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## **EDUCATION AND TRAINING COMMITTEE**

Inquiry into Effective Strategies for Teacher Professional Learning

*Submission From:*

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## Terms of Reference

- The relationship between ongoing professional learning for teachers and teaching expertise.
- Which factors will support high quality professional learning for teachers, including learning methods and environments for the development of professional knowledge, and the pedagogy relevant to professional development of teachers.
- National and International trends and innovative initiatives regarding ongoing professional learning for teachers.
- How best practice in ongoing professional learning for teachers can be delivered into schools and learning communities.
- The potential for greater cross-sectoral links between industry, training institutions and schools in the delivery of ongoing professional learning for teachers
- Gender issues in the delivery of ongoing professional learning for teachers.



## **Quality Associates International South East Asia Pty Ltd**

Quality Associates International South East Asia (QAISEA) Pty Ltd was established in 2004 and grew from the over 18 years experience of Dave Kelly who has been involved in education, training and development in many industries during this period. Dave, the CEO of QAISEA has extensive experience in developing both electronic process applications and online training tools for over 15 years.

QAISEA has trained in various industries both in Australia and overseas. During this time it has developed its Integrated Training Program (ITP) which involves the development and delivery of enterprise, association or industry training and education requirements. The process works through a systematic series of steps involving course criteria, course measureables, existing course data and assets, delivery methods, course parts, participant measurements, storyboarding and asset creation.

Courses are created on the basis of three key outcomes based on completion, competency and excellence. Based on the knowledge criteria of the course completion criteria is set, assessment criteria and tasks created, competency and excellence levels set, training effectiveness metrics defined, and procedures for non compliance of course requirements created and maintained.

Delivery methods can include one, some or all of learning types creating a blended training solution including online training, computer based training, face to face tutorial training, text based study, practice by example and mentoring. Assessment can include examinations, projects, text based responses including essays and short answers. Our online examination system delivers a unique question and answer set, question and answer criteria assessed by subject matter experts online.

Reporting can be set to participants, industry, enterprise and association wide gap analysis identifying weaknesses and strengths in the knowledge base leading to effective future courses and training effectiveness to set standards.

All programs have a feedback loop back into the training course from outcomes of the current course set leading continuous improvement in training delivery and development.

QAISEA sets up, delivers, monitors and maintains training and training systems in many topics over many industries in all training methods in particular online learning management systems and tutorial face to face training.



## About the Author

### ***Dave Kelly B. Ed. – CEO QAISEA Pty Ltd***

Has been working in the quality industry since 2000 in association with Quality Associates International Inc. He heads the South East Asia office based in Melbourne Australia and has provided training, integrated training programs, consultation and solutions development since 1996 through his own company and now exclusively through QAI Inc and QAISEA Pty Ltd. The company provides expertise and direction in Electronic Process Management, Software and Systems Development and Integration and 8 Disciplines, Six Sigma and Training and Assessment Management Systems for companies such as Ford Motor Company, Bristol-Myers Squibb, Angus and Robertson, Air International, Robert Bosch Australia, Dana Automotive, National Australia Bank amongst others. Dave regularly provides consulting in industries such as Education, Automotive, Pharmaceutical, Retail, Banking and Service industries.

His formal education is in Mathematics obtaining a Bachelor of Education in Mathematics in 1988. As head of Quality Associates International South East Asia Pty Ltd he is a member of the AOQ and works closely in developing tools and training with QAI USA and expanding QAI quality tools throughout his region.

His teaching includes the following workshops for QAI and QAISEA: 8D, EPM, FTA, SPC(Intro), Six Sigma and Process Improvement and assists in FMEA, DVP, and APQP and is currently working towards his certification in Six Sigma and developing workshop content for further courses in the QAI and QAISEA schedule. He has been training in education and industry using blended learning methods for nearly 15 years.

Dave is currently heading programs including tpdonline (Teacher Professional Development Online) at [www.tpdonline.com.au](http://www.tpdonline.com.au) , [qaiseaonlinetraining.com](http://qaiseaonlinetraining.com), [www.bpdonline.com.au](http://www.bpdonline.com.au), integrated training program methodologies and integrating a virtual classroom to online courses all through a training and assessment management system methodology.



## QAISEA Products and Clients

### *Products*

Current and in development

- tpdonline.com.au
- Six Sigma White, Yellow, Green and Black Belt Training CBT (Quality and Continuous Improvement Methodology)
- EPM – Electronic Process Management
- FMEA Online Training (Failure Mode and Effects Analysis – failure prevention tool used in process and manufacturing design)
- Six Sigma Virtual Classroom
- Integrated Training Programs
- e8dOnline
- CAMS (Corrective Action Management System)
- Win SPC software
- Training and Training Development over several industries including education, financial, manufacturing, legal and pharmaceutical.

### *Clients (Australia)*

- ACL, AFDA, AIE, Air International, Alias Wines, Angus & Robertson, Arvin Meritor, Autoliv
- Bax Global, Bosch, Bridgestone, Bristol Myer Squibb
- Claddagh Jewellery, Computelec, Cooper Standard, CPC Auto
- DAIR Industries, Dana Australia, DataNet – WinSPC, Delphi, Denso, DMG Industries
- Ford Australia, Fraser Jeffrey Finance, Futuris
- Griffiths & Berrens
- Harley-Davidson, Harricks Lawyers, HB Fuller, Hella, Henkel, Honeywell Turbo Technologies
- Intel
- Lumen
- Mahle, Merino Snug, MHG, MTM Auto
- National Australia Bank, Norma Pacific, NRE
- One Steel, Optus
- PBR, Pilkington
- Royal Australian Navy
- Siemens VDO, Smorgon Steel, Somers School Camp, Sweater Works, SWS Australia
- Tenneco
- VICBET
- ZF

And

- Various secondary schools – private and government – in Victoria and around Australia - developing intranet sites, training and integration of technology in the classroom.



## **TPDONLINE.COM.AU**

### **Teacher Professional Development Online**

The online professional development portal for teachers, administrators and teaching professionals.

First courses due for release October November 2007.

- Teachers professionally develop when time is available
- No need for staff to leave school
- Reduce emergency teaching loads
- Continued access to materials over 12 months
- Track hours studied
- Authors and schools receive remuneration
- Certificates Issued
- Training Measured – Courses Tracked
- Wide variety of topics

### **Proposed Courses**

- Introduction, Intermediate and Advanced courses in IT applications
- Internet Applications – MySpace, YouTube etc.
- Understanding Learning Difficulties
- School Administration
- Outstanding Classroom Activities
- Out of school activities
- Curriculum Based Development
- Great Lesson Plans at all levels
- Courses as requested by the educational users of the system.

### **Call for Courses**

If you have a course or teachers and administrators at your school have a course contact tpdonline to set up online. All stakeholders in the course will receive remuneration.

### **Remuneration Available for:**

- Course Authors
  - Professionals
  - Teachers
  - Administrators
  - Industry Specialists (SME – Subject Matter Experts)
- Schools
- Professional Organizations

### **Price**

All courses current proposed price at an educational rate of \$50+GST per hour per participant per course.

### **Development Kit**

A development kit is available for you to outline and create your course. TPDONLINE will use the kit to create the kit online and make the course available to the users of the online training system.

### **Contact**

Contact Dave Kelly at TPDONLINE on 9770 2842; direct on the mobile on 0409 808 236 or email on [dkelly@quality-one.com](mailto:dkelly@quality-one.com)

## Response to Terms of Reference 1

### ***The relationship between ongoing professional learning for teachers and teaching expertise.***

Professional learning takes place when a requirement for training is generated by any one of the following:

- New Technology – for example computers, the internet, MySpace, YouTube, Skype
- Change in process – for example using and developing the school intranet
- Legislation and mandatory requirements either new or altered – eg mandatory reporting
- Change in environment – global warming and the school for instance
- Change in policy – either government, industry, association or school based
- Change in personnel – in the school example this can range from changes in administrative personnel, teaching personnel and students. Students will be constantly changing and the requirements of teachers will change on regular basis against the needs of the student body and individual students
- Higher than acceptable levels of failure in measureables and key performance indicators (KPI's)
- Changes in standards – curriculum and promotion standards
- Changes in management direction
- Changes in the broader workplace – minimum requirements to enter specific jobs post school.
- And so on.....

Teaching expertise requires measureables/KPI are based on the deliverables to their customer body - students, parents, government, universities and other educational institutions, the workplace or market place and broader community. The delivery of the requirements of customers is central to attaining an agreed level of expertise. The criteria for expertise will be defined by the activities and knowledge that the requirements.

In order for the teaching community to deliver requirements and attain an agreed level of expertise in delivery ongoing professional learning is required. Change within the school environment is constant down to the simplest level of the student body moving through the levels of the school and requirements of the students changing with each group. Learning difficulties, talented students, medical conditions, subject selection and all other individual differences will change for each group and the teaching body needs to adjust to the requirements to deliver. This can be achieved by either moving the appropriate teaching resource within the system (not always possible) or raising the level of understanding and expertise of the existing teaching resource which leads to ongoing professional learning.

The relationship between expertise and ongoing learning is a knowledge requirement matching exercise. This can be achieved by matrix approach. The results of the knowledge requirement matrix will lead to a gap analysis which will reveal the ongoing training requirements. Whenever the knowledge data or the requirement data changes then the nature of the delivery requirements of ongoing professional learning will change. This ensures that the professional development investment gives an immediate return on investment (ROI) for the school and associated communities.

Knowledge Inputs to the matrix include the current skills and skill level of existing staff whether by experience or certification. This is entered without prejudice to any requirement – all skills are listed. Requirements are all the requirements from all the customers that require some output from either the school, the results of knowledge transfer to the students in the school or the





teaching staff. The matrix produces a gap analysis of the staff resource against the requirements. Occurrence and non compliance rankings can be added to the matrix to further identify the ongoing professional learning requirements and hence increasing the teaching expertise within the school community which will be altered the moment either staff resource or requirements from any customer changes.

## Response to Terms of Reference 2

### ***Which factors will support high quality professional learning for teachers, including learning methods and environments for the development of professional knowledge, and the pedagogy relevant to professional development of teachers.***

A number of factors will effect and support high quality professional learning for teachers and all have both input and outputs relevant to the professional development of teachers. Key to this is the notion of high quality professional learning which implies both directly and indirectly some form of measurement in the professional development of teachers – this measurement should not be of the participants alone but also of the training, the effectiveness of the training, and industry, and to some extent geographical, analysis of required areas of expertise displayed in the form of strengths and weaknesses at different levels of the education industry (industry wide, region wide, school wide etc) which in itself feeds back into the training creating a higher quality industry and professional development tool.

We hold the belief that “If you cannot, will not or do not measure it you cannot improve it.”

Key factors are:

- Ensuring professional development is not set to a completion exercise.
- Choosing the correct learning method for the materials and course
- Definition of course outcomes and ROI (Return on Investment) for both teachers and educational institutions
- Accessibility
- Affordability
- Measuring the understanding of materials
- Measuring the effectiveness of the materials and their delivery
- Feedback loops from metrics back into training materials and delivery
- Selecting the correct and accurate forms of measurement that comply with the repeatability and reproducibility of the system.

*Ensuring professional development is not set to a completion exercise.*

When professional development is left to a completion exercise the danger is that a ‘tick the box’ mentality emanates from the process and all value add principles are compromised minimised or lost effecting return on investment. By setting the measurable criteria to completion only no valuable evidence can be produced on the quality of learning other than its volume. Defined measureables are required to ensure a high level of quality is obtained from the training, participant, participant’s institution and the broader educational community perspectives. This is further outlined in ‘*Definition of Course Outcomes and ROI*’ and other outlines of measurable training activities.

*Choosing the correct learning method for the materials and course*

Part of high quality professional learning is choosing the correct learning methods for both the materials and the course and further to the outcomes and ROI defined by the training. Computer based, online (e-learning), text based, practice by example, mentoring, tutorial classroom based and lecturing are all valid forms of delivery for learning but, content dependant, all have strengths and limitations. A practical skill does not necessarily warm to computer based or online or tutorial style of learning delivery but the theoretical side may do so. What is certain is that each professional development course will have components from a range of delivery methods. In all cases the approach should be a blended learning solution which uses all learning and delivery



types. A blended learning model takes into account all facets of the professional development and may not necessarily use all learning and delivery methods but will use the appropriate levels of each.

*Definition of course outcomes and ROI (Return on Investment) for both teachers and educational institutions*

Too often professional development courses are undertaken and developed without enough thought into post course outcomes (what the participants can do upon return to work) and ROI (what the participants are measured to have done or scheduled to upon return to work). In the teaching profession ROI is more of a qualitative than quantitative measurement as bottom line profit margins are not the general intention of participating in professional development. ROI can be measured in the teachers' ability for promotion, movement, re-employment and moving into industry while the institution can measure ROI as the ability to comply with regulations, the ability to offer new services, greater efficiencies, flexibility and productivity in staff activities where each needs to have some form of measurable upon participants return to work from the professional development.

*Accessibility*

For teachers to be able to participate in professional development it must be accessible, readily available and relevant to the requirements of the teachers and the school. Professional development can be available in abundance but if it contains little or no relevance to the current, future or long term requirements of the institution and or participant it can be of little purpose. Relevant professional development courses need to be accessible to the school both geographically and from a timing perspective. This contains multiple relevance for schools given that the cost of professional development is greater than just the cost of the course as the absence of a teacher at the school also needs to be covered. In the case of accessibility courses need to be relevant and offered in formats that can deliver to teachers and educational institutions at the appropriate time. In short, teachers should do appropriate professional development when they require it not when it is convenient to deliver.

*Affordability*

Professional development for teachers carries the added burden of dual cost, which is not required for most business, in that each time a teacher requires to participate in professional development a covering teacher needs to be considered. The luxury of taking a professional development course on a lighter day is not always an option given that accessibility does not penetrate for all teachers in all schools. Given that professional development is quickly becoming a requirement, (How many existing teachers teach in a world that was the same when they began?) affordability in a school's budget for professional development will be an issue. The key is how to deliver relevant, required professional development at high quality for a lower per unit cost when including the dual costs schools face.

*Measuring the understanding of materials*

Higher level quality in professional development has direct correlation to measuring it. It is simply not possible to say professional development is of a higher quality if there is no form of measurement beyond completion of the course. Measurement of participants is necessary to give them feedback as to their understanding of materials but this measurement also feeds into the level of clarity in the materials and delivery. This combined with the feedback on the course criteria displays training effectiveness. In selecting professional development teachers and educational institutions often have no clear direction on the quality or standard of the course. In order for higher quality to occur all facets of the course should be measured and recorded from participants understanding, course clarity, training effectiveness, expected ROI and so on.



*Measuring the effectiveness of the materials and their delivery*

To ensure continued high quality in a professional development course the effectiveness of the training needs to be continually monitored and measured with results fed back into the training. Feedback then creates updates into the training leading to higher quality delivery – continuous improvement. Measurements would include participant understanding, content clarity, course delivery, accessibility, availability, affordability, post course outcomes and ROI measureables amongst others. Measurements would also deliver industry, school and association wide, as well as geographic, quality measureables on professional development.

*Feedback loops from metrics back into training materials and delivery*

To create an environment of continuous improvement and higher quality delivery of professional development feedback loops on the metrics of the professional development are put in place and the results and recommendations update the materials, content and delivery of the professional development course.

*Selecting the correct and accurate forms of measurement that comply with the repeatability and reproducibility of the system.*

In short this is the consistency of assessment. An assessor will achieve the same result when assessing the same at different times and two different assessors will also achieve the same result assessing the same piece.

## Response to Terms of Reference 3

### ***National and International trends and innovative initiatives regarding ongoing professional learning for teachers.***

Global trends are moving toward higher accountability in all areas in all industries including education. The investment required in the professional learning of teachers requires some return on investment on some level of measurement. The criteria in which education works under is not always as hard an fast as in industry and the levels of return can be measured in exposure, meeting regulatory requirements, potential delivery to the student body, potential delivery to the parent body, delivery of students into post secondary activities and achieving delivery of graduates into the public sector at appropriately required levels. This is essentially the voice of the customer requiring the education community to deliver and end product to their needs. A parent will require certain deliverables from the education system which may be different and or common to those of the public sector (ie work), tertiary education institutions (customers of secondary education), secondary education (customer of primary education) – all of which must be met by the relevant educational body.

Each deliverable within the education community – reporting, assessment, materials, equipment, school grounds, etc – all have expected levels of performance standards. Benchmarking against other regions and even from institution to institution is a key driver behind obtaining a higher quality education system – not unlike in the business world. However, it is impossible for all education institutions to offer all requirements for all courses to all people – it is impossible for any organisation. National and international trends are looking for alternatives and initiatives to deliver the increased expectations of the customer bodies in the education community. Enhancing links between education and industry is one such approach. Terms of reference 5 leads to this.

The national and international trend to building links between industry and the education community. In the UK since the 1980's, and now in its infancy in Western Australia and some ad hoc programs around the country which are generally local initiatives (University High School in Melbourne have a business program with links to biotechnology which finds teachers at the school delivering content to students with the aid of leading scientists), stronger links are being built and this directly effects the level of, funding of, and delivery of professional development for teachers relevant to the broader community. The UK is extremely mature. Nearly 2700 high schools have a direct link with industry and business through 11 "specialism" with the core curriculum still being central to the school's deliverables. Schools choose their own "specialism" and hence control the schools direction. This also has obvious links with local communities and is not always large corporate organisations at its centre – orchestras are linked with music programs for example. The range of activities and "specialisms" is diverse and now has a central NPO body set up to administer the program which delivers significant sums of money and expertise into the school, its development program, the teachers and hence the students through the "Specialist Schools and Academy Trust". (Source: ABC Radio interview – Professor Brian Caldwell – audio available through [www.abc.net.au](http://www.abc.net.au))

Innovative initiatives such as the "Specialist Schools and Academy Trust" deliver a high level benchmark in the delivery of professional development to teachers and hence improving the quality of delivery of the current body of knowledge in all fields. These types of initiatives can contribute significantly to an overall training and assessment management system that delivers professional learning to teachers while contributing to the all the inputs the system requires.

## Response to Terms of Reference 4

### ***How best practice in ongoing professional learning for teachers can be delivered into schools and learning communities.***

Delivery of professional learning for teachers into schools and learning communities requires co-ordination in many areas including availability, affordability, reliability, capability, scalability, repeatability, recognisability, consistency, exposure, measurability and diversity through learning types amongst others. These criteria should lead overall teacher professional development into a standardised training management system with certification that is recognized in all industries and regions.

Current practice in delivering professional learning for teachers generally involves spasmodic and random advertising by professional development deliverers and in school co-ordinators of professional development leading to equally spasmodic and random results. There is no register of professional learning other than teachers' resumes and certificates of completion leading to an unknown deliverable of the quality of the professional development and the level of understanding and return on investment. As equally unknown is the industry wide statistics on the understanding of required obligations and compliance in changing conditions for teachers. In each school it is doubted that a matrix of teaching qualifications, professional development learning and required obligations by teachers and schools exists. Best practice should deliver a co-ordinated approach in delivery, results, compliance and reporting leading to professional development qualifications that are recognizable and transferable throughout schools, the education industry and other industries.

Best practice should deliver a co-ordinated approach to professional development into schools and learning communities through:

#### *Availability*

Course and development opportunities need to be available on a regular basis over a wide geographical region. Dissemination of information on high priority knowledge requirements for teachers need to be available and deliverable as demand, need and regulation requires. Current organisation would indicate the opposite – courses are created and then the participants need to find the course and be locked into its availability. Current best practice is leading toward a blended approach to delivery allowing for real time involvement in materials and development while blending other learning types through geographic and enrolment analysis allowing for the development and delivery of face to face learning as and when required.

#### *Affordability*

Professional development needs to be affordable for schools. Delivery needs to take into account the double cost a school incurs when engaging in professional development of staff. Conversely schools need to ensure they have adequate budget to actively pursue staff professional development in a competitive training delivery world. Best practice typically adds cost. Development of the highest quality is in demand and all alternative delivery methods need to be explored to fit the best practice model. Quality is the key. The goal should always be to produce an affordable training management system that is of the highest quality and leads best practice. This becomes attainable through a system that is reliable, repeatable, recognisable and hence capable.



### *Reliability*

Professional development delivered on broad scale needs to be reliable. The professional development participants (both teachers and schools) need to be sure that the information being disseminated is both correct and can be obtained in much the same way regardless of the course or learning type. Best practice should follow a standardised approach in the development of professional learning so that all courses delivered meet a criterion that allows the participants to be sure that regardless of the delivery, delivery type and learning model the key knowledge requirements for the learning are being met.

### *Capability*

Best practice would see professional development as a delivery system across a population that is diverse in skills and location and as such should be capable of delivering a broad range of skills and required information to the entire population. The broader aim is to deliver the same quality course to all locations with minimal diversity in cost based on location, population and current skill levels. Capability is the key to making the professional development opportunities affordable to all participants in all schools. Best practice in fact should be able to lead the way in creating the environment where the most remote and least population can in fact contribute and gain from the training system beyond participation.

### *Scalability*

Every professional development course needs to be scalable. That is as demand requires it the professional development opportunity should be deliverable to the size of the audience demanding its attention. The development opportunity also needs to be scalable into other forms of learning where appropriate, not all topics and courses will have relevance with all learning and delivery types. To that end scalability feeds into the capability of the development opportunity in its ability to deliver a reliable, affordable and recognisable learning. In fact as a development opportunity grows so should all other measures that it is measured by. Best practice would imply that to be scalable we need to ensure that all other measures are as equally as scalable in order to deliver a system that is of the highest quality.

### *Repeatability*

Best practice ensures that all professional development opportunities are repeatable. That is that it can be reproduced at any time in any location to create equity to all who require to be trained. This can be achieved by different means and is directly dependant on the delivery type as each type has its own unique qualities that deliver information to the participants.

### *Recognisability*

Development opportunities need to be recognisable to the broader education community and meet assessment and completion criteria. Best practice would allow that courses undertaken under the guise of professional development should be recognised by other educational institutions and other industries thus allowing for qualifications to follow teachers to different educational institutions and industries and allow them to be used as a measure for furthering careers and changing industry as would qualifications from other industries moving into the educational world.

### *Consistency*

Professional development delivery needs to be consistent across all facets. Best practice should lean toward criteria for knowledge requirements being set for courses, regularly reviewed and fed back into all delivery types of the professional development. Conducting reviews ensures all those delivering courses are consistent with the requirements and guidelines. It may occur that the particular topic of the professional development has a limited number of subject matter experts (SME) offering the opportunity. In that event the training management system should be guided by the SME but some standard review responses should be required to remain consistent with world best practice.



### *Exposure*

Professional development needs to be exposed to the participant population in order to obtain feedback to continuously improve all learning opportunities, delivery methods, delivery and so on. All parameters of the course require data and measurements to improve – this only comes through exposure. Exposure is also required in the marketing of professional development opportunities. The education community as its best practice should allow teachers, professional development participants and deliverers to constantly and consistently view, edit and use recognisable and quality avenues to professional development through agreed standards.

### *Measurability*

In order for best practice to occur in professional development and for the training management system to lead world's best practice all facets need to be measurable. To stand next to other centres of learning and ask to be recognised as a valid form of knowledge and skill attainment the is standard practice not just best practice. Measurement will vary dependant on delivery method, learning materials, skill requirements and knowledge requirements but the basic tenet needs to be each area of the training management system is measured against agreed and standard criteria.

### *Diversity*

Best practice in a training management system for professional development of teachers needs to have diverse methods of delivery and learning opportunities each of which has set agreed criteria that allows for measurability, reliability, and scalability. Valid forms of development are not simply lecture style convention based delivery – all forms of learning types and delivery types need to be represented and assessment criteria set for each. It is as equally valid that a school does some professional development internally relying on the expertise of their own staff if it is available under the proviso that it is measurable within the training management system – skills on the computer being a case in point. It is equally valid as a professional development deliverer to go to a school and mentor teachers through required knowledge - again if it is measurable. In best practice all forms of delivery and learning need to be represented but also need to be integrated into the system so that all other best practice measures can sustain the quality of the system.



## Response to Terms of Reference 5

### ***The potential for greater cross-sectoral links between industry, training institutions and schools in the delivery of ongoing professional learning for teachers***

Industry, training institutions and schools can all learn from each other in respect to professional learning and the delivery of knowledge requirements through potential and existing programs on the basis of curriculum analysis across the board. Industry sources its personnel from both the student and teacher body of educational institutions and likewise educational institutions should be sourcing staff from industry areas of skill shortage and potential new areas of growth and innovation. Additional to this, educational institutions could be sourcing their professional development through industry and industry can be learning from the approach to training and or learning that educational institutions have. By having an integrated approach with industry professional development of teachers can be delivering real time knowledge requirements into the system ensuring that data is filtered through to students creating a higher level of entry knowledge when entering industry. Industry can also target areas of requirement and current resource gaps; with true correlation some forward planning can be done, creating an avenue of entry into industry and even potentially influencing curriculum in educational institutions to allow students to have more alternatives as they work through the education system. This would be achieved by industry assisting in the professional development of teachers in standard tutorial courses, work exchange enterprises, and making industry techniques, current and new, available to teachers and hence available to the student body through advanced curriculum and in school programs. This would need to be achieved through best practice and is outlined in terms of reference 4 in this submission.

Industry is beginning to head in the direction of corporate universities combining required industry skills with the recognition for employees and contractors in equivalent tertiary and certified studies. Collaboration between educational institutions and corporate industry sectors has increasing benefits to both sectors including strengthening interdependency between organisation and employee or contractor through recognisable and measurable investment in the body of knowledge of the individual and hence the organisation creating distinct career paths in industry. This then strengthens the course offerings in both secondary and tertiary institutions by having current industry standards available to them in their curriculum development.

The basic difference between industry and educational institutions is that one is profit based and the other is outcome based. This is where the definition of return on investment can be the bridge between the two. Typically return on investment (ROI) is determined in a dollar value. This should be extended to take in the outcome based approach of educational institutions. This would include increasing the skills of the employee base, ensuring the acquirement of any required regulations, creating an atmosphere of continuous improvement and so on; each of which will contribute to a broader, and often dollar based higher level return on investment. Teacher professional development should endeavour to increase the broader knowledge of its teaching community heading toward a higher quality product delivered to its customers (the student and parent body and industry) ensuring a higher level outcome – a key basic measurement of all educational institutions. This then transpires into a higher quality entrance into industry which, in a shorter time frame, should reach a dollar value return on investment in industry.

The education industry does not follow the hard and fast bottom line rules as industry does. That said there is still a need to meet a budget based on sources of income (profit and cost ratios in business) – in essence profit is not always a key measure of the processes that occur in the institution. They can generally be considered as not for profit organisations. This brings us to



funding professional development programs and in a not for profit organisation the outline in terms of reference 4 will be paramount to an acceptable delivery. This is where all the stakeholders in the professional development delivery system can contribute, deliver, administer, assess and gain both financially and academically from the process. The cross sectional links between industry and educational institutions is a critical to quality issue. Investment in the professional development process by industry can offset costs to educational institutions and ensure a higher standard of entry into industry – setting up the delivery system to ensure this occurs will contribute to a higher body of knowledge in the education sector, increase linkages between industry and education and put in place a culture of continuous improvement in both sectors.

## Response to Terms of Reference 6

### ***Gender issues in the delivery of ongoing professional learning for teachers.***

Gender issues in the delivery of ongoing professional learning for teachers will be diverse over the different levels of the education process, tertiary, secondary, primary and in the areas of certification such as TAFE. These issues will also be diverse across both male and female issues. What is common and prevalent is the dispersion of information from gender studies to the teaching body is inadequate and the delivery of these studies should be a focus in professional development for teachers along with strategies to integrate teaching methods and activities with the known body of knowledge in this area.

An internet search for “gender studies and teaching” reveals 8,340,000 responses. Consider the average teacher sifting through these responses and filtering which information is relevant and which is not. The task of professional development delivery is not only to be a repository of courses and information on gender issues and learning and distribute results but also to collaborate with SME’s (Subject Matter Experts) to deliver appropriate strategies, policies, responses and activities to deal directly with the outcomes of reports and studies into gender issues. This not only will raise the awareness of gender issues but give an effective avenue for issues, reports and even potential studies to be raised – the results of which would feed back into the training and professional development system.

Business and industry goes to great lengths to profile its personnel in terms of skills and behaviours, Myers Briggs personality profiling is an example, which enables studies of the correct skills, personality and behaviour to be matched to a task, project or team. While there may be debate on the methodology there is no doubt that some level of understanding in how people learn and absorb information is useful in delivery and can have a direct influence on the achievement of outcomes. Stratify this even further to gender and learning styles – auditory, visual or kinaesthetic – and the development of learning, delivery and assessment models can broaden. Do schools or the education community adopt multiple forms of assessment for the display of a given competency or even equate this to gender? The professional development of teachers is the model that this can be delivered through and thus broaden the scope of the delivery model of schools.

This is not the panacea of understanding but it is a step up from what it is done now and the ultimate outcome of an efficient professional development system is improving the delivery of products to the student body and increasing the understanding of those who deliver it. Understanding of the issues and how professional development delivers a higher level of understanding can be key to differences in gender and then once that is achieved it can deliver strategies and contribute strategies from the broader education industry population