:sherryl.a.saunders@student.uts.edu.au) or her supervisor at email [Lesley.Harbon@uts.edu.au](mailto:Lesley.Harbon@uts.edu.au) if I have any concerns about the research.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Name and Signature [participant] Date

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Name and Signature [researcher or delegate] Date

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Name and Signature [witness\*] Date

**\* Witness to the consent process**

If the participant, or if their legally acceptable representative, is not able to read this document, this form must be witnessed by an independent person over the age of 18. In the event that an interpreter is used, the interpreter may not act as a witness to the consent process. By signing the consent form, the witness attests that the information in the consent form and any

other written information was accurately explained to, and apparently understood by, the participant (or representative) and that informed consent was freely given by the participant (or representative)

## Appendix 3.10

### Default Question Block

Dear Colleague,

I am conducting PhD research into the professional growth journey of early career languages teachers. I would like to understand languages teaching from the languages teacher's perspective – both experienced and beginning.

We know that teachers start to leave the profession after 5 years. It's my hope that this research about beginning languages teachers will help to provide some understanding about the support that might help keep them teaching longer.

The initial data gathering seeks input from the broader languages teaching profession. I'd like to know what languages teachers think are important attributes of being a languages teacher. To gather this data, I invite you to take this survey. Your participation is voluntary and confidential.

The survey has three (3) parts; A, B and C.

Part A: Views on languages teaching. I seek:

- \* your perspective on the degree of importance of various aspects of languages teaching;
- \* examples of how you describe languages teaching working in your context.

The survey will ask you to respond to a statement about languages teaching and its importance to you, using a Likert scale response (required). Then, you will have the option to provide examples from your own practice (optional). Allow up to 45 minutes to complete Part A, if you choose to complete both the required and optional questions.

Part B: Demographic information. I seek information about the profile of languages teachers.

Part C: Early career languages teachers. I seek information about early career languages teachers and offer an invitation to participate in a case study.

You can save your responses, exit and return to the survey at a later time. Also, you can return to previous pages in the survey, by pressing a back button. The whole survey (Parts A, B and C) should take no more than 50 minutes to complete.

[https://utsau.au1.qualtrics.com/Q/EditSection/Blocks/Ajax/GetSurveyPrintPreview?ContextSurveyID=SV\\_a45KNyIldHJqsvj&ContextLibraryID=U...](https://utsau.au1.qualtrics.com/Q/EditSection/Blocks/Ajax/GetSurveyPrintPreview?ContextSurveyID=SV_a45KNyIldHJqsvj&ContextLibraryID=U...) 1/14



To raise concerns about this research or for more information, please feel free to contact me, or my supervisor by email.

Sherry Saunders

[sherryl.a.saunders@student.uts.edu.au](mailto:sherryl.a.saunders@student.uts.edu.au)

Professor Lesley Harbon (principal research supervisor)

[Lesley.harbon@uts.edu.au](mailto:Lesley.harbon@uts.edu.au)

To speak with someone not directly associated with this research, please contact the UTS Research Ethics Officer, and quote the ethics research reference number below.

Ph: 02 9514 9772

[Research.ethics@uts.edu.au](mailto:Research.ethics@uts.edu.au)

Reference Number: HREC REF NO. ETH19-4501

I appreciate your time in considering this research project and look forward to your responses.

Regards

Sherryl Saunders

Part A: Views on languages teaching. Below you will find statements of language teacher standards. Using the Likert scale provided, please indicate YOUR OWN perceptions of whether these standards statements are important or not. Following each statement is the opportunity to outline what the standard looks like in practice, for you.

The statements are divided into three broad areas for consideration. These areas are: Personal characteristics (7 statements); General education characteristics (5 statements); Language education characteristics (9 statements).

Personal characteristics (7 statements)

P1. Languages teachers can use their language and culture knowledge in contexts within and beyond school.

Unimportant      Of little importance      Moderately important      Important      Very important

☐      ☐      ☐      ☐      ☐

P1a. In your context, what can you do to use your language and culture knowledge within and beyond school?

P2. Languages teachers actively engage in using languages in contexts within and beyond school.

Unimportant      Of little importance      Moderately important      Important      Very important

☐      ☐      ☐      ☐      ☐

P2a. What do you do to actively use your language and culture knowledge within and beyond school?

P3. Languages teachers take active steps to maintain and improve their language and culture knowledge.

Unimportant      Of little importance      Moderately important      Important      Very important

☐      ☐      ☐      ☐      ☐

P3a. What have you done to take active steps to maintain and improve your language and culture knowledge?

P4. Language teachers keep up to date with how the language and culture are used in target language communities.

Unimportant      Of little importance      Moderately important      Important      Very important

☐      ☐      ☐      ☐      ☐

P4a. How do you keep up to date with how the language and culture are used in target language communities?

P5. Language teachers have a commitment to their own professional and personal learning.

Unimportant      Of little importance      Moderately important      Important      Very important

☐      ☐      ☐      ☐      ☐

P5a. What do you do that demonstrates that you have a commitment to your own professional and personal learning?

P6. Languages teachers advocate for languages within and beyond the school context.

Unimportant      Of little importance      Moderately important      Important      Very important

☐      ☐      ☐      ☐      ☐

P6a. What do you do to advocate for languages within and beyond the school context?

P7. Languages teachers are aware of the impact of languages and cultures in local and global contexts and the relationship to how people understand their place in the world.

Unimportant      Of little importance      Moderately important      Important      Very important

☐      ☐      ☐      ☐      ☐

P7a. What do you do that demonstrates that you are aware of the impact of languages and cultures in local and global contexts?

General education characteristics (5 statements)

G1. Languages teachers know learner development characteristics, appropriate to the age of the learners being taught.

Unimportant      Of little importance      Moderately important      Important      Very important

☐      ☐      ☐      ☐      ☐

G1a. How do you incorporate knowledge of learner development characteristics into your classroom practice?

G2. Languages teachers know current theories of education and maintain contemporary knowledge of education policies and curriculum frameworks.

Unimportant      Of little importance      Moderately important      Important      Very important

☐      ☐      ☐      ☐      ☐

G2a. How do you maintain your knowledge of current theories of education and of contemporary knowledge of policies and curriculum frameworks?

G3. Languages teachers actively review personal understandings of teaching and learning and the implications for personal and classroom practice.

Unimportant      Of little importance      Moderately important      Important      Very important

☐      ☐      ☐      ☐      ☐

G3a. How do you do actively review personal understandings of teaching and the implications for your classroom practice?

G4. Languages teachers undertake regular curriculum processes including planning, teaching, assessing, evaluation and renewing.

Unimportant    Of little importance    Moderately important    Important    Very important

☐    ☐    ☐    ☐    ☐

G4a. Describe your regular curriculum processes.

G5. Languages teachers have a view of curriculum in which planning, teaching, assessing, evaluating and renewing are done coherently and in a principled manner.

Unimportant    Of little importance    Moderately important    Important    Very important

☐    ☐    ☐    ☐    ☐

G5a. What do you do that supports your view that curriculum processes are undertaken in a principled manner?

Language education characteristics (9 statements)

L1. Languages teachers utilise a variety of classroom approaches that are selected based on the age of the learner and stage of language development of the learners being taught.

Unimportant    Of little importance    Moderately important    Important    Very important

☐    ☐    ☐    ☐    ☐

L1a. How do you utilise a variety of classroom approaches that are selected based on the age of the learner and stage of language development?

L2. Languages teachers know current theories of languages education and maintain contemporary knowledge of language education policies and language curriculum frameworks.

Unimportant      Of little importance      Moderately important      Important      Very important

☐      ☐      ☐      ☐      ☐

L2a. What do you do so that you know current theories of languages education, languages education policy and frameworks and the implications for your classroom practice?

L3. Languages teachers actively review personal understandings of contemporary approaches to teaching and learning of language and the implications for personal classroom practice.

Unimportant      Of little importance      Moderately important      Important      Very important

☐      ☐      ☐      ☐      ☐

L3a. How do you actively review personal understandings of contemporary approaches to teaching and learning of language and the implications for personal classroom practice?

L4. Languages teachers articulate how languages teaching is situation within wider education contexts.

Unimportant      Of little importance      Important      Very important



Moderately  
important

L4a. What do you do to situate languages teaching into wider educational contexts?

L5. Languages teachers contribute to statements, policies and other positions in school and other educational contexts in relation to the contribution and importance of languages learning.

Unimportant

Of little importance

Moderately  
important

Important

Very important

L5a. What do you do to contribute to the sharing of the importance of languages learning?

L6. Languages teachers advocate for languages learning within and beyond the school context.

Unimportant

Of little importance

Moderately  
important

Important

Very important

L6a. How do you advocate for languages learning within and beyond the school context?

L7. Languages teachers have a developed understanding of the language learning process.

Unimportant

Of little importance

Moderately  
important

Important

Very important

L7a. What do you do that demonstrates that you understand the language learning process?

L8. Languages teachers use knowledge of the language and culture in order to promote learning in ways appropriate for the learners in a given context.

Unimportant    Of little importance    Moderately important    Important    Very important

☐    ☐    ☐    ☐    ☐

L8a. How do you use knowledge of the language and culture in order to promote learning?

L9. Languages teachers utilise a repertoire of methodologies for languages teaching from which they select in a principled way, considering learners, context, curriculum goals and the aspect of language being taught.

Unimportant    Of little importance    Moderately important    Important    Very important

☐    ☐    ☐    ☐    ☐

L9a. What do you do to utilise a repertoire of methodologies for languages teaching?

Part B: Demographic information. Please respond to the questions below, based on your current situation at the time of responding to this survey.

D1. What language/s do you teach? (Select as many as appropriate)

☐ Arabic



- ☐ Chinese
- ☐ French
- ☐ German
- ☐ Italian
- ☐ Indonesian
- ☐ Japanese
- ☐ Korean
- ☐ Other - please specify

D2. What type of institution do you teach in? (Select as many as appropriate)

- ☐ Kindergarten setting
- ☐ Primary (Prep to Year 6)
- ☐ Secondary (Year 7 to Year 12)
- ☐ P-12 (Prep to Year 12)
- ☐ Technical and Further Education (TAFE)
- ☐ University
- ☐ Other - please specify

D3. If you work in a school, what sector do you work in?

- ☐ Government school
- ☐ Independent school
- ☐ Catholic school
- ☐ I do not work in a school setting

D4. What age of learner do you teach? (Select as many as appropriate)

- ☐ Up to 4 years old
- ☐ 5 - 7 years old

- ☐ 8 and 9 years old
- ☐ 10 and 11 years old
- ☐ 12 and 13 years old
- ☐ 14 and 15 years old
- ☐ 16 and 17 years old
- ☐ 18 years old and over

D5. How many years of teaching (in all areas of teaching) experience do you have?

- ☐ Up to 5 years of teaching
- ☐ 5-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ Over 20 years

D6. How many years of languages teaching experience do you have?

- ☐ Same as above
- ☐ Less than 1 year of languages teaching
- ☐ More than 1 year, but less than 2 years
- ☐ More than 2 years, but less than 3 years
- ☐ More than 3 years, but less than 4 years
- ☐ More than 4 years, but less than 5 years
- ☐ 5-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ Over 20 years

D7. In relation to your qualifications, which description best applies to you.

- ☐ Teaching qualification for primary school, with personal experience in languages
- ☐ Teaching qualification for primary school that includes specialisation for teaching of languages
- ☐ Teaching qualification for secondary school that does not include specialisation in languages, with personal experience in languages
- ☐ Teaching qualification for secondary school that includes specialisation in languages

☐ Other - please specify

Part C: Early career languages teachers. A definition of 'early career languages teacher' is a person who has completed an initial period of teacher education, whose major teaching area is an additional/second/foreign language teaching and who has worked as a teacher in a school setting for a period of time up to, but not more than five (5) years.

EC1. Does this definition describe your current situation?

- ☐ Yes
- ☐ No
- ☐ Maybe - please explain your situation

EC2. If 'yes' or 'maybe' in the previous question, would you be interested in contributing to further research in to early career languages teachers by participating in a case study? The case study component of this research involves working with a number of early career language teachers and the school leader who supports them in their school. It would involve completing a questionnaire, participating in two observations, participating in a focus group and an interview across a school term.

- ☐ Yes
- ☐ No
- ☐ Does not apply

EC3. If 'yes', please provide a suitable contact email address.

Conclusion: Thank you for completing this survey on your perceptions of what is important for languages teaching.

By pressing submit on this survey you are indicating that you:

- \* understand what you have read
- \* consent to take part in this research.
- \* consent to the used of your information as described.

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## Appendix 3.11 ECLT semi structured questionnaire

### Instrument 2: Semi-structured questionnaire for early career languages teachers

Dear Colleague,

Thank you for agreeing to participate in my PhD research as a case study participant. I am conducting research into the professional growth journey of early career languages teachers. I am hoping that the more we know, through research, about beginning teachers, the better support processes can be offered to help keep them teaching past five years, the period we know to be the time when there is attrition from the profession. In this part of the data gathering, I want to understand your experiences and your views as an early career languages teacher. This questionnaire will help me to understand your specific situation and your views about your professional growth.

Questions are both multiple choice and open-ended (allowing you to express yourself in your own words). The questions ask for your views about being a teacher; about what helps you to grow as an early career language teacher and about your expectations about the support that could be provided to support you. The questionnaire should take approximately 30-40 minutes to complete. However, should you wish to deeply consider your responses, please feel free to take as long as you need.

Please feel free to contact me at [sherryl.a.saunders@student.uts.edu.au](mailto:sherryl.a.saunders@student.uts.edu.au) if you have any questions.

Yours sincerely  
Sherryl Saunders

Early career language teachers.

1. How long have you been teaching (in all areas) at this school? (Indicate one)
  - a. Up to 6 months
  - b. Between 6 months and 12 months
  - c. Over 12 months but less than 2 years
  - d. Over 2 years but less than 3 years
  - e. Over 3 years but less than 4 years
  - f. Over 4 years but less than 5 years
  - g. Over 5 years
2. What is your total teaching load? (Indicate one)
  - a. Full time
  - b. Part time
3. Describe your teaching load. (Indicate one)

- a. All languages teaching
  - b. Mostly languages teaching with some other classes (primary classroom or other subjects)
  - c. Languages teaching, but majority of load is teaching in other areas
  - d. Other – please specify
4. Are you teaching a language that was part of your initial teacher education? (Indicate one)
- a. Yes
  - b. No
  - c. Other – please specify
5. How would you describe your language and culture knowledge of the target language? (Indicate one)
- a. First language user of the target language, with English as a second/additional language
  - b. Bi/Plurilingual user of the target language and English
  - c. Second/Additional language user of the target language, with English as first language
  - d. Other (please specify)
6. As an early career language teacher, what attributes, characteristics, personal and professional abilities, do you consider important for you to have? In responding, please give the item you consider most important the number '1', the second most important item a '2' and so on until complete.
- a. Knowledge of learner development characteristics appropriate to the age of the learners being taught.
  - b. Ability to motivate language learners.
  - c. Knowledge of current theories of education.
  - d. Knowledge of current theories of languages and languages education.
  - e. Ability to articulate how languages teaching is situated within school context.
  - f. Knowledge of the language and culture being taught in order to promote learning in ways appropriate for the learners in a given context.
  - g. Knowledge of current curriculum.
  - h. Ability to advocate for languages within and beyond the school context.
  - i. Willingness to reflect upon and identify own professional and personal learning needs.
  - j. Willingness to maintain and improve own language and culture knowledge.
  - k. Ability to positively engage with colleagues and students.
  - l. Ability to translate knowledge of educational theory and curriculum frameworks into classroom practice.
  - m. Other (please specify)

7. As an early career language teacher, what is important to you in your teaching? In responding, please give the item you consider most important the number '1', the second most important item a '2' and so on until complete.
- Use of a variety of classroom approaches that are selected based on the age of the learner and stage of language development of the learners being taught.
  - Ability to apply appropriate behaviour management processes and strategies in the classroom.
  - Incorporate personal understandings of teaching and learning in languages into classroom practice.
  - Engage with colleagues, peers and mentors about teaching experiences.
  - Provide a range of extra-curricular opportunities (speaking competitions, immersion days, culture days) for language learners and school.
  - Utilise a range of teaching strategies for languages teaching which have been selected in a principled way, considering learners, context, curriculum goals and the aspect of language being taught.
  - Ability to reflect on experiences with a view to informing future teaching.
  - Undertake regular curriculum processes including planning, teaching, assessing, evaluating and renewing.
  - Knowledge of professional growth journey, such as described through professional standards
  - Other (please specify)
8. As an early career language teacher, what professional support do you consider important for you to receive? In responding, please give the item you consider most important the number '1', the second most important item a '2' and so on until complete.
- Observation opportunities (to observe and be observed)
  - Structured feedback on all aspects of teaching, including lesson plans, assessment tools, face to face teaching
  - Access to formal mentoring
  - Access to school-directed professional learning programs
  - Structured support to know expectations for professional growth
  - Access to self-identified professional learning
  - Reduced face to face teaching loads
  - Access to written exemplars (programs, lessons, portfolios, assessment)
  - Other (Please specify)
9. As an early career language teacher, what do you find most useful in supporting your professional growth? In responding, please give the item you consider most important the number '1', the second most important item a '2' and so on until complete.
- Observing more experienced teachers in their classrooms



- b. Referring to study materials used during training
- c. Collaborative discussions with colleagues
- d. Discussions with a mentor or more senior teacher (regardless of teaching area)
- e. Discussions with a languages teaching mentor or more senior languages teacher
- f. Having a specific 'road map' for professional growth (such as professional standards documents)
- g. Engaging in general professional learning programs
- h. Being observed by more experienced teachers
- i. Other (Please specify)

10. Describe any process of introduction to teaching at the school that you may have received. Include description of processes for general teaching and for languages teaching. Highlight any processes that were specifically to support you as a languages teacher. (Open-ended response)
11. Describe any ongoing, structured early career teacher support program at the school. Identify the various elements of the program, such as mentoring, supervision, observation. Include description of processes for general teaching and for languages teaching. Highlight any processes that were specifically to support you as a languages teacher. (Open-ended response)
12. Being an accomplished languages teacher of languages means being a person who knows, uses and teaches language and culture in an ethical and reflective way. Describe your understanding of an accomplished languages teacher and what it means for you as an early career language teacher. (Open-ended response)

## Appendix 3.11 SBL semi structured questionnaire

### Instrument 3:Semi-structured questionnaire for school-based leaders

Dear Colleague,

Thank you for agreeing to participate in my PhD research as a case study participant. I am conducting research into the professional growth journey of early career languages teachers. Thank you for your willingness to support an early career language teacher. I am hoping that the more we know, through research, about beginning teachers, the better support processes can be offered to help keep them teaching past five years, the period we know to be the time when there is attrition from the profession. In this part of the data gathering, I want to understand your views on your role as a supporter of an early career languages teacher. This questionnaire will help me to understand this school's specific situation and your views about the professional growth of an early career language teacher.

Questions are both multiple choice and open-ended (allowing you to express yourself in your own words). The questions ask for your views about languages teaching and about what you believe helps an early career teacher to grow in their role. The questionnaire should take approximately 30-40 minutes to complete. However, should you wish to deeply consider your responses, please feel free to take as long as you need.

Please feel free to contact me at [sherryl.a.saunders@student.uts.edu.au](mailto:sherryl.a.saunders@student.uts.edu.au) if you have any questions.

Yours sincerely

Sherryl Saunders

1. What is your current role at the school?
  - a. Principal
  - b. Deputy Principal
  - c. Assistant Principal
  - d. Head of Department (Please identify specific department name)
  - e. Other (Please specify)
2. How long have you been in your current role at this school?
  - a. Up to 6 months
  - b. Between 6 months and 12 months
  - c. Over 12 months
3. In relation to your teaching background (which best suits you)
  - a. Teaching qualification for primary school without a specialisation for teaching of languages

- b. Teaching qualification for primary school that includes specialisation for teaching of languages
  - c. Teaching qualification for secondary school that does not include specialisation in languages teaching
  - d. Teaching qualification for secondary school that includes specialisation in languages teaching
  - e. Other – please specify
4. Identify how the support to an early career language teacher fits into your current role
- a. Support to all early career teachers at this school is an identified aspect of my role and time is specifically identified and allocated to provide direct support to them
  - b. Support to early career language teachers only at this schools is an identified aspect of my role and time is specifically identified and allocated to provide direct support to them
  - c. Support to early career teachers at this school is one aspect of my role and any time used to support them is within the general hours of duty of my role
  - d. Support to early career language teachers only at this school is one aspect of my role and any time used to support them is within the general hours of duty of my role
  - e. Support to early career teachers at this school is an aspect of my role and any time is allocated to provide direct support is outside of the general hours of duty of my role
  - f. Other (Please specify)
5. What attributes, characteristics, personal and professional abilities, do you consider important for early career language teachers to have? In responding, please give the item you consider most important the number '1', the second most important item a '2' and so on until complete.
- a. Knowledge of learner development characteristics appropriate to the age of the learners being taught.
  - b. Ability to motivate language learners.
  - c. Knowledge of current theories of education.
  - d. Knowledge of current theories of languages and languages education.
  - e. Ability to articulate how languages teaching is situated within school context.
  - f. Knowledge of the language and culture being taught in order to promote learning in ways appropriate for the learners in a given context.
  - g. Knowledge of current curriculum.
  - h. Ability to advocate for languages within and beyond the school context.
  - i. Willingness to reflect upon and identify own professional and personal learning needs.
  - j. Willingness to maintain and improve own language and culture knowledge.
  - k. Ability to positively engage with colleagues and students.

- l. Ability to translate knowledge of educational theory and curriculum frameworks into classroom practice.
  - m. Other (please specify)
6. What do you consider as important for early career language teachers to do in their teaching? In responding, please give the item you consider most important the number '1', the second most important item a '2' and so on until complete.
- a. Use of a variety of classroom approaches that are selected based on the age of the learner and stage of language development of the learners being taught.
  - b. Ability to apply appropriate behaviour management processes and strategies in the classroom.
  - c. Incorporate personal understandings of teaching and learning in languages into classroom practice.
  - d. Engage with colleagues, peers and mentors about teaching experiences.
  - e. Provide a range of extra-curricular opportunities (speaking competitions, immersion days, culture days) for language learners and school.
  - f. Utilise a range of teaching strategies for languages teaching which have been selected in a principled way, considering learners, context, curriculum goals and the aspect of language being taught.
  - g. Ability to reflect on experiences with a view to informing future teaching.
  - h. Undertake regular curriculum processes including planning, teaching, assessing, evaluating and renewing.
  - i. Knowledge of professional growth journey, such as described through professional standards
  - j. Other (please specify)
7. What professional support do you consider important for early career teachers to receive? In responding, please give the item you consider most important the number '1', the second most important item a '2' and so on until complete.
- a. Observation opportunities (to observe and be observed)
  - b. Structured feedback on all aspects of teaching, including lesson plans, assessment tools, face to face teaching
  - c. Access to formal mentoring
  - d. Access to school-directed professional learning programs
  - e. Structured support to know expectations for professional growth
  - f. Access to self-identified professional learning
  - g. Reduced face to face teaching loads
  - h. Access to written exemplars (programs, lessons, portfolios, assessment)
  - i. Other (Please specify)

8. Identify any opportunities that are provided to early career languages teachers. (Indicate as many as may be provided)
- a. Observing more experienced teachers in their classrooms
  - b. Referring to study materials used during training
  - c. Collaborative discussions with colleagues
  - d. Discussions with a mentor or more senior teacher (regardless of teaching area)
  - e. Discussions with a languages teaching mentor or more senior languages teacher
  - f. Having a specific 'road map' for professional growth (such as professional standards documents)
  - g. Engaging in general professional learning programs
  - h. Being observed by more experienced teachers
  - i. Other (Please specify)
9. Describe any process of introduction to teaching at the school that is provided to early career language teachers. Include description of processes for general teaching and for languages teaching. Highlight any processes that were specifically to support languages teaching. (Open-ended response)
10. Describe any ongoing, structured early career teacher support program at the school. Identify the various elements of the program, such as mentoring, supervision, observation. Include description of processes for general teaching and for languages teaching. Highlight any processes that were specifically to support you as a languages teacher. (Open-ended response)
11. Being an accomplished languages teacher of languages means being a person who knows, uses and teaches language and culture in an ethical and reflective way. Describe your understanding of an accomplished languages teacher and what it might mean for an early career language teacher. (Open-ended response)

### Appendix 3.13 Observation fieldwork notes

#### Observation Framework - Fieldnotes

Date:	Time & Duration:	Location:
Attendees:		
Topics/Agenda:		
Topics covered: <ul style="list-style-type: none"><li>• Key terms</li><li>• Documents used/referred to</li><li>• Resources</li><li>• Mode</li></ul>		
Processes:		

### Appendix 3.14 Individual self-observation framework

**EARLY CAREER LANGUAGE TEACHERS' USE OF PROFESSIONAL STANDARDS  
(UTS HREC APPROVAL NUMBER: ETH19-4501)**

**Individual Self-Observation (ISO) Framework**

**Identifying suitable activity:**

As an early career language teacher, you will engage in a range of activities that support your professional growth. Some examples of suitable activities include network meetings, external facilitator sessions and colleague mentoring sessions. The purpose of the ISO Framework is for you to take note of the focus and process of these types of activities and to take a record of the resources used during the session. You are able to complete the ISO Framework for any activity where the purpose is to support your professional growth.

**Instructions for use:**

The purpose of the ISO Framework is to take note of what occurs during various opportunities that are provided as professional support to you. It is not intended to be a major distraction from the opportunity, rather it should be a record of the instruments and processes.

You are asked to make a note of when and where the opportunity happens. You are asked to identify both the content (eg learning how to ...) and the context (eg part of a staff/department meeting or external professional learning). You should take approximately 5-10 minutes to complete the ISO Framework at the conclusion of the activity.

Most of the information being sought should be self-explanatory. However, some additional prompts are given. In circumstances where a published document, such as APST or AFMLTA standards or Australian Curriculum documents, is used, please note its use. Where a document that is created by your School is used, you are asked to provide a copy, if possible.

**Instructions for return:**

The ISO Framework will be provided to you via email. You are able to complete the document digitally, save and return via email. Alternatively, feel free to print and complete as a hard copy, scan and return via email.

<b>Date:</b>	<b>Time &amp; Duration:</b>	<b>Location:</b>
<b>Topics/Agenda:</b>  (Please give a short description of the content and context)		
<b>Documents used (Please tick). Where possible, attach a copy.</b>		

(Please indicate any documents used during the session. If document type is not in the list, please include at 'Other')

- ☐ Professional guidance
  - ☐ Professional standards documents: \_\_\_\_\_
  - ☐ Professional readings: \_\_\_\_\_
  - ☐ Personal reflection tools \_\_\_\_\_
- ☐ Curriculum documents
  - ☐ Australian curriculum documents
  - ☐ QCAA Syllabus documents
  - ☐ School documents (Programs, unit plans, lesson plans)
- ☐ School policy documents (Specify) \_\_\_\_\_
- ☐ Other (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Session areas covered (Please tick):**

(Please indicate broad areas of professional support. If session type is not in the list, please include at 'Other')

- ☐ Goal setting
- ☐ Planning
- ☐ Teaching
- ☐ Assessing
- ☐ Professional learning
- ☐ Topic/s identified by school (leader, mentor, head of department) (Specify)  
\_\_\_\_\_

☐ Topic/s identified by teacher (Specify) \_\_\_\_\_  
\_\_\_\_\_

☐ Other (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Processes:**

(Please broadly outline the steps or processes used during the session.)

## Appendix 3.15 Focus group stimulus questions

### Focus Group Framework – Stimulus questions and notes

Date:	Time & Duration:
<p><b>Introduction (researcher):</b>  Thank you for your co-operation in finding a suitable time for the conduct of this focus group session. As you know, I am conducting research into about the professional growth journey of early career languages teachers. It is hoped that the more we know, through research, about beginning teachers, the better support processes can be offered to help keep you teaching past five years, the period we know to be the time when there is attrition from the profession.</p> <p>The participants in this session are all early career, or beginning, languages teachers. In a moment, each of you will have the opportunity to introduce yourselves. However, I would like to briefly outline how the focus group will operate.</p> <p>Firstly, the session will be audio recorded for the purposes of ensuring that I accurately capture every person's contribution. Audio recordings will be transcribed and once transcribed the recorded is deleted. Please let me know if you are uncomfortable or wish to have the recording halted, at any stage during the focus group.</p> <p>Secondly, it is important to remember that what is said in this focus group is confidential to this focus group. All discussions, comments and views expressed are to remain with the participants in this group.</p> <p>After brief introductions, I will ask some stimulus questions and each of you can respond. Some questions are straightforward, other questions seek to elicit a more detailed response from you; responses from other participants may prompt questions from you. Please feel free to ask them. Please feel free to engage with your colleagues in this group, as already stated, your responses, your thoughts are confidential to this session.</p> <p>In your introduction, please identify yourself with your name (first name); how many years you have been teaching; the language you teach; the size of the school (how many students) and the general location of the school (urban, regional, remote). You do not provide your school name or exact location or your surname.</p>	
<b>Overarching theme 1: Establishing ways in which professional standards are used</b>	
<p>Stimulus question 1:</p> <p><i>What professional standards for teacher documents are you familiar with in your context?</i></p>	
<p>Stimulus question 2:</p> <p><i>Do professional standards for teacher documents form a part of the regular support offered to you as a beginning teacher?</i></p>	
<p>Stimulus question 3:</p> <p><i>Are all of the professional standards for teacher documents, identified in stimulus question 1 incorporated into the regular support provided to you?</i></p>	
<p>Stimulus question 4:</p> <p><i>Describe how any professional standards for teacher documents are used by you or by anyone else, at your school.</i></p>	

<b>Overarching theme 2: Establishing participant understandings of theoretical stance/s embedded in professional standards documents</b>	
Stimulus question 5: <i>What purpose do professional standards for teachers have in supporting the work of teachers?</i>	
Stimulus question 6: <i>Identify a professional standards for teacher document and describe how it helps you understand what is important for you in your languages teaching.</i>	
<b>Overarching theme 3: Exploring participant perspectives on the relationships between professional support and professional standards</b>	
Stimulus question 7: <i>What is your understanding of an accomplished languages teachers? How have you come to this understanding?</i>	
Stimulus question 8: <i>Describe how you believe you will grow in the role as a language teacher and what support you will need to have, in order to be the type of language teacher you thought you would be?</i>	
Stimulus question 9: <i>How do you know the type of support you want will help you grow as a languages teacher?</i>	
<b>Overarching theme 4: Exploring participant perspectives on desirable professional supports as a contribution to professional growth</b>	
Stimulus question 10: <i>What professional support/s has helped you grow as a beginning language teacher? On what basis do you say this?</i>	

<p>Stimulus question 11:</p> <p><i>What professional support do you believe could further help you grow as a beginning language teacher? On what basis do you identify the particular professional support/s?</i></p>	
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## Appendix 3.16 Interview stimulus questions

Focus Group Framework – Stimulus questions and notes

Date:	Time & Duration:
<p><b>Introduction (researcher):</b>  Thank you for your co-operation in finding a suitable time for the conduct of this focus group session. As you know, I am conducting research into about the professional growth journey of early career languages teachers. It is hoped that the more we know, through research, about beginning teachers, the better support processes can be offered to help keep beginning teachers teaching past five years, the period we know to be the time when there is attrition from the profession.</p> <p>The participants in this session are all school-based leaders who provide direct support to an early career language teacher. In a moment, each of you will have the opportunity to introduce yourselves. However, I would like to briefly outline how the focus group will operate.</p> <p>Firstly, the session will be audio recorded for the purposes of ensuring that I accurately capture every person's contribution. Audio recordings will be transcribed and once transcribed the recorded is deleted. Please let me know if you are uncomfortable or wish to have the recording halted, at any stage during the focus group.</p> <p>Secondly, it is important to remember that what is said in this focus group is confidential to this focus group. All discussions, comments and views expressed are to remain with the participants in this group.</p> <p>After brief introductions, I will ask some stimulus questions and each of you can respond. Some questions are straightforward, other questions seek to elicit a more detailed response from you; responses from other participants may prompt questions from you. Please feel free to ask them. Please feel free to engage with your colleagues in this group, as already stated, your responses, your thoughts are confidential to this session.</p> <p>In your introduction, please identify yourself with your name (first name); your role (principal or deputy or head of department). The general location of the school (urban, regional, remote), the size of your school (how many students) and the language taught by your early career language teacher. You do not provide your school name or exact location or your surname.</p>	
<b>Overarching theme 1: Establishing ways in which professional standards are used</b>	
<p>Stimulus question 1:</p> <p><i>What professional standards for teacher documents are you familiar with in your context?</i></p>	
<p>Stimulus question 2:</p> <p><i>Do professional standards for teacher documents form a part of the regular support offered to the beginning teachers at your school?</i></p>	
<p>Stimulus question 3:</p> <p><i>Are all of the professional standards for teacher documents, identified in stimulus question 1 incorporated into the regular support provided to the beginning teachers at your school?</i></p>	

<p>Stimulus question 4:</p> <p><i>Describe how any professional standards for teacher documents are used by you or by anyone else, at your school.</i></p>	
<p><b>Overarching theme 2: Establishing participant understandings of theoretical stance/s embedded in professional standards documents</b></p>	
<p>Stimulus question 5:</p> <p><i>What purpose do professional standards for teachers have in supporting the work of teachers?</i></p>	
<p>Stimulus question 6:</p> <p><i>Identify a professional standards for teacher document and describe how it helps you understand what is important for your work in supporting the early career language teacher at your school.</i></p>	
<p><b>Overarching theme 3: Exploring participant perspectives on the relationships between professional support and professional standards</b></p>	
<p>Stimulus question 7:</p> <p><i>What is your understanding of an accomplished languages teachers? How have you come to this understanding?</i></p>	
<p>Stimulus question 8:</p> <p><i>Describe how you believe the support you provide to your early career language teacher will help them grow in the role as a language teacher?</i></p>	
<p>Stimulus question 9:</p> <p><i>How do you know the type of support you will provide will help them grow as a languages teacher?</i></p>	

## Appendix 4.1 APST full descriptors

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
Graduate	Proficient			Highly Accomplished			Lead								
Standard 1: Know students and how they learn															
Focus area 1.1 Physical, social and intellectual development and characteristics of students															
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	•			Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	•			Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	•			Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.	•		
Focus area 1.2 Understand how students learn															
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	•			Structure teaching programs using research and collegial advice about how students learn.	•			Expand understanding of how students learn using research and workplace knowledge.	•			Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.	•		
Focus area 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds															
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	•			Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	•			Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	•			Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.	•		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
Graduate	Proficient			Highly Accomplished			Lead								
Standard 1: Know students and how they learn															
Focus area 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students															
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	•			Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.	•			Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	•			Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/ carers.	•		
Focus area 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities															
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	•			Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	•			Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	•			Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.	•		
Focus area 1.6 Strategies to support full participation of students with disability															
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	•			Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	•			Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	•			Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.	•		



	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Graduate</b>				<b>Proficient</b>				<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 2: Know the content and how to teach it</b>															
<b>Focus area 2.1 Content and teaching strategies of the teaching area</b>															
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	•			Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	•			Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	•			Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.	•		
<b>Focus area 2.2 Content selection and organisation</b>															
Organise content into an effective learning and teaching sequence.	•			Organise content into coherent, well-sequenced learning and teaching programs.	•			Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	•			Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.	•		
<b>Focus area 2.3 Curriculum, assessment and reporting</b>															
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	•			Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	•			Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	•			Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.	•		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Graduate</b>				<b>Proficient</b>				<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 2: Know the content and how to teach it</b>															
<b>Focus area 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b>															
Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	•			Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	•			Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	•			Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	•		
<b>Focus area 2.5 Literacy and numeracy strategies</b>															
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	•			Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	•			Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	•			Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.	•		
<b>Focus area 2.6 Information and Communication Technology (ICT)</b>															
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	•			Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	•			Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	•			Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.	•		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Graduate</b>				<b>Proficient</b>				<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 3: Plan for and implement effective teaching and learning</b>															
<b>Focus area 3.1 Establish challenging learning goals</b>															
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	•			Set explicit, challenging and achievable learning goals for all students.	•			Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	•			Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.	•		
<b>Focus area 3.2 Plan, structure and sequence learning programs</b>															
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	•			Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	•			Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.		•		Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.	•		
<b>Focus area 3.3 Use teaching strategies</b>															
Include a range of teaching strategies.	•			Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	•			Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	•			Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.		•	
<b>Focus area 3.4 Select and use resources</b>															
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	•			Select and/or create and use a range of resources, including ICT, to engage students in their learning.	•			Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	•			Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.	•		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Graduate</b>				<b>Proficient</b>				<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 3: Plan for and implement effective teaching and learning</b>															
<b>Focus area 3.5 Use effective classroom communication</b>															
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	.			Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	.			Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	.			Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.	.		
<b>Focus area 3.6 Evaluate and improve teaching programs</b>															
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	.			Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	.			Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	.			Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.	.		
<b>Focus area 3.7 Engage parents/carers in the educative process</b>															
Describe a broad range of strategies for involving parents/carers in the educative process.	.			Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	.			Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	.			Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.	.		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Graduate</b>				<b>Proficient</b>				<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 4: Create and maintain supportive and safe learning environments</b>															
<b>Focus area 4.1 Support student participation</b>															
Identify strategies to support inclusive student participation and engagement in classroom activities.	•			Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	•			Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	•			Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.	•		
<b>Focus area 4.2 Manage classroom activities</b>															
Demonstrate the capacity to organise classroom activities and provide clear directions.	•			Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	•			Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	•			Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.	•		
<b>Focus area 4.3 Manage challenging behaviour</b>															
Demonstrate knowledge of practical approaches to manage challenging behaviour.	•			Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	•			Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	•			Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.	•		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Graduate</b>				<b>Proficient</b>				<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 4: Create and maintain supportive and safe learning environments</b>															
<b>Focus area 4.4 Maintain student safety</b>															
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	.			Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.	.			Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	.			Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/ or system, curriculum and legislative requirements and assist colleagues to update their practices.	.		
<b>Focus area 4.5 Use ICT safely, responsibly and ethically</b>															
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	.			Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	.			Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	.			Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.	.		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Graduate</b>				<b>Proficient</b>				<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 5: Assess, provide feedback and report on student learning</b>															
<b>Focus area 5.1 Assess student learning</b>															
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	•			Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	•			Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	•			Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.	•		
<b>Focus area 5.2 Provide feedback to students on their learning</b>															
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	•			Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	•			Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	•			Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.	•		
<b>Focus area 5.3 Make consistent and comparable judgements</b>															
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	•			Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	•			Organise assessment moderation activities that support consistent and comparable judgements of student learning.	•			Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.	•		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Graduate</b>				<b>Proficient</b>				<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 5: Assess, provide feedback and report on student learning</b>															
<b>Focus area 5.4 Interpret student data</b>															
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	.			Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	.			Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.		.		Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	.		
<b>Focus area 5.5 Report on student achievement</b>															
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	.			Report clearly, accurately and respectfully to students and parents/ carers about student achievement, making use of accurate and reliable records.	.			Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.		.		Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/ carers and colleagues.	.		



	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Graduate</b>				<b>Proficient</b>				<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 6: Engage in professional learning</b>															
<b>Focus area 6.1 Identify and plan professional learning needs</b>															
Demonstrate an understanding of the role of the <i>Australian Professional Standards for Teachers</i> in identifying professional learning needs.	•			Use the <i>Australian Professional Standards for Teachers</i> and advice from colleagues to identify and plan professional learning needs.	•			Analyse the <i>Australian Professional Standards for Teachers</i> to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	•			Use comprehensive knowledge of the <i>Australian Professional Standards for Teachers</i> to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.	•		
<b>Focus area 6.2 Engage in professional learning and improve practice</b>															
Understand the relevant and appropriate sources of professional learning for teachers.	•			Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	•			Plan for professional learning by accessing and critiquing relevant research, engage in high-quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	•			Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.	•		
<b>Focus area 6.3 Engage with colleagues and improve practice</b>															
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	•			Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.		•		Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	•			Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.	•		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Graduate</b>				<b>Proficient</b>				<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 6: Engage in professional learning</b>															
<b>Focus area 6.4 Apply professional learning and improve student learning</b>															
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	.			Undertake professional learning programs designed to address identified student learning needs.	.			Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.		.		Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.	.		
<b>Graduate</b>				<b>Proficient</b>				<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 7: Engage professionally with colleagues, parents/carers and the community</b>															
<b>Focus area 7.1 Meet professional ethics and responsibilities</b>															
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	.			Meet codes of ethics and conduct established by regulatory authorities, systems and schools.	.			Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.	.			Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.	.		
<b>Focus area 7.2 Comply with legislative, administrative and organisational requirements</b>															
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	.			Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.	.			Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	.			Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.	.		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Graduate</b>				<b>Proficient</b>				<b>Highly Accomplished</b>				<b>Lead</b>			
<b>Standard 7: Engage professionally with colleagues, parents/carers and the community</b>															
<b>444444444444444444eFocus area 7.3 Engage with the parents/carers</b>															
Understand strategies for working effectively, sensitively and confidentially with parents/carers.	.			Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.	.			Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.	.			Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.	.		
<b>Focus area 7.4 Engage with professional teaching networks and broader communities</b>															
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	.			Participate in professional and community networks and forums to broaden knowledge and improve practice.				Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	.			Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.	.		

## Appendix 4.2 AFMLTA standards descriptor analysis

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Educational theory and practice</b>							
Descriptors				Reflective questions			
Accomplished languages and cultures teachers have knowledge of child/learner development appropriate to the level at which they teach and apply this knowledge in all aspects of their teaching.	•			What do you know about the individual learners you teach and their capabilities?	•		
They engage with current theories of education, general principles of teaching and learning, and classroom management. They keep up to date with developments in the field of education through professional learning and professional reading.	•			How comprehensively do you understand the discipline, traditions and debates in language and culture teaching?	•		
They are aware of the culture of schooling in the contexts in which they teach. They actively engage with education policies, and curriculum frameworks. They are able to locate languages within a wider educational context, creating connections with other curriculum areas and with extracurricular activities.	•			What is the culture of the school in which you teach?	•		
				How do you make connection with other curriculum areas and with extra curricular interests?		•	
<b>Language and culture</b>							
Descriptors				Reflective questions			
Accomplished languages and cultures teachers are both users and teachers of linguistic and cultural knowledge.	•			How do you express your intercultural awareness in teaching and in daily life?	•		
They have knowledge of the language(s) and culture(s) they teach which enables them to participate readily in interactions in the language in and out of the classroom. In addition, they have a developed intercultural awareness and know how to communicate across languages and cultures.	•			How do you use and develop your language abilities?	•		
They are actively involved in maintaining and developing their knowledge of the language and culture they teach and seek out opportunities to use their knowledge and to keep up to date with how the language and culture are used in target language communities.	•			What sorts of language-based activities are you involved in outside the classroom?	•		
They have explicit knowledge and a working understanding of the linguistic and cultural systems of the language and how these systems work in the social lives of people.	•			What sorts of contacts do you have with target language communities, personally or through reading, the media or the web/internet?	•		
They understand the relationship between language and culture and have an awareness and understanding of the role of language and culture in human interaction and identity. They use this knowledge to enhance their teaching.	•			What recent activities have you undertaken to develop your language and cultural knowledge of the language you teach?	•		
				How do you deal with issues of identity in your teaching (including your own identity)?		•	
				How do you encourage learners to see the world from other cultural perspectives?		•	

What messages do your students take away from their experience of language learning about the relationship between language, culture and learning?	•		
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	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Language pedagogy</b>							
Descriptors				Reflective questions			
Accomplished teachers have a developed understanding of the language learning process. Their understanding comes from their formal and informal learning about teaching and learning and also from their own experiences of being a language learner and user, either of the language they teach or of another language.	•			What knowledge about patterns of development in language and second language literacy inform your curriculum and teaching decisions?	•		
They have knowledge of current developments in language learning and teaching research and develop their knowledge further by engaging in professional learning, professional reading and/or research.	•			What recent activities have you undertaken to develop your knowledge of language teaching?	•		
They use their knowledge of language and culture in order to promote learning in ways which are appropriate for learners in context and which cater for the diversity of abilities among their students, using authentic language and resources.	•			What sorts of language-based activities are you involved in your professional learning?	•		
They create a culture of learning in their classrooms which fosters interest in languages and cultures and encourages learners to accept responsibility for their own learning.	•			How have you applied your recent learning to enhance your language teaching?	•		
They have at their disposal a range of methodologies for languages and cultures teaching and in their practice select from these in a principled way, taking into consideration the learners, the learning context, curriculum goals, and the aspect of language being taught. These choices are made at both the overall level of planning and in teaching in the classroom.	•			How do you promote interest in languages and cultures in the classroom?	•		
They have a view of curriculum in which planning, teaching, resourcing, assessing, evaluating and renewing are done coherently according to a principled approach to languages and cultures teaching. Accomplished teaching is reflected by an ability to explain the choices being made in planning and teaching.	•			How do you decide on which methodology to use in your daily teaching? What factors influence your decisions?	•		
Their approach to assessment examines understanding, learning, and performance, and uses assessment to foster learning as well as to evaluate learning. They know and use a range of assessment approaches and select assessment tasks which are appropriate to the purposes of the assessment and use the assessment for effective feedback and reporting.	•			How do you adapt your teaching to your learners and to the material you are teaching?	•		
They are informed and critical users of technology in language teaching and use technology both to support learning and as a basis for learning to communicate using technologies.	•			How do you explain your reasons for using a particular pedagogical approach in your teaching?	•		
				What range of learning opportunities do you provide so that all students are able to achieve optimum success and recognition for their performance in language and literacy?	•		

How do you assess learner's language development? How does this allow them to demonstrate their proficiency in the language and their intercultural understanding?	.		
How do you decide which assessment approach to use? What factors influence your decisions?	.		
How do you use technology in your teaching? What factors influence your decisions?	.		

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Ethics and responsibility</b>							
Descriptors				Reflective questions			
Accomplished languages and cultures teachers take responsibility for the teaching and learning relationship and for social and cultural relationships in their teaching.	.			How do you demonstrate care and concern for students in the context of fostering their linguistic competence?	.		
They have a developed knowledge of their current groups of students, and strategies at their disposal to get to know new groups each term.	.			What do you know and understand about the communities to which your students belong and their aspirations?	.		
They establish trust between teacher and learners which fosters an empathetic view of self and others.		.		What ideas and values inform your language teaching? Where do these come from?	.		
They know and reflect on their own values and ideological positions and demonstrate respect for the different values of learners, communities and cultures.	.			How do you plan for all students to have the confidence to take risks in language learning?	.		
They seek to enable students to understand issues from multiple perspectives so that they can make their own choices and judgments.			.	In what ways is the language classroom characterised by dignity and mutual regard?	.		
<b>Professional relationships</b>							
Descriptors				Reflective questions			
Accomplished languages and cultures teachers are part of a professional educational community and they establish professional relationships with other languages and cultures teachers, with teachers in other disciplines, with students, with parents and with school communities.	.			How do you contribute to your profession?	.		
They contribute to the profession in a range of ways which work to develop a culture of professionalism.	.			How are you actively involved in school, community and wider professional contexts?	.		
Professional relationships are manifested by links to and collaboration with other teachers in their schools and in the wider educational community and accomplished teachers actively network with other languages and cultures teachers informally and through professional associations.	.			How do you work with colleagues, parents and community members to develop the quality of teaching and learning in the school?	.		
They actively participate in mentoring more junior teachers.	.			How do you use your own expertise to support other teachers, especially less experienced teachers?	.		

They undertake leadership in language-related areas locally, regionally, nationally or internationally.	•			
<b>Active engagement with wider context</b>				
Descriptors				Reflective questions
Languages and cultures teaching is fundamentally about relationships to wider contexts and the ability to connect the local to the global.	•			How do you explain the knowledge, skills and understandings you most value in the teaching and learning of language and literacy?
Accomplished languages and cultures teachers actively engage with the social, political, economic, and technological climate of the times.	•			How do you connect language learning to what is happening in the contemporary world?
They are able to connect with a wider sphere of understanding of how languages and language learning relate to wider global realities.	•			How do you use language learning as an opportunity for learners to explore what is happening in other parts of the world?
They are aware of the impact of languages and cultures on the local and global context and on how people understand their place in the world.	•			
They foster learners' active engagement with such broader issues and prepare their students to become knowledgeable and responsible adult participants in the global community.	•			

	Technical Interest	Practical Interest	Emancipatory Interest		Technical Interest	Practical Interest	Emancipatory Interest
<b>Advocacy</b>							
Descriptors				Reflective questions			
Accomplished languages and cultures teachers are advocates for language learning, intercultural communication and intercultural sensitivity, linguistic and cultural diversity.	•			How do you increase understanding of the importance of language and culture learning in your community?	•		
They are advocates for languages both with and for students, schools and communities and engage with wider community to promote languages.	•			How do you increase understanding of the importance of diversity in your community?	•		
<b>Personal characteristics</b>							
Descriptors				Reflective questions			
Accomplished languages and cultures teachers are passionate about languages and cultures and about teaching.	•			How do you model and promote language as a source of interest, curiosity and pleasure?	•		
They have a commitment to their own continuing professional and personal learning.	•			How do you demonstrate your commitment to professional learning?	•		
They connect and engage with their learners and inspire students and others.		•		How do you demonstrate, and inspire in students, a passion for texts that have personal and cultural significance for them?	•		
They have a belief in their students as emerging bilinguals/multilinguals developing the knowledge and awareness they need to become effective intercultural communicators.	•			How do you demonstrate to students how much they can successfully achieve in the target language?	•		
They adopt a critical stance on their own work and to themselves as mediators of languages and cultures, which they demonstrate through reflection, questioning, inquiry and/or research into their practices, values and beliefs.	•			How do you evaluate the success of your own teaching? What steps do you take to ensure your teaching continues to improve?	•		



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