

Highly Accomplished and Lead Teacher Survey: Key Findings

Professional Learning

Background

Recently, the NSW Education Standards Authority (NESA) released a survey for Highly Accomplished and Lead Teachers (HALTs) of NSW. The purpose of the survey was to determine areas of professional development that can be strengthened by NESA.

This report provides a summary of the key findings from the survey.

Summary

There were clear themes in the survey data, which showed that HALTs wanted courses that focused on leadership, mentorship, curriculum and data literacy/competency.

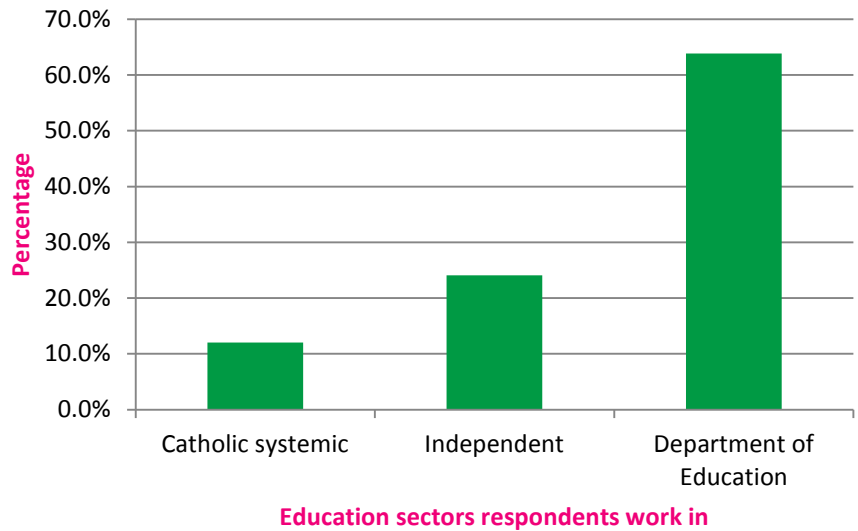
An important factor for consideration was the accessibility of courses for rural and regional HALTs, as most courses were situated in the metropolitan area.

Most importantly, HALTs wanted increased opportunities to network with colleagues who had also attained higher level accreditation. Many HALTs saw the annual Australian Institute for Teaching and School Leadership (AITSL) HALT Summit as a NESA Registered PD course that had best met their professional development needs.

Survey results

Demographic

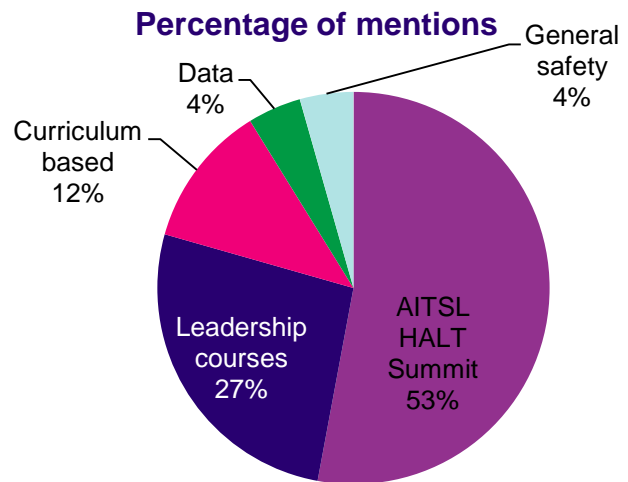
The survey respondents reflected a representative sample of the total HALT population in NSW, with a majority of respondents working for the Department of Education, 12% with the Catholic sector and 24% in Independent schools.



PD needs

The most frequently mentioned NESA Registered course that respondents felt best met the needs of the HALT community was the AITSL HALT Summit, followed by courses on leadership. In order of popularity, other courses that were identified included:

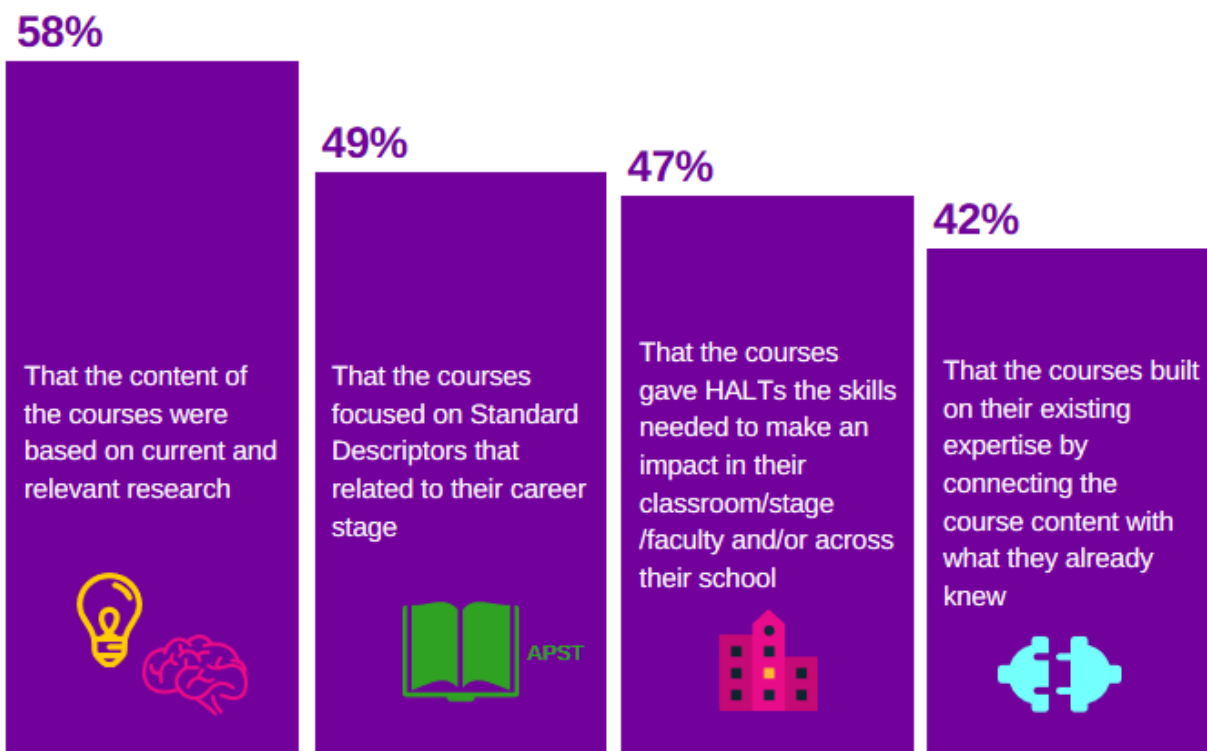
- Curriculum-based courses, such as languages, science and maths
- Data literacy and competency courses, and
- General safety courses, including child protection, road safety and anaphylaxis.



NESA Registered courses

For NESA Registered PD courses that met respondents' needs, survey data indicated respondents:

Strongly agree



Respondents also indicated that opportunities to network with other HALTs to share expertise and experience made them feel the course met their needs.

Future PD needs



Most respondents showed high to moderate need for the following areas (ranked from high to moderate levels of need):

- Leadership and/or mentoring
- School management and administration
- Data
- Curriculum
- Community engagement
- Student welfare and wellbeing
- Student discipline and behavioural management
- Pedagogy
- Differentiation
- Assessment



When given the opportunity to list other areas of need for further development, respondents identified more professional development in mentoring and/or coaching other teachers and having more courses that are based on research and are evidence-based.

Features of Teacher Identified Professional Development (TIPD) courses that best met the needs of HALTs

Frequently, TIPD courses that respondents identified focused on improving their teacher strategies and educational practice.

Courses often mentioned:

- Learning Progressions
- Positive Behavioural Learning
- Visible Learning



Other TIPD courses that met respondents' needs:



Focused on HALTs' own knowledge and expertise



Had experts from the education sector, such as Professor John Hattie, and Professor Stephen Dinham



Was research-based and driven by evidence

Professional commitment activities

72% respondents indicated they had the necessary support and resources to fulfill their own Professional Commitment activities.



69% felt supported through dialogue with their work colleagues



75% read professional literature to source their Professional Commitment activities.



54% attended education conferences and seminars for support in their activities.



51% indicated that collaborating with other HALTs was also an important form of support.

74% of respondents indicated they were likely to highly likely to attend PD courses which will support their Professional Commitment activities.

When asked what other PD would help fulfil these activities, the responses showed that accessibility and availability to courses and networks at the HALT level were critical.

The impact of Priority Areas on the professional development of HALTs

The Priority Areas identified by NESAs in the survey were:

- Aboriginal and Torres Strait Islander Education
- STEM
- Languages
- Writing
- Literacy
- Numeracy

A majority of respondents had not attended any courses in these Areas.

51% indicated it was not related to their discipline

36% indicated they were not aware of courses available in these areas

Conclusion

The results of the survey indicate that Highly Accomplished and Lead Teachers are actively engaged in their own professional development. HALTs have particularly indicated that they would like to see more opportunities for networking and leadership in their school community and amongst each other. From the information derived from this survey, NESAs have the opportunity to move forward and strengthen existing quality PD courses and consider what other courses should be commissioned for current and future Highly Accomplished and Lead Teachers.