



## AITSL SUBMISSION TO THE PARLIAMENTARY INQUIRY INTO SCHOOL TO WORK TRANSITION

Educational research<sup>1</sup> consistently shows that the quality of teaching has the largest in-school effect on student outcomes. [The Australian Institute for Teaching and School Leadership](#) (AITSL) is committed to supporting teachers to improve their practice, and therefore to improve the in-school and post-school outcomes for their students.

AITSL supports teachers through the implementation of the [Australian Professional Standards for Teachers](#) and other policies and supporting resources. The Standards define what teachers should know and do across four career stages from Graduate to Lead.

Post-school education, training and pathways are not AITSL's area of expertise. However, AITSL acknowledges the importance of, and advocates for, accurate measurements of student gains in learning. The use of data to inform teaching practices is highlighted in Standard 5 of the Standards. Data allow teachers to provide targeted feedback to students about their progress, highlighting areas of strength, and areas for growth; that is, the "where to next" in student learning. AITSL Board Chair Laureate Professor John Hattie's research shows that quality feedback has a significant impact on the improvement of student performance.<sup>2</sup> Therefore, AITSL provides [resources](#) to support teachers to improve feedback practices.

AITSL can see an opportunity and need for schools to have easier and more efficient access to data on student growth and development. Current national student performance measures, including NAPLAN and PISA, provide a big picture view of a particular point in time. While data of this nature can be useful in understanding student performance at the national level and identify trends over time to inform system policies and resourcing, it does not help to inform a teacher's day-to-day approach to targeting strategies for improving the rate of learning for an individual or group of students.

Australian teachers need to be able to easily access individual and in-time data on the growth of students' learning if they are to be able to make professional judgements about how best to address student needs. However, the time, capacity and expertise required for teachers to undertake high quality formative assessment is significant. Therefore work is needed to support teachers to quickly and accurately assess student progress at any time, enabling teachers to better measure the impact of their practice. Exploration of a technological solution, together with appropriate implementation support, may be a way to address this. Work in this area will help teachers ensure that every student gains at least one year's growth for every year of schooling.

This is in line with point 1 of the inquiry Terms of Reference, "Measurements of gain in school and how this contributes to supporting students to prepare for post-school education and training," and the priorities of the Federal Minister for Education and Education Council. Further support is needed for teachers to better understand and respond to student progress and barriers to learning. Failure to address this issue will likely result in the stagnation or further decline of Australian student performance against international benchmarks.

<sup>1</sup> Hattie, John, "Teachers Make a Difference, What is the research evidence?" (2003).  
[http://research.acer.edu.au/research\\_conference\\_2003/4](http://research.acer.edu.au/research_conference_2003/4). Accessed 24 July 2017.

<sup>2</sup> Ibid.



**Contact:**

Daniel Pinchas  
General Manager, Teaching and School Leadership  
PO Box 299, Collins Street West, VIC 8007 ABN 17 117 362 740  
+61 3 9944 1261 |