THE ADVANCED SKILLS TEACHER 2 AND 3 SELECTION PROCESS IN VICTORIAN GOVERNMENT POST-PRIMARY SCHOOLS

Submitted by
Stephen Kimonides
B.A, Dip. Ed.

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University of Melbourne
Institute of Education
Grattan Street, Carlton

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S.K.
Abstract

This study examines the process of selection used in the appointment of Advanced Skills Teacher 2/3 (AST 2/3) category in selected Victorian government post-primary schools. Specifically the study considers the ways in which AST 2/3 teachers were selected, the steps in the selection process, the important criteria and the prioritisation of school responsibility positions as AST 2/3 positions.

The study found that the interview phase was the key element in the appointment of teachers to AST 2/3 positions; that two of the seven selection criteria (criteria A and F) were regarded as the most important ones in the shortlisting and recommendation process; and that the principal was the key person in the selection panel. The study found that the areas of general curriculum and subject coordination accounted for the highest designation of AST 2/3 positions.
Executive Summary

The introduction of the Advanced Skills Teacher 2/3 classification became a most significant development in enabling teachers to pursue career paths within the classroom while involving themselves in broader areas of school responsibility.

The establishment of AST 2/3 positions will focus attention on the actual delivery of education by valuing the classroom skills of the best teachers and provide an incentive for them to stay teaching, as well as allowing them to assume leadership roles within schools.

This intent of this study is to reveal primarily the experiences of principals involved in the selection process. The questionnaire was designed to obtain information on the number of AST 2/3 positions available in each of the schools. It also aimed at getting information about the significance of each of the three steps in the process: the application, the referees' reports and the interview.

Another intention was to ascertain the significance of each of the mandatory criteria, as well as to get some indication of the importance of the school-based criterion, the role and degree of input of each of the selection panel members and the nature of the positions offered as AST 2/3.

Finally, recommendations are suggested in the light of the findings to streamline the selection process and relieve it of some of the more arduous tasks as pinpointed by the research. Implications for schools in relation to local selection are examined.
CHAPTER ONE: INTRODUCTION

Education is the key to Australia's economic and social development (Foggo, 1990).

In this chapter the development of the Advanced Skills Teacher (AST) process is examined. A general discussion and analysis framework is constructed by examining the historical factors that led to the introduction of an AST classification aimed at keeping quality teachers in the classroom. The elements of Award Restructure along with the key characteristics of AST level 2 and 3 are introduced.

The push in the latter part of the 1980s for micro-economic reform in pursuit of the "clever country" (espoused by Prime Minister Hawke and others), put education, and therefore teachers, at the forefront of the debate. Education and training were seen as vital to the whole Australian community - to business, to the trade union movement, to government (state and federal) and to the individual (Foggo, 1990).

Underpinning the Federal government's policies of economic restructuring and the wages system based on award restructuring\(^1\), lies education and training. There exists a recognition, previously stated, now being enacted, that the key to Australia's economic restructuring is education and a well-educated society.

The appearance on the education front of concepts like competency-based learning, profiles and National Key Learning Area statements bear testimony to the importance of education and its role within award

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\(^1\) Award Restructuring is an attempt to establish a work force driven by awards which give rewards for education & training, the assumption being that such an approach will improve productivity and performance of the industry, (Bluer 1989).
restructuring. The importance to Australia's future of providing a quality education system became a concern to all the relevant players: government, business, unions and workers.

Essentially it has been these developments that have provided the impetus for a new conception of career teaching, as well as a recognition that greater incentives were required to keep quality teachers in schools and the classroom. Unless award restructuring for teachers occurred, problems of teacher attraction and retention, low morale and significant losses of experienced personnel to other professions and industry would be experienced.

Governments, both state and federal, acknowledged these problems: "professionals like scientists, engineers and teachers should get better pay to reflect the value society placed on them in the 1990s" (Dawkins, 1990). Premier Cain, and Minister for Education Kirner, supported the need to keep quality teachers in the state system and in the classroom. They recognised the need for a substantial revamping of the current career structure including support for the concept of an Advanced Skills Teacher (AST) classification (Bluett, 1990).

As a consequence debate focussed on the changing roles and duties of teachers. The need to provide teachers with greater opportunities to influence their own professional practice including the monitoring of colleagues, organising school development processes and making significant curriculum decisions were also raised as important issues confronting the profession (Crowther and Gaffney, 1993). In the Commonwealth Schools Council publication (1988), attention was drawn to both "professional" and "industrial" dimensions of enhanced teacher
quality. It identified the professional task of selecting and certifying highly skilled teachers and the industrial task of developing new career structures for teachers with advanced pedagogical skills (DEET, 1988).

As part of the award restructuring the Australasian Council of Trade Unions (ACTU) and Federal Government accepted the ACTU blueprint\(^2\) for national benchmark salaries\(^3\) and the introduction of an alternative career path concept for Australia's 200,000 teachers, (Fawns and Nance, 1991).

Bluer and Carmichael (1991) observed that award restructuring would enable a greater motivation and incentive for experienced teachers, especially those who had been at or near the top of the automatic increment salary scale for some years but had not obtained an administrative-class position. In other words, 'career progression in teaching was only available if one chose to leave the classroom' (Bradley 1989). Award restructuring would benefit those teachers who wished to remain within the classroom thus giving recognition to a dual-pathway approach to promotion and salary award - a pathway into educational administration or a pathway within the classroom.

There were other problems as well, such as seniority being the prime determinant of achieving promotion, 'jobs for life' (or a permanent position combined with a permanent job) and a hierarchical structure inconsistent with the participatory nature of school policy development and decision-making.

\(^2\) The ACTU proposal presented a skills formation dimension of teaching.

\(^3\) The ACTU Award Restructure blueprint set teachers benchmark rate at the same level as Engineer 4 classification © 1990 of $38,242.
The award restructure (post-primary career structure) claim grew out of increasing frustration with a career structure which was predominantly seniority-based, administratively focussed, exclusive and in which promotion opportunities had effectively 'dried up'. This increased frustration was born out of the situation where a 'bottleneck' effect existed at the top of the incremental salary scale, prompting the cynical but appropriate view "Is there a life after subdivision 14?" (Bluett 1992), and a forced choice of administration for career advancement. Bluer (1989) argues that award restructuring for teachers represented an attempt to begin to support the need for better careers for teachers, given the greater demands and the resultant pressure that confronted teachers throughout the latter years of the last decade. Award restructuring would bring a number of worthwhile benefits to teachers:

- a substantial increase in starting rates for them;
- increases for all steps in the incremental scales;
- introduction of the Advanced Skills classification;
- continuation as a classroom teacher without significant financial disadvantage;
- significant professional development (PD) to upgrade skills and knowledge;
- recognition of the broad range of tasks which teachers carried out in schools;
- establishment of relativities between teachers and other 'industries' that recognised the relative qualities and skills of teachers compared to other industries and professions.
Goodlad (1983) asserts that changes to the ways in which schools work have led to a need to reconsider the ways teaching and teachers are viewed. The development of whole-school planning has brought with it a need for practitioners to possess broad skills which are necessary in the classroom (pedagogical skills) and organisational ones (level, subject and curriculum coordination) that better reflect an integrated approach. Curriculum and welfare approaches are no longer developed in isolation, but are seen as inter-connected elements of a school’s curriculum. To successfully enact whole-school policy, planning and implementation, and to get the ‘best’ teachers involved, a new category of teacher beyond subdivision 14 would be required.

The Advanced Skills Teacher: The jewel in the crown of Award Restructuring

The key element within the Award restructure claim is the introduction of the Advanced Skills Teacher classification. The AST development potentially would revitalise the teaching profession and with it Australia’s schools and the nation’s most precious resource, the students. Further the establishment of AST positions would focus attention on the actual delivery of education by valuing the classroom skills of the best teachers and provide an incentive for them to stay teaching (Smith 1989). This development would have the effect of encouraging new relationships between ASTs and other teachers in a mentor sense, as well as allowing teachers to assume leadership roles within teams of teachers, and to develop systematic on-the-job-skills acquisition programs for teachers (Bluer and Carmichael, 1991).

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4 The term ‘curriculum’ covers all the arrangements the school makes for students’ learning & development. It includes the content of courses, student activities, teaching approaches & the ways in which teachers & classes are organised. It also includes decisions on the need for and use of facilities, (VSTA AST2/3 Kit 1992).
The AST structure has the potential not only to reward the role of the classroom teacher, but if used effectively, can have a huge impact on the quality of teaching. Bluer asserts that the overriding role of the AST concept will be improved productivity and enterprise (i.e. at the school level) by increasing the skills and knowledge levels of the teaching workforce. The industrial principles of structural efficiency and competencies can be pursued through the AST concept provided that the essential skills of teaching are emphasised (Crowther and Gaffney, 1993).

As already stated the "bottleneck" at the top of the increment scale, and the lack of opportunities for advancement beyond, help to explain the development of a career path after subdivision 14. The need to bolster morale and motivation amongst teachers and to prevent experienced teachers from leaving the classroom to enter administration on the one hand, and leaving the teaching service altogether on the other, were no doubt significant causal factors. Coupled with the need for incentives to increase and improve performance and productivity, was the need to redress the erosion of teacher salaries throughout the 1980s. The need to acknowledge the pace of technological change, and increasing retention rates created heightened expectations of teachers within and outside the classroom. The introduction of educational reforms in Victoria, for example, illustrate the changes that have occurred to teaching and teachers.

The development and implementation of the Victorian Certificate of Education (VCE) placed new demands on teachers and teaching. Focus of reform occurred in professional development (PD) in such areas as assessment practice, course development support, and teaching strategies and methodologies, prompting Caldwell (1993) to assert that teachers were one of the most productive group of workers within the community in the
last decade. Yet few rewards to teachers flowed from these extensive reforms.

Some insight into the importance of the AST teacher is provided by the National Board of Employment Education and Training (NBEET) seminar on teacher quality, which pointed out the need for 'expert' teachers to provide a focus for good teaching practice, to positively influence teaching methodology, to take responsibility for the induction of new teachers and for supervising student teachers (Christie, 1989).

_The Commonwealth considers that promotion to AST 2/3 positions should only be open to the most outstanding teachers (Dawkins, 1991)._ 

On what should AST roles and duties focus? Should AST 2/3 focus exclusively on the classroom? It would seem that this should be the case for AST level 1, but that AST 2/3 should reflect the development of the role of teachers over the last three decades.

During this time teachers have worked as coordinators, organisers, counsellors, administrators and cultural change agents. New and varied careers for teachers have evolved as a consequence of social and technological change. The advent of careers education counsellors, curriculum coordinators, level and mini-school heads, and pupil welfare coordinators, to name a few, reflects this clearly. Clearly the AST teacher while spending a significant portion of time carrying out the classroom teacher role, and being rewarded for so doing, should also have input into whole-school outcomes which reflect the roles teachers perform in schools today.

AST 2/3 positions, while emphasising the classroom role, should also encompass the roles and duties that teachers perform outside the classroom.
The complexity of school organisations having to deal with administration and curriculum concerns cannot be overlooked in any new career structure, nor should these roles and duties be the domain of administrative staff. Teachers must be involved in decisions that affect school operations; the AST 2/3 can provide teachers with the recognition of the duality of the role they perform within schools. For these reasons AST 2/3 are designated as school responsibility positions. In the light of these changes to the role of teachers Ingvarson and Chadbourne (1991) assert that tagging AST 2/3 as school responsibility positions has destroyed the concept of "paying teachers more on the basis of being better teachers" (p.11). The teaching aspect can be covered under the banner of AST 1 and that recognition of the varied roles and duties teachers are having to perform nowadays should be acknowledged as part of roles and duties performed by AST 2/3. It is important to recognise the work that teachers are carrying out from a financial as well as a career perspective.

AST 2/3 positions were allocated by formula to schools as specifically tagged positions. The prioritisation of positions was done according to local school needs but followed guidelines established by the Department of School Education (DSE). Tagging of AST 2/3 positions as a general rule was based on the following designation:

Key Learning Area Positions, e.g. Maths, Arts, English - AST 2;
Year Level Coordination, e.g. Year 8 Coordinator - AST 2;
PD, Literacy and Numeracy, e.g. Staff Welfare Coordinator - AST 2;
Sub-school, mini-school coordinator, e.g. Sub-school head Senior School-AST 3;
Curriculum Coordinator e.g. General, VCE, Frameworks - AST 3.
Prioritisation was determined at the school level taking account of the curriculum and administrative needs of the school. AST 2/3 teachers are still required to teach a minimum of 0.8 of a normal teaching load, reflecting the view expressed by Bluer (1989), and Chadbourne and Ingvarson (1991) that teachers should be rewarded more for skills involving classroom teaching, by valuing the classroom skills of the best teachers and encouraging them to stay teaching (in Smith, 1989). In order not to discriminate against or disadvantage applicants with specialised skills it was clearly stated that the duties of career teachers, Pupil Welfare Coordinator's (PWCs), teacher librarians and integration coordinators would be considered as school instruction for the purposes of the 0.8 minimum teaching requirement (AST 2/3 Kit, VSTA 1992).

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5 The survey which will be evaluated in Chapter 4 will cover this aspect in more detail.
CHAPTER TWO: AST STRUCTURE AND THE APPLICATION

This chapter focuses on the establishment of the structural aspects associated with the introduction of the AST selection process. A section dealing with the AST application including discussion about the requirements of each of the criteria is covered.

Any valid assessment and evaluation of practical teaching and other school-related skills provide for qualitative judgement made by peers, rather than solely upon the presentation of quantitative data. Teachers will more readily embrace a system of appraisal which is carried out in a large part by peers. Teachers appear to equate such an approach with professionalism and are generally more likely to opt for a system which evaluates them according to objectives which they have helped to negotiate. The information from the trialling instrument used in this study supports the view that school-based local selection panels should be the bodies used to determine teacher promotion.

The Selection Panel Composition included the following personnel: the Principal who generally acted as chairperson; an education officer external to the school, usually a regional representative or a teacher from a nearby school; a teacher nominated by and from members at the school; and a union representative, and a nominee of the relevant industrial association, (VSTA News, 1990). The composition of the selection panel should aim for gender balance.

In a much publicised decision, the Industrial Relations Commission of Victoria (IRCV 1992) handed down a decision to restrict the eligibility for AST 2/3 to those teachers who already had been promoted to AST 1. This
controversial decision had the effect of prohibiting many quality teachers because they had not been teaching for 9 years. In order to apply for AST 2/3 teachers needed to be able to satisfy the following criteria: be secondary registered and be AST 1. In gaining promotion to AST 1 a teacher needed to satisfy the following: be a permanent member of the teaching service; and be at least 3-year trained or equivalent; be in receipt of the top of the 1992 incremental salary scale or have the equivalent number of years 'approved teaching experience' (i.e., 9 years for 4-year equivalent trained, or 13 years for 3-year equivalent trained).

In respect of tenure AST 2/3 positions were made permanent positions subject to review of performance every five years. "While the AST 2/3 position is substantive, the school-based criterion (job) attached to the position has a limited tenure of 3, 4, 5 years (determined by the school)", (VSTA AST 2/3 Kit 1992). During the period of tenure, an AST 2/3 may apply for promotion but may not apply for transfer to another position of equal status. That is, an AST 2 teacher may apply at any time for an AST 3 or principal class position but may not apply for another AST 2 position for the duration of the initial school-based criterion tenure. Likewise an AST 3 teacher may apply for a Vice Principal or Principal position but may not apply for another AST position.

In respect of review, the school-based Local Administrative Committee (LAC) has the task of considering the nominated job description (school-based criterion) after a period of tenure (3, 4 or 5 years). At the end of the tenure for the nominated job description, an AST 2/3 may in the first instance apply for and be appointed to other duties appropriate to their position. During the fourth year of appointment of an AST 2/3 teacher, a performance review panel will be convened. The panel will be school-
based and will comprise: the principal; principal's nominee; a union representative; and a teacher representative (VSTA AST 2/3 Kit, 1992).

The task of the panel will be to assess the performance of the AST 2/3 applicant against the selection criteria, role statement and specified duties for that position on the basis of their knowledge of the performance of the AST 2/3. If the panel decides that the AST 2/3 teacher has not fulfilled the duties and roles associated with the position appropriate programs of PD will be made available. If after 12 months an unsatisfactory assessment occurs "the AST 2/3 will relinquish the position and revert to the top of the automatic scale", (VSTA, AST 2/3 Kit 1992). A performance review occurs every five years from the date of the initial review. The AST 2 annual salary is $42,538; the AST 3 annual salary is $43,538.

The tables on the following pages provide a brief outline of the roles and typical duties of an AST 2/3 teacher. By way of comparison the role of the AST 2 is included in the left column while the extra duties of the AST 3 are included in the right column.

The AST 2/3 teacher 'performs as a skilled classroom practitioner who also undertakes additional duties outside her or his specific teaching responsibilities. These additional duties relate to interaction with students and their learning outcomes' (VSTA AST 2/3 Kit 1992).

There are greater 'whole-school' and 'across-school' roles expected of AST 3 teachers. Generally speaking an AST 3 is seen as a provider of leadership, planning and decision-making within a school or across schools as distinct from being "actively involved" in these processes as required of an AST 2. For example an AST 2 will be actively involved in the resolution of
complex issues within the school as required. An AST 3 will be involved in the provision of educational leadership and support for a range of complex professional and curriculum issues within the school and/or across schools or campuses as required.

**Table 1: Role Statement**

<table>
<thead>
<tr>
<th>AST 2 teachers</th>
<th>AST 3 is AST 2 with the addition of the following</th>
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<tr>
<td>(a) are skilled classroom practitioners who consistently generate worthwhile learning &amp; positive attitudes to learning;</td>
<td>(a) are highly skilled;</td>
</tr>
<tr>
<td>(b) have good relationships with students &amp; with their classes &amp; generate excellent classroom dynamics;</td>
<td>(b) as AST 2;</td>
</tr>
<tr>
<td>(c) use a range of classroom procedures &amp; teaching strategies &amp; are an important resource for other teachers in their year/subject/faculty level(s);</td>
<td>(c) use a range of classroom procedures &amp; teaching strategies &amp; can use their own skills &amp; experience in the classroom to develop and implement initiatives;</td>
</tr>
<tr>
<td>(d) are informed, reflective &amp; innovative regarding educational issues;</td>
<td>(d) as AST 2;</td>
</tr>
<tr>
<td>(e) participate in curriculum development by making a significant contribution to the organisation, planning, &amp; development of subject and other curriculum areas and provide educational leadership in one or more classroom - related areas;</td>
<td>(e) lead &amp; supervise curriculum development, make a significant contribution to the organisation, planning &amp; development by providing educational leadership in one or more classroom - related areas;</td>
</tr>
<tr>
<td>(f) are skilled at analysing problems &amp; critically evaluating new ideas and approaches;</td>
<td>(f) AST 2 plus 'and are able to assist teachers to implement change in their particular environment;</td>
</tr>
<tr>
<td>(g) show a willingness to continue their professional development &amp; to try new ideas;</td>
<td>(g) 'have undergone a sustained process of PD as a professional and show a willingness to continue their own PD;</td>
</tr>
<tr>
<td>(h) provide educational leadership &amp; support across schools;</td>
<td>(h) provide educational leadership &amp; support to teachers in &amp; across schools &amp; to contribute to their skill development &amp; training;</td>
</tr>
<tr>
<td>(i) provide advice to the school administration &amp; staff on a wide range of professional &amp; curriculum issues;</td>
<td>nb No item (i) in AST 3;</td>
</tr>
<tr>
<td>(j) collaborate well with parents &amp; other teachers.</td>
<td>(i) as (j) in AST 2.</td>
</tr>
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Table 2: Duties Statement

Typical duties of an AST 2

An AST 2 is expected to spend the majority of his/her time on activities normally performed by a classroom teacher.

(a) develop programs & promote strategies of classroom organisation which foster successful learning outcomes for all students;

(b) provide educational leadership in one or more classroom related areas;

(c) provide support and professional assistance to other teachers;

(d) develop curriculum initiatives in response to current educational policy & ideas;

(e) take an active role in education decision making and planning processes;

(f) implement equal opportunity policies, including equal employment opportunity;

(g) undertake student teacher supervision and/or coordination of student teacher supervisors;

(h) undertake other classroom teaching related duties as determined by the school.

Typical duties of an AST 3

As AST 2.

(a) provide leadership in the development, implementation of high quality programs which foster...same as AST 2);

(b) provide educational leadership in a broad range of classroom related areas;

(c) lead & participate in the management, and implementation of DSE curriculum priorities;

(d) provide high level support & assistance to other teachers through the development and implementation of appropriate PD programs;

(e) provide leadership in education decision making and planning processes;

(f) as AST 2;

(g) as AST 2;

(h) as AST 2.

(see appendix 1 & 2 which outline in detail the selection criteria and mandatory skills required for AST 2/3).

The Application - the first element in the process.

The AST 2/3 selection processes is criterion-based. The selection of an AST 2/3 teacher is based on statewide as well as school-based criteria. The application needs to demonstrate that it meets 5 statewide criteria. In addition to the statewide selection criteria and mandatory skills for AST 2/3 levels, a sixth, school-based criterion exists (Criterion F). Schools were able to select their school-based criterion for each position from the approved list or develop their own school-based criterion consistent with the agreed
guidelines (see appendix 2). In terms of meeting the criteria applicants needed to demonstrate all the mandatory skills for each of the six criteria. Selection panels were instructed to shortlist applicants on the basis of evidence provided in the application.

In addressing the application candidates needed to:

- focus on skills and achievements, rather than merely the names of positions of responsibility (PORs) held;
- demonstrate what tasks, duties and roles they had carried out, and how each task helped the faculty, level or school;
- highlight particular aspects of each task, specifying the nature of the involvement.

Essentially the application is made up of three parts: the first requires basic information about the applicant, a summary of duties undertaken and the inclusion of a curriculum vitae (CV). The third part (Criterion F, see Appendix 2) is about suitability for the specific job applied for, and the second is an element in five parts (Criteria A - E) called 'mandatory skills'.

There is no set format for an AST 2/3 application. It is recommended that an application should not exceed eight pages. In order to gain shortlisting applicants needed to address all the mandatory as well as the school-based criteria. 'It is most important that each of the mandatory skills are addressed, as recommended applicants must meet all these,' (VSTA, AST 2/3 Kit 1992).

The Mandatory Skills (see Appendix 1 for dot points)
Criterion A: Demonstrated skills in excellent classroom teaching practice which foster improved learning outcomes for all students.
Explanation

Principals and teachers interviewed (the qualitative data) believed this to be the most important of the mandatory criteria, followed equally or closely by the school-based criterion F.

At the AST 2 level applicants were required to address ways in which they organised the learning process within the classroom. Examples included the use of innovative teaching approaches, for instance the use of the cooperative learning jigsaw strategy, and as a long-term aim to encourage students to develop independent learning and investigative processes to prepare them more adequately for higher study.

Criterion A also required the applicant to discuss the types of strategies employed in the classroom e.g. role playing, simulation games, group project work so that learning be inclusive for all students. Other issues that required mention as part of this criterion were the ways in which the applicant devised and implemented classroom management strategies, assisted other colleagues with whole-school discipline and the extent of their involvement in devising appropriate strategies that provided students with clear and fair rules. Views about assessment and reporting were also required where the applicant needed to demonstrate the use of a variety of assessment strategies: continuous assessment, examinations, reports, assignments, written work and keeping such records of student achievements in descriptive, graded or numerical form.

As well as addressing all the AST 2 criteria, AST 3 applicants needed to highlight some of the roles performed at the whole-school level, for example, as a year level coordinator being responsible for the organisation of reporting evenings, which provided feedback to students and parents.
(Appendix 3, AST 2/3 Application 1992). AST 3 candidates needed to include in their application the collaborative work they had been involved with, e.g. committee involvement, implementation of the VCE, piloting of Common Assessment Tasks (CATs) and the presentation of reports to external educational agencies.

Finally they were required to demonstrate "reflective teacher learning and improvement" - which required knowledge about systems of teacher appraisal, PD activities and the evaluation of a school's curriculum especially from a leadership perspective.

Criterion B: Ability to develop positive relationships with students which engender positive attitudes to learning, and effective communication skills when collaborating with parents and other teachers.

Explanation

At the AST 2 level applicants needed to demonstrate the types of contact they had with colleagues, students and the community. Applicants mentioned the organisation of study sessions, liaison with welfare workers, initiating parent contact and conducting meetings of teachers. In terms of community involvement prospective AST 2s needed to provide evidence of work done in collaboration with community representatives and parent groups. In addition to the AST 2 requirements, AST 3 applicants were required to provide evidence of policy and program initiation that led to improved student attitudes to learning as well as combining with parents, teachers and students 'to build a shared commitment to promote excellence in learning' (AST Dot Point Criterion B 1992). Applicants addressed this by talking about counselling given to students in relation to further study and by "consulting with students, local community members when developing new courses of study (see Appendix 3, AST 3 application 1992).
Criterion C : Ability to successfully implement and evaluate curriculum initiatives in line with key educational policy and ideas.

Explanation
At the AST 2 level applicants needed to show how they were involved in the introduction of new courses, modes of assessment, development of curricula at the school and at the statewide level, e.g. developing and sharing units of study for specific topics and themes; participating in VCE curriculum development (see Appendix 3, AST 3 application 1992).

In addition to the above, AST 3 applicants needed to demonstrate a degree of involvement with and contribution to whole-school planning projects. This required the applicant to mention involvement in whole-school committees, school council, VCE Implementation Committees and Local Administrative Committees (LACs) as well as external committees such as regional network meetings, Field of Study Committees (FOSCs) and subject association committees, thereby displaying commitment beyond school parameters.

Criterion D : Ability to contribute with other members of the school community to the identification of local classroom and PD needs, and to the development and implementation of programs to respond to these needs.

Explanation
At the AST 2 level applicants needed to show their involvement in curriculum development and the organisation of PD to complement this, e.g. 'as VCE coordinator leading the development of curriculum initiatives within the school, managing the organisation of the VCE curriculum days and together with the PD coordinator organising the PD program for VCE teachers' (Appendix 3, AST 2/3 Application 1992).
At the wider school level involvement with outside organisations needed to be outlined, e.g. Board of Studies (BOS), Verification duties, tertiary institutions and regional and school support bodies. AST 3 applicants needed to provide instances which reflected their involvement in a leadership capacity, e.g. Verification Panel Chair, presenting to groups of teachers at network meetings, and organising and leading PD sessions for teacher colleagues.

Criterion E: Ability to implement social justice (SJ) strategies including equal employment opportunity (EO) within schools.

Explanation
At the AST 2 level applicants were required to display a commitment to Social Justice policies, to be aware of the seven targeted groups, and to possess a practical knowledge of teaching methodologies and strategies required to adopt inclusive teaching into their classroom and providing support to other colleagues to do so as well. Awareness of the numerous Action Plans and some evidence of supporting and encouraging women colleagues to apply for positions of responsibility (PORs) were also important.

At the AST 3 level applicants needed to provide evidence of the types of programs and policies they had been involved with or helped to develop. Involvement in after-school programs, Disadvantaged Schools Programs (DSP), careers workshops, and programs involving students in direct contact with outside organisations such as tertiary institutes are examples of this.

This brief discussion concludes the mandatory skills section of the application. The final criterion (Criterion F), the school-based criterion,
took account of particular local school needs (see Appendix 2 for a complete list of these). This criterion would assist school selection panels to short-list applicants who could display ability in supporting, encouraging, leading and evaluating the development of programs and policies associated with the particular school-based position. The answers to questions 9 and 10 of the trialling instrument aim to shed new light on the importance given to the selection criteria.

Referees' Reports
The second stage of the process involved the nomination of three referees, who would be required to provide written reports on request from the selection panel once an applicant was shortlisted. Referees' reports had to be closed, i.e., they were sealed and sent directly to the chairperson of the relevant panel where they provided "a source of independent comment from peers", (AST 2/3 Kit VSTA 1992).
Referees needed to be able to comment on aptitude, experience and qualities with reference to some or all of the criteria. Between them referees needed to be able to make comment on all of the AST 2/3 criteria.

It is hoped that the questionnaire in this study will provide useful information on the importance of the referees' reports in relation to the appointment of AST2/3 applicants.
CHAPTER THREE: METHODOLOGY AND BACKGROUND TO THE STUDY

This chapter examines the methodology selected for this study. It provides a profile of selected schools which participated in the study. Questions and personal responses to the trialling instrument - the questionnaire - are also examined.

PART 1 METHODOLOGY AND QUESTIONNAIRE

To gain insight into the Advanced Skills Teacher Selection process in post-primary schools the investigation relies on Principals and AST panel members (union representatives, staff elected representatives and regional representatives) sharing their experiences and perceptions of the process. In obtaining such views the major information tool was a structured questionnaire that was designed so that busy personnel (such as those cited above) would be able to respond quickly, thoughtfully and with conviction.

Once the questionnaire was designed, approval to carry out research had to be sought. This involved the gaining of approval from the Office of School Research, (DSE). To gain approval for the research required the detailing of the aims and intentions of the study, why the research was required, the major questions underpinning the study, the sample of schools being investigated and the intended use of the findings. A stratified random sample of sixty government post-primary schools was selected so that it consisted of an equal number of schools in each of the 2 educational regions. The intention was to have a selection of 15 schools located in 4 areas of the metropolitan region, ranging according to western suburbs, eastern suburbs, northern suburbs and southern suburbs. Of a total of 60 questionnaires sent, 29 were returned of which two were returned unanswered.
Time delays in obtaining approval for research meant that responses occurred 12 months after the AST 2/3 selection process took place. This possibly could have affected responses (e.g. by respondents not remembering accurately), in relation to recapturing moments specific to the selection interviews that occurred in Term 3 1992. On the other hand such a time delay would have allowed respondents the ability to reflect on the process that had occurred some 12 months earlier.

Inquiry Methodology
The trialling instrument used to provide the bulk of the information on the AST selection process was a questionnaire (refer p.24-29). The questionnaire was designed to obtain information on the number of AST 2/3 positions available in each of the schools. It also aimed at getting information about the significance of each of the three steps in the process: the application, the referees' reports and the interview. Another intention was to ascertain the significance of each of the mandatory criteria, as well as to gain an indication as to the importance of the school-based criterion, the role and degree of input of each of the selection panel members and the nature of the positions offered as AST 2/3.

Broad Areas Underpinning The Study
The empirical study looks at aspects of 4 major areas:

- Firstly the number of AST 2/3 positions advertised and the way they were filled.
  Of interest will be the number of positions that were unfilled and why this occurred.
- Secondly, the steps and criteria in the selection of AST 2/3 applicants.
Which criteria were seen as being significant as well as discovering which steps in the selection process - referees' reports, application or interview - were regarded as the most important.

- Thirdly, the aspect of local selection as a mechanism for appointing teachers to Advanced Skills Positions will form an important area of the study.

  The findings could provide Schools of the Future with useful advice in the local selection of teachers for positions.

- Finally the consideration of what types of roles and duties were valued by schools when prioritising positions for AST 2/3.

  For instance, why did School A designate Curriculum (general) as a key area, whereas School B designated Sub-school coordination as a key priority?

  The one-school Case Study (Freeway High School), includes interesting data regarding the designation of AST 2/3 positions. These will be discussed in Chapter Five.

As mentioned above one of the schools included in the stratified sample "Freeway High School" was able to provide a number of separate responses to the trialling instrument. A total of 4 responses were gained from this particular college - 1 principal view, 3 teacher views. To give maximum exposure to this response a 'mini analysis' or case study will be presented on the AST 2/3 selection process from the perspective of one school. Such an approach may add a further dimension to this study by allowing comparisons to be made between panel members within the same school. It should be pointed out that these responses do not include those of the regional representative within this panel.
Trialling Instrument Questionnaire

Introduction
1. How many AST 2 & 3 positions did your school advertise? (please circle)
   0   1   2   3   4   5   6   7   8   9   10  11
   12  13  14  15  16  17  18  19  20

2. How many AST 2 & 3 positions were filled by external appointments?
   0   1   2   3   4   5   6   7   8   9   10  11
   12  13  14  15  16  17  18  19  20

3(a) How many AST 2 & 3 positions were not filled? (i.e where a no-appointment was made)
   0   1   2   3   4   5   6

3(b) If unfilled, why was this so? (please describe)

_________________________________________________________________________________

_________________________________________________________________________________

Questions 4 - 8 relate to the applications and the interview questions

4. How did the selection panel formulate the questions for the interview? (Please tick)

   Based questions on statewide criteria

   Based on local school issues

   Both of the above

   Other (please describe)

_________________________________________________________________________________

_________________________________________________________________________________
5. Indicate the degree of importance of the applicant's referees' reports in the selection process. (Please tick).

- Extremely important □
- Very important □
- Moderately important □
- Not at all important □

6. How important was the application itself? (Please tick).

- Extremely important □
- Very important □
- Moderately important □
- Not at all important □

7. What was the role of the interview in the selection process? (Rank in order of importance).

- Extremely important □
- Very important □
- Moderately important □
- Not at all important □

8. There were three key elements in the selection process - the application, the referees' reports, the interview. How would you rank the importance of each process in the decision to appoint? Put 1 for very important; 2 moderately important; 3 not at all important.

- The application □
- The referees' reports □
- The interview □
The Criteria
9. Which criteria were most important in the decision to shortlist an applicant? (Rate these as to how important they were in the shortlisting process).

Criterion A:
Demonstrated skills in excellent classroom teaching practice which fosters improved learning outcomes for all students.

Criterion B:
Ability to develop positive relationships with students which engender positive attitudes to learning, & effective communication skills when collaborating with parents and other teachers.

Criterion C:
Ability to successfully implement & evaluate curriculum initiatives in line with key educational policy & ideas.

Criterion D:
Ability to contribute with other members of the school community to the identification of local classroom & PD needs & to the development & implementation of programs to respond to these needs.

Criterion E
Ability to implement social justice strategies including equal employment opportunity within schools.

Criterion F - School-based criterion

10. Please indicate which criteria you see as important when selecting an AST 2/3 applicant. (Please tick to indicate level of importance).

Evidence of sustained effectiveness in classroom teaching practice;
School-based criteria;
Commitment to the school & its committees;
Willingness to pursue PD e.g. curriculum, whole school planning;
Other involvements e.g. VCAB, VPC.
11. Were selection panels constituted with specialist panellist members? e.g. Subject expert, Level Coordination expert. (Please tick).

YES ☐ NO ☐
Other please indicate

12. How focussed were the questions in relation to the particular AST2/3 positions? (e.g. Literacy & Numeracy AST position, Arts Coordinator). (Please tick).

Mostly concerned with the particular AST position ☐
Moderately concerned with the particular AST position ☐
Marginally concerned with the particular AST position ☐
Not at all concerned with the particular AST position ☐

13. One of the roles of the **regional representative** in the selection processes was to ensure that policy & procedures were carried out. (Rate the role of the **regional representative** in order of importance).

Extremely important ☐
Very important ☐
Moderately important ☐
Not at all important ☐

14. The role of the **principal** in the selection process of AST 2/3 was crucial. In many instances s/he acted as the panel chairperson as well. In your experience were the following able to carry out their role effectively?

Principal ☐
Regional Rep ☐
Teacher Rep ☐
Teacher Union Rep ☐
15. In your view was a school-based panel the most appropriate mechanism for AST selection?
YES ☐ NO ☐ If yes (list its strengths)
If no (list its key weaknesses)

16. "Teachers are the best judges of their peers' professional skills" How far do you agree with the above proposition? (Please indicate).

Strongly agree ☐
Agree ☐
Not sure ☐
Disagree ☐
Strongly disagree ☐

17. In which areas were AST 2./3 positions designated? (Please tick).

Curriculum (General) ☐ Sub-school coordination ☐
Curriculum (VCE) ☐ Year Level Coordination ☐
Curriculum (Frameworks) ☐ Staff Development ☐
Curriculum (resources) ☐ Equal Opportunity ☐
Subject Coordination ☐ Career Education ☐
Curriculum (Literacy) ☐ Pupil Welfare Coordinator ☐
Other (please specify) ☐
18. What priority in the school’s expectation does each of the following roles and tasks for AST 2s and 3s have? Indicate by allocating:

**High** priority (always to be performed),

**Medium** priority (sometimes to be performed),

**Low** priority (rarely to be performed)

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<th>Role/Task</th>
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<td>Membership of School Committees</td>
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<td>Chairing School Committees</td>
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<td>Organising &amp; conducting meetings</td>
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<td>Liaising with school community</td>
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<td>PD support</td>
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<td>Supervision of student teachers</td>
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<td>Evaluation &amp; implementation of courses of study</td>
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<td>Counselling of students</td>
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**Questionnaire** - The number of positions advertised and the way they were filled.

The three introductory questions dealt with the number of AST 2/3 positions advertised by each school. These included the overall number of positions filled, as well as those filled by external appointment and any that remained unfilled. Underlying reasons for these questions were to identify whether schools already had the AST 2/3 expertise within their own teaching staff, or whether they needed to consider the appointment of external expertise in the AST areas advertised. Were designated AST 2/3 positions filled by teachers within the school, or was there a need to recommend the appointment of external candidates?
Question 3 was designed to provide information concerning the reasons why some panels made the decision not to recommend shortlisted candidates (who satisfied the application and referees’ reports) to an AST 2/3 position. The view that panels were not prepared to recommend applicants for the sake of simply filling a position was tested. There may have been a better qualified person already working in the POR within the school but who may have been rendered ineligible because of the change to the eligibility conditions as a consequence of the IRCV decision. Why not wait a year or two until they became eligible and be given the opportunity to apply for the position? This approach would allow Principals and school selection panels to provide such ineligible teachers with PORs until they became eligible. In the interim it could be made a no-appointment position and filled internally with a higher duties allowance (HDA). The qualitative information indicates that a number of AST 2/3 positions were labelled as 'no-appointment' even though a number of applicants had been shortlisted and interviewed. This occurrence may in part explain why there were a high number of no-appointments made.

Questionnaire - The Steps and Criteria

(a) Application, Referees Reports and Interview

The questions in this section deal with a range of issues relating to the three steps in the AST selection process.

One question focussed on the way in which the selection panel formulated the interview questions. The aim was to find out the degree to which the interview panel formulated questions that related closely to the school-based criterion F or whether their focus was more on the five statewide "mandatory criteria".
Questions 5 to 9 were an attempt to gain some insights into the process of selection: the application, the referees reports and the interview. The intention was to isolate the most important of these in determining an AST 2/3 appointment. Such a question would indicate the degree of importance of the interview in relation to the other two processes, the referees' reports and the application.

(b) The Criteria

Questions 9 and 10 focussed on the criteria. This section allowed respondents to comment on the relative importance of the factors in helping to determine the shortlisting and selection of an AST 2/3 applicant. The structure of these questions allowed respondents to indicate whether each criterion was judged as being of high, medium or of low importance. This is a view supported by McRae (1992) who suggests that the mandatory criteria are not entirely relevant in ascertaining the degree of someone's competence to carry out the roles and duties required to fill an AST 2/3 position related to year level, sub-school or curriculum coordination to use a few examples.

Question 10 dealt with five areas that were important in the selection of an AST 2/3 applicant. Was evidence of sustained classroom teaching seen as a key selection criterion, or was an applicant's willingness to involve themselves in school or external committee work and PD pivotal? Respondents were asked to rate these according to whether they saw them as extremely, very, moderately, or not at all important.

Questionnaire: Local Selection Panels and Panellists

This section (Questions 11-14) dealt with the notion of whether panels were constituted with "specialists" or "experts" as panel members. If an AST 2/3 position was designated Key Learning Area - Arts, were any of the panel
involved in Arts education or had experience in the teaching and the organisation of Art faculties? The intention was to ascertain the qualifications of panellists to make informed decisions about the aptitude, skills, knowledge and suitability of the applicant for these quite specific roles. Similarly the need to discover whether interview questions related closely to the designated AST job specification would be of interest as well.

The role of the principal and the regional representative within the process are dealt with in this section as well. The regional representative was selected for scrutiny because this role was external to the other three positions on the panel which were internally selected and would be of interest to gain information rating the role of the external panel member. The principal on the other hand was in many cases the chairperson of the selection panel and therefore played a crucial role in the determination of recommending applicants. The attempt is to establish who was the key person(s) in the selection process.

**Peer Appraisal**

This section asked panel members to respond to the notion of teacher appraisal. Should teachers be the judges of their own peers? Are they the most appropriate judges? And are there any weaknesses in such an approach?

**Questionnaire - Priority AST 2/3 Areas**

In which key areas would AST 2/3s work? Respondents were asked to indicate this by allocating High, Medium or Low to illustrate their priorities.
PART TWO SCHOOL PROFILES

Below are some observed profiles of the schools that were involved in the study. The writer spent time in staff rooms and workplaces as well as taking note of the buildings and grounds. What follows is a brief outline of four schools that were part of the stratified sample. A school from each of the four geographical districts is chosen. Discussions took place with Principals and /or AST panel members.

"Waratah" Secondary College (six AST 2/3s, 5 internal appointments, 1 external appointment).
This school is a single campus with a 7-12 level structure, having undergone a substantial reorganisation which began in 1987. The amalgamation involved three schools - two 7-12 high schools and one 7-12 technical college which all moved onto a single refurbished site. Situated on the intersection of two main roads in the northern suburbs with constant traffic, the school caters to a clientele of 600 students. The school has high numbers of Arabic and Indo-Chinese students who form the largest multi-cultural groups after the Australian students. Generally speaking students come from predominantly working-class backgrounds.
The school advertised the following AST 2/3 positions

**AST 3.**
(3 positions) Year Level Coordination

**AST 2**
(3 positions)
1. Staff Development,
2. Curriculum: Literacy,
3. Curriculum Numeracy•
• (No appointment - this position was subsequently filled by a transfer from a college that had been closed).

"Oxford" Secondary College (11 AST 2/3s, 9: internal appointments, 2: external appointments)
This was a school discreetly located in a suburban area filled with leafy trees and large Edwardian and Victorian homes. It is a single-sex girls' college
catering for over 900 students in the eastern suburbs, and has a substantial waiting list of students who wish to go there. It offers girls in the area the opportunity to choose a single-sex education, it represents an alternative to private schools in the area, and continues to be in strong demand each year. The student population is significantly Australian with a sprinkling of other multi-cultural groups.


AST 3
1. Curriculum General
2. Work Experience

Coordination Sub-School
3. Year 7-8
4. Year 9-10
5. Year 11-12
• (no appointment)

AST 2
1. Frameworks 7-10
2. Equal Opportunity Girls
3. Staff Development •

Key Learning Areas (3)
4. Maths,
5. English,
6. Arts

"Industrial City" Secondary College (AST 2/3 total = 11)

This college of 1200 students has a Year 7-12 structure, located in Melbourne's Inner West adjacent to tertiary institutes and expansive parklands. Its students are drawn from both the immediate district and more distant suburbs. The college enjoys one of the largest VCE enrolments in the State and as result is able to offer the full range of VCE courses. It has developed outstanding facilities and resources in a range of discipline areas and offers specialist programs in English as a second language (ESL) as its student population is multi-culturally diverse, comprising a significant Indo-Chinese component. The college was originally a technical school and provides an extensive technology curriculum and vocationally related programs that link with local tertiary institutes.
"Green Garden" Secondary College  (AST 2/3 :10, five AST 3s, five AST 2s)
This school is situated off one of the main southern arterial roads. It is located in a residential area close to the bay. The houses in the area were built around the 1960s and as a result the school was established to cater to the population that such a development would bring. The school buildings reflect this, being of the pre-fabricated, grey cement sheet type in the older style of separate construction with interlocking under-canopy concrete pathways. There are students of Greek and Italian background at the school; however the most significant student group is of Australian extraction. Approximately 1200 students are enrolled. The school boasts a strong academic profile where subject offerings are of the traditional type and the bulk of the students aspire to study at the tertiary level.

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6 Schools had the option to tag a position as other, and needed to develop their own criteria according to AST 2/3 guidelines
CHAPTER FOUR: DISCUSSION OF RESULTS

This chapter examines the responses to the questionnaire and raises questions and implications of the findings. The results (raw data and some percentage frequencies) are contained in Appendix 4, included at the back of this study.

Summary of Results
The mean number of AST 2/3 positions advertised by the schools in the sample was 10. Of these an average of 2 were filled by the appointment of external applicants. External applicants seem not to have fared well under the concept of local selection.

The interview was regarded as the most significant process in selection of AST 2/3 applicants, however it was necessary that the application addressed the selection criteria so that an applicant could be considered to proceed to the other steps. The application was seen as being as nearly important as the interview. If performance at interview was seen as less than acceptable then applicants were not recommended.

The findings emphasise the importance of Criteria A and F in the shortlisting and selection phases of the process, (90% of respondents supported this view).

Curriculum Coordination and Subject coordination account for the largest designation of AST 2/3 positions.

The role of the principal on the selection panel was seen as having a high priority in relation to the selection process, while the regional representative was seen as having the least impact in the selection process.
Discussion of Results

- **The number of AST 2/3 positions advertised by the schools**

The number of positions advertised ranged between 5 and 19, with most between 7 and 12. An average of 10 positions were allocated across the sample. The number of positions advertised was in direct proportion to the size of school, and the size of schools in the sample ranged from fairly small (5) to large multi-campus colleges (19).

Discussion

It is worth considering whether school size (number of students enrolled) is an appropriate formula in determining AST 2/3 positions. The assumption is that schools are best served in their needs by this kind of proportional apportionment of positions of responsibility. A case may be made for certain schools having less/more AST 2/3 positions depending on their local needs. Further research could be of interest in seeing how AST 2/3 allocations are made according to special or local needs.

- **The number of AST 2/3 positions filled by external appointments**

The number ranged from 0 to 8; typically, the numbers of externally filled appointments in a school were 1, 2 or 3. This number is relatively few in comparison with the number of positions advertised. The case study of one school (Freeway High School) filled 6 of its 8 positions by external appointment.
Discussion

One Principal commented that this was one of his major concerns of the process. The dislocation and possible divisiveness that may have resulted from appointing external applicants acted as a significant deterrent (Interview, Industrial City Secondary College, 14/9/93).

Another Principal referred to AST 2/3 being a reward to teachers within his school who had "really devoted themselves to the school and its students for many years" (Interview, Waratah Secondary College, 9/9/93).

One respondent commented that the question disregarded recommended external applicants, and that the school's response would have been higher in that case. A limitation of Question 2 "How many AST 2/3 positions were filled by external appointments?" was that it didn't allow principals to respond to the number of external applicants actually recommended. A further question asking principals and other panel members to address this would have been appropriate.

AST 2/3 Selection Panels tended to recommend internally based applicants. There may have been a constraint on the number of external appointments because such appointments would have the effect of causing an excess or surplus teacher problem within the school. Department policy required that Schools should not exceed the staffing establishment formula which is based on student enrolment levels. In many schools this would have acted as a deterrent to appointing external applicants.
One school "Freeway High School went against the trend of appointing predominantly internal applicants by appointing 75% external ones. It would be of interest to follow up with a study to find out why this school decided to fill 6 out of 8 AST 2/3 positions with external appointments, going against the general findings.

- The number of unfilled AST 2 and 3 positions

The number of unfilled positions in any one school ranged from 0 to 6, with an average of 2 (but 7 schools reported only 1 unfilled position). The main reasons for unfilled positions (11 schools reported this situation) were that applicants succeeded elsewhere (by placing other schools higher on their list of priorities), or that applicants were unsuitable (9 schools). Five schools reported no applicants at all. One principal commented that there were very few applications for AST 2 positions; another that there was little interest in Equal Opportunity (EO) positions. Another principal commented (with obvious regret) that an 'outstanding' candidate was ruled out on an (unspecified) technicality.

If applicants didn't 'measure up' in the interview then panels were not prepared to place people on the recommended shortlist. In another case the selection panel was so confident about the suitability and preference of one candidate that they only bothered to place this applicant's name on the recommended list, taking the chance that they would be allocating preferences accordingly. As a result some schools found themselves with a "no appointment" being made.
Discussion

One school principal confided that only one applicant "stood out", after the interviews for a Key Learning Area position - Art. The Panel was of the view that this particular applicant would rank this position at number 1 on her priority list. This did not eventuate, and the position was designated "no appointment". As this selection panel had only made one recommendation the AST 2 position remained unfilled, (Interview, Principal, Green Garden Secondary College, 11/10/93).

An AST 2/3 Teacher Representative provided an interesting perspective on the no-appointment issue. At his school a "no-appointment" was made, even though there were in his view suitable applicants interviewed. Members of the selection panel (especially the principal), had a different agenda for this particular AST 3 position. They believed that the most suitable teacher was already working in the position, as they were only one year away from being eligible the panel decided to make a no appointment, as this person to carry out the duties of this AST 3 position on a Higher Duties Allowance then allow them the opportunity when they became eligible the following year. (Interview, Teacher Panellist, Oxford Secondary College 25/10/93.)

Two issues of interest emanate from the quantitative information. Firstly because of the nature of the appointment process having applicants able to priority-list schools and to be able to apply widely meant that some schools did not receive their first or even second choice applicants. This is simply an inevitable occurrence when using this process of appointment.
Secondly, unfilled positions occurred as a consequence of schools (11 schools) placing a significant degree of emphasis on the performance of applicants at interview. The fact that "applicants were unsuitable", although they were shortlisted for interview, and their applications fulfilled the criteria meant that selection panels were not willing to place applicants on their recommended list unless they had performed well in interview, (although they had fulfilled the shortlist requirements).

It would be of interest to follow up why there was a significant number of unsuitable applicants.

- The basis on which the panels formulated their questions

Most (nearly 80% ) schools reported using both statewide and local criteria. No school based their questions on local issues alone. One principal commented that some supplementary questions were formulated, based on individual applications.

- The relative importance of the application, the referee's reports and the interview: the steps in the selection

The evidence indicates that the key process in AST 2/3 selection was the performance of the applicant during the interview. The referees reports and the application were merely significant in gaining an applicant a "ticket" into the process.

The interview was judged the most important part or step in the selection process, with the application itself being seen as nearly as important. The referees' reports were seen as relatively unimportant (40% of principals
rated these as not at all important). Two principals remarked on the sequence of steps, by saying that the application was necessary to be able to consider the other steps.

Discussion

The above confirms the qualitative data supplied by Principals and panel members. All expressed the view that the interview was the key step in the process of selection of applicants, confirming one of the major questions underpinning this study.

No matter how one attempts to objectify what the criteria for selection are, the perception that panels engaged in discourse with applicants (not related to the criteria), become the unwritten things that lead panel members to decide whether they want that teacher in their school or not. This would have especially been the case for all external applicants who would not have been well known by school-based panels.

The application was important because it was the mechanism used to shortlist applicants. Once shortlisted, the applicants' performance at interview determined whether they were recommended.

The application and the referees' reports were the 'pathways' to the interview.

• The criteria for shortlisting

The criteria which were considered the most important for arriving at the shortlist were A (Demonstrated skills in classroom teaching) and F (school-
based concerns). Over 90% of Principals rated both these criteria as highly important.

The other criteria were mostly seen as at least moderately important, except for E (ability to implement social justice strategies) which only 40% rated as highly important and nearly 30% considered of low importance.

**Discussion**

One Principal asserted that there was little need for the 'mandatory' skills component of the application. (Interview, Principal Industrial City Secondary College 14/9/93). Another agreed that only 2 of the 6 (criteria A and F) were of any real relevance, (Interview, Principal Green Garden Secondary College 11/10/93).

The fact that eligible AST 2/3 applicants had achieved AST 1 meant that they had already addressed what was encompassed in the AST 2/3 criteria, apart from the School-based criterion F. Clearly the qualitative as well as the quantitative information reinforces this.

- The criteria for selection

The qualitative information points to the view that Criterion A and F were seen as the most important: demonstrated evidence of excellent classroom teaching, and the ability and experience to carry out the relevant duties related to the school-based criterion.

The criterion of effective classroom teaching was considered paramount; nearly 80% rated this factor extremely important. Although it seems rather less important than at the shortlisting stage, this criterion was considered significantly more important than other factors at the selection stage. The
next most important criterion concerned school-based issues, but while being seen by all principals as at least moderately important, it was rated as extremely important by half the sample. It is clear then, that two criteria A (Demonstrated skills in classroom teaching) and F (school-based concerns) are the two focal criteria in selection of AST 2/3 teachers.

Discussion

The classroom teaching practice (criterion A) was important at both stages - shortlisting and selection, and the next most important was criterion F (school-based).

What isn't important? The total selection process really doesn't regard PD. and outside work as important elements in the selection process.

• The composition of the selection panels

In the majority of cases (80%), the panels did not include specialist panel members. Some said that it was important to use the same panel, while others said that panels were all differently constituted (one school had nine different panels). One principal reported that their school used the same group for all AST 3 positions, and a varied group (one member different) for all AST 2 positions. One mentioned that some staff nominated for specialist panels whereas others nominated for the lot; another, that a specialist position (e.g Child Migrant Education) necessitated a panel member with expertise in that area. Another principal reported that there needed to be some 'juggling' to avoid conflict of interest.
The role of the regional representative—(whose job was to ensure that the selection processes were adhered to)—was seen by all principals as at least moderately, if not very important. Respondents were asked about the ability of principals and the three representatives (regional, teacher and union member teacher) to carry out their selection roles effectively. All were seen as at least moderately effective, but the principals were considered as extremely effective by most (80%). There may of course be some bias involved here, as it is the principals themselves who are making the judgement! One person commented that the roles i.e. of regional representatives, were largely irrelevant, although one principal chaired.

**Discussion**

Significant differences exist in the ways in which AST 2/3 panels were constituted, as well as differences in the views of panellists as to whether there should be the same panel determining all AST 2/3 positions.

Of concern was the overall view that the role of the Regional Representative on AST 2/3 panels was not seen as being of great importance.

Clearly Principals were seen as extremely effective contributors. When colleges are locally seeking teachers in school leadership positions, where they will be expected to work closely with Principals, it is beneficial that principals have input into the selection process.
• The appropriateness of school-based panels for AST selection

There was a strong view (nearly 90%) that school-based panels were the most appropriate mechanism for AST selection. Those who answered yes argued that a school-based panel would know the school requirements better, and could make a more informed match of applicant to position. Among those who answered no, one said that by definition (referring to the required composition) no panel was a school-based one (because of the regional representative). Another said that panel members often did not have experience in the year level or subject area of the applicant.

Discussion

One AST Panel regional representative made the point that a principal displayed sympathy for an internal applicant who performed less than effectively at interview. The principal was able to make the panel aware of the high level of involvement and work commitment within the school. The regional representative made the point to the interviewer that no such allowances were forthcoming to any external applicants who may have experienced similar difficulties. The performance of external applicants at interview had to be of a very high standard (Interview, Regional Representative, Inner-West School Support Centre 12/11/93).

Of concern is that school-based panels may be too 'inward' in character and disadvantage appointment opportunities for external applicants. Although there may be a number of adequate and plausible reasons that help to explain the low number of successful external appointments, the actual numbers are low. Perhaps an increase in the external composition of selection panels may help. The naming of excess teachers acts as a deterrent as well.
• "Teachers are the best judges of their peers' professional skills"

Reactions to this proposition indicated a fairly high degree of agreement, but with relatively few strongly agreeing (27%), and some cases of disagreement. This finding is consistent with the views expressed above regarding the appropriateness of school-based panels judging teachers advanced skills. Further study would be of interest to find out why this small number felt this was the case.

• The areas in which the AST 2/3 positions were designated

The areas of general curriculum and subject coordination (Key learning areas,) were the most frequently designated positions, and together accounted for 40% of all positions mentioned. Other popular areas included year level coordination, staff development, VCE curriculum and sub-school coordination. It is difficult to ascertain exactly the location or identity of the positions named; while there were over twenty-five different positions identified, many may well have been substantially the same as those with different title (e.g Equal Opportunity and Inclusive Curriculum).

• The school's expectations of ASTs

Principals were asked how often they would expect various tasks to be undertaken by ASTs. Membership of committees, liaising with the school community and providing PD support and evaluating and implementing courses of study were seen as similarly high commitments, but the other tasks mentioned (chairing school committees, organising meetings, counselling of students) were almost as highly expected. The only notable
exception was the supervision of student teachers; 43% saw this task as low priority, and very few (17%) considered it a high priority.

Discussion

A very diverse range of AST areas was designated, the fact that general curriculum and subject coordination were the most frequently designated positions of responsibility reflects the nature of teachers work in schools outside of the classroom.

Interestingly one of the common roles of all AST 2 and 3 teachers was to be the supervision of student teachers, yet respondents did not view this as a high priority role for Advanced Skills Teachers.

Freeway High School

Case Study of One School: Three Teachers and one Principal.

A Case Study analysis of the AST selection process follows which allows some brief comparisons to be made with the general findings.

• The basis on which the panel formulated their questions

Three teachers noted that both statewide and local criteria were used by the panel to formulate the questions for the interview. One teacher, however, claimed that only local school issues were considered.

Discussion

To what extent were panel members aware of the statewide criteria? While panel members did undergo an in service relating to panel membership it seems in the case here that one of the teachers
either wasn't aware of the requirements or felt that local issues overrode the statewide or mandatory criteria.

• The relative importance of the application, the referees' reports and the interview

The principal saw the application as less important than the teachers did. Two of the three teachers rated the application as the most important step in the process. Generally, the referee's reports were seen as unimportant (one teacher thought they were of moderate importance), confirming the general findings. All saw the interview as at least moderately important.

• The criteria for shortlisting

All criteria were seen as virtually equally important. There was total agreement that the ability to implement social justice strategies within schools was highly important; this was rather different from the general findings. This was confirmed as this particular school designated two AST positions - Inclusive Curriculum Coordinator and Equal Opportunity Coordinator as part of its AST 2/3 allocation.

• The criteria for selection

Effective classroom teaching and willingness to pursue PD were seen as the two most important criteria for selection. These were mostly rated as extremely important, with the exception of one teacher, who didn't see any factor as extremely important, but at least considered classroom teaching more important than others.
Discussion

This supports the general findings regarding the importance of Criterion A.

• Panels and Local Selection

In line with the general finding, the panels were not constituted by specialists. No reasons were given for this.

A school-based panel was deemed the most appropriate mechanism by everyone; the reasons were rather different from person to person, at least in the way they were expressed (such a panel would understand leadership and curriculum needs; would contain more people who would know what the duties of AST 2/3 required; would know the students, staff and parents; would be more answerable to the people who selected them).

There was a high level of agreement that the principal, teacher representative and teacher union representative are all extremely important; the regional representative is seen as comparatively less important (not at all important in one teacher's view).

Discussion

Interestingly Freeway High School rates highly positions in the area of Social Justice, yet the overall findings rate this area as being of low priority.
• The priority of various tasks for AST 2/3 positions

Membership of committees, liaising with the school community and professional development support were the most frequently high priority ratings; most others were given medium priority.

One of the teachers consistently rates below others. In this case all the tasks and roles mentioned were considered of low importance, while 'professional competence', whatever that means, was offered by this person as a high priority.
CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

This chapter draws together the findings of the results and raises questions/recommendations in the light of the broad areas that underpin the study.

Purpose and methodology
The intent of this study was to reveal the experiences of persons involved in the AST 2/3 selection process of 1992. Key areas that were identified included the number of AST positions advertised and the way they were filled; the steps and criteria in the selection of AST 2/3 applicants; the aspect of local selection and the types of responsibilities that schools valued as part of the roles and duties of AST 2/3 teachers. In conducting this trialling instrument, it is hoped that a contribution may be made to aspects of the selection of local school applicants as well as providing schools with an analysis of the process to inform future selection of teachers at the local school level can be made.

The advantages of this study lie firstly in its contribution to an area of teacher selection and promotion which is quite new. The AST process born out of award restructuring provides a new and interesting teacher advancement path as it attempts to reward teachers who wish to remain for the large part in the classroom. A second feature of this study is that it allows teachers (as selection panellists) to participate in the selection of peers for promotion positions.

As a means of drawing elements of this study together it is appropriate to conclude with a set of recommendations that may serve to streamline the process and to relieve it of some of the arduous and burdensome tasks that formed part of the first wave of AST 2/3 appointments.

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At the time of writing, the Directorate of School Education has served notice that the AST process will be reintroduced for 1994-5. If so, then I hope that these recommendations may assist those educational planners making decisions regarding the future organisation and structure of the process.

Responses to the Broad Areas

Steps in the Process

A consistent finding at the quantitative and qualitative level involved the value of the referees' reports. The 1992 policy of calling for referees' reports once applicants were shortlisted was an arduous task for many people who had to act as referees. This study shows that principals felt that the referees' reports were the least significant of the steps in the selection process.

(a) The referees' reports should be dispensed with, and be replaced with telephone references once the interview process has concluded and a recommended list of applicants has been decided. If a selection panel has decided unanimously on one applicant then there should be no need to call for any telephone reports.

Such a move will eliminate the need for written referees' reports for all shortlisted applicants and avoid the problem highlighted by one AST referee who had the onerous task of writing 15 referees' reports with variations for an applicant who was fortunate enough to be shortlisted for 15 AST 2/3 positions. Written references tend to be bland, whereas telephone conversations can give greater insights into a candidate's aptitude.
Local Selection

It is important to develop a consistent policy in the composition of selection panels. Principals differentiated between the constitution of AST 2 and AST 3 panels. In one school in the study 9 different panels were constituted; this seems to be a most cumbersome approach which is undesirable in terms of efficient organisation, time, consistency and use of resources. As schools move inexorably towards local selection a more streamlined approach would be of benefit.

(b) Schools should constitute one panel that appoints teachers to all positions, having the ability to co-opt experts (e.g. Child migrant Education Coordinator) when positions require this.

A single panel would also be more reliable when making judgements about AST 2/3 applicants. There do in fact exist significant differences in the ways in which panels went about their work. Over time panel members would be able to develop a consistent selection approach across a range of positions and applicants. In the case of one of the schools in the study which had to select 19 AST 2/3 teachers a single selection panel with the flexibility to co-opt specialist panellists would have been a more appropriate means of selecting AST 2/3 applicants.

While the notion of school-based local selection is strongly endorsed by this study, the low number of external AST 2/3 appointments leads one to believe that such panels may have been too 'inward' in outlook. Such an outlook may disadvantage the appointment of external candidates.
(c) Increasing external representation of panels by one, so that selection panels comprise 2 external members (two regional representatives) and 3 school-based members.

This alteration to the size and nature of selection panels gives them a more outward character. They would increase from 4 to 5 members, of which 2 would be external and 3 would be school-based, allowing panels to exercise a 3/2 vote if a decision is close. The current panel composition of 4 may make it difficult for panels to reach consensus.

The study reinforces the important role of the principal in local selection. They were seen as extremely effective contributors in the selection process of AST 2/3 teachers.

(d) Principals must play a key role in the selection of key personnel who would be expected to work closely with them in school decision making.

However, do principals need to participate in every selection panel? For some appointments it may be more appropriate for assistant and deputy principals to carry out a similar role. This would allow such persons to gain experience in the process as well.

Criteria

Criteria A (classroom teaching) and F (school-based) are regarded as the two most important.

(e) Dispense with Criteria B, C, D and E.
This will allow future AST 2/3 applicants to focus their application on the classroom teaching aspect and the school-based criteria that schools decide to develop according to their local needs. As schools move towards developing policies and structures around local needs and consultations applicants need not address the "cobweb jungle" of the mandatory criteria.

Criteria B, C, D and E do not match the role and duties statements. Applicants are not required to respond to the role statements. Many of the criteria are difficult to understand - for example, "implementing identified school priorities by using agreed processes based on principles of effective professional development and change management". Does this mean getting teachers to inservices about the VCE and national curriculum? There are three of these dot points under each of the general criteria making a total of 15 items. No one could complete an application without repeating themselves, already having completed an AST 1 application which encompasses a lot of these as well.

As McRae (1992) asserts, "one need not necessarily have contributed to the Action Plan for Women consistent with the Statewide Action Plan for Women in the Teaching Service to be a first rate curriculum coordinator."

(f) Selection panels should recommend in priority order a minimum of three applicants for any AST 2/3 position to avoid the problem of 'unfilled'/'no-appointment' positions.

By having to recommend three final applicants the problem that occurred in many schools which were only prepared to recommend one applicant would be avoided. Some schools may feel that such a policy would be
restrictive, but from a shortlist of 5 or 6 narrowing this down to 3 final candidates listed in priority order would mean that very few would remain unfilled.

(g) Further research could be of interest to see whether future allocations of AST 2/3 be decided according to special or local needs. Perhaps schools with high numbers of students from language backgrounds other than English (LBOTE) or integration students could be schools which qualify for special targeting.

(h) It would of interest to follow up with a study that explains why there were numbers of unsuitable applicants although they may have been shortlisted for interview.

(i) A study of the best ways to increase the role and influence of the regional representative on AST panels would be useful to the success of school-based selection processes.

(j) It would be of interest to follow up with a study at Freeway High School (Case Study School) to discover why there was a need to appoint six out of eight external applicants.
Limitations

The organisation of schools into regional districts means that approval for research needs to be sought from the Office of School Research as well as the relevant regional managers. This process while necessary is time consuming and can hold up getting the study under way.

Once approval is gained, the researcher requires permission from the selected school(s) to partake in the study. This requires the organisation of appointment time for follow-up interviews. The sample was restricted as many of the schools selected were unable to return the questionnaire. In terms of geographical distribution the following returns occurred: Northern Suburbs (8), Western Suburbs (8), Southern Suburbs (4) and Eastern Suburbs (9). The sample unfortunately does not represent any rural/country school AST 2/3 experience.

A second restricting feature was the way in which the follow-up interview process was conducted. Three principals were prepared to allocate some time to a busy schedule. This is understandable as the end of 1993 was a most busy and taxing period with above-establishment teachers to be determined and allotments and timetables to be readied for 1994. A schedule of four school visits was arranged to allow time for contact to be made with principals and AST panel members. These visits were to allow respondents to add to the information obtained from the questionnaire.

Two school principals, however, were unable to participate in the follow-up study. I was fortunate enough to interview three principals, one regional representative and one teacher representative.
A third restricting feature was that none of the conversations conducted at the schools and school support centres with the above mentioned personnel were recorded. The interviewer took brief notes which formed the basis of the qualitative data.

One respondent (Principal) pointed out that one question (number 2) of the questionnaire instrument was limited in scope as it disregarded the number of recommended external applicants. As a consequence, the question failed to address the number of external applicants actually recommended by AST 2/3 panels. The question as it appeared only related to the actual number of external applicants who were appointed.

Question 8 (ranking the importance of each of the three steps in the selection process) did not allow for respondents to rank in order their views in relation to the importance of the three steps (refer appendix 4 Question 8).

Finally, the design of the questionnaire instrument tended to discourage respondents to elaborate their responses.
APPENDICES

1: Selection Criteria and mandatory skills.

2: School-based selection criterion.

3: Application Advanced Skills Teacher 2/3.

4: Results: Raw data and some percentage frequencies.
Appendix 1
Selection criteria and mandatory skills

Skills have been identified in relation to each level AST to be used by panels in assessing applicants. Applicants must demonstrate all skills specified at the level AST to which they are applying.

Criterion A.
Demonstrated skills in excellent classroom teaching practice which foster improved learning outcomes for all students.

Mandatory skills for AST1:
To meet this criterion applicants for the AST1 level shall demonstrate the following skills and practices:
• consistent use of a range of effective teaching strategies appropriate to year levels and subjects taught;
• consistent use of a range of assessment methods, evaluation strategies and reporting practices;
• use of effective classroom management strategies which contribute to the establishment of an effective learning environment;
• identifying differences in the way students learn and providing assistance to students that takes account of these differences.

Mandatory skills for AST2:
In addition to the skills outlined for Level 1, applicants for the AST2 level shall be able to demonstrate the following in a leadership capacity:
• skills in using a broad range of innovative teaching and learning strategies;
• successful practice in organising teaching activities so that the learning needs of all students are catered for thereby enabling all students to experience success;
• consistent use of a range of effective management strategies which foster self discipline in the classroom and which help students take increasing control of their own learning;
• evaluating assessment and reporting practices in order to improve the way student learning is monitored and reported.

Mandatory skills for AST3:
In addition to the skills outlined for Levels I and 2, applicants for the AST3 level shall be able to demonstrate highly developed leadership skills in the following areas:
• ensuring that effective teaching and learning practices and strategies are addressed at a whole school level;
• using the principles of reflective teacher learning to encourage on-going improvement in teaching practices and strategies.
Criterion B.
Ability to develop positive relationships with students which engender positive attitudes to learning, and effective communication skills when collaborating with parents and other teachers.

Mandatory skills for ASTI:
To meet this criterion applicants for the ASTI level shall be able to demonstrate the following skills and practices:
• recognising students' problems and difficulties and developing strategies to address these needs;
• using a range of strategies to build confidence and self esteem in students;
• collaborating effectively with other teachers;
• consulting with and advising parents as appropriate on individual students and groups of students;
• fostering classroom dynamics which enables the active participation of all students

Mandatory skills for AST2:
In addition to the skills outlined for Level I, applicants for the AST2 level shall be able to demonstrate the following in a leadership capacity:
• facilitating the development of policy and programs which lead to improvement in students' attitudes to learning;
• collaborating with teachers, students and parents to improve the learning environment of the school.

Mandatory skills for AST3:
In addition to the skills outlined for Levels I and 2, applicants for the AST3 level shall be able to demonstrate highly developed leadership skills in the following areas:
• initiating policy and programs which lead to improvement in students' attitudes to learning thereby encouraging students to continue their education;
• working in partnership with teachers, students and parents to build a shared commitment to the promotion of excellence in learning.

Criterion C.
Ability to successfully implement and evaluate curriculum initiatives in line with key educational policy and ideas.

Mandatory skills for ASTI:
To meet this criterion applicants for the ASTI level shall demonstrate the following skills and practices:
• incorporating educational policy and ideas within classroom programs and practice;
• critically evaluating new approaches and ideas and developing these for classroom use;
• developing curriculum in collaboration with parents, teachers and the community.
In addition to the skills outlined for Level 1, applicants for the AST2 level shall be able to demonstrate the following in a leadership capacity across the school:

- developing curriculum in one or more classroom related areas within the framework of Department guidelines;
- developing school policy consistent with key educational policies;
- contributing to and promoting school improvement by identifying issues and proposing strategies for change.

Mandatory skills for AST3:
In addition to the skills outlined for Levels I and 2, applicants for the AST3 level shall be able to demonstrate highly developed leadership skills in the following areas:
- coordinating the development, implementation and evaluation of a whole school plan and/or a range of curriculum initiatives;
- implementing curriculum initiatives within the context of provision of a comprehensive curriculum.

Criterion D.
Ability to contribute with other members of the school community to the identification of local classroom and professional development needs, and to the development and implementation of programs to respond to these needs.

Mandatory skills for ASTI:
To meet this criterion applicants for the ASTI level shall demonstrate the following skills and practices:
- providing professional assistance to other teachers, including student teachers, in classroom related areas;
- contributing to the development, implementation and evaluation of a professional development plan;
- enhancing students’ learning through the application of ideas gained from professional development.

Mandatory skills for AST2:
In addition to the skills outlined for Level I, applicants for the AST2 level shall be able to demonstrate the following in a leadership capacity:
- developing effective team approaches to trialling and evaluating new ideas and teaching strategies that produce improvement in teaching and learning;
- facilitating the development and implementation of the school’s professional development program;
- implementing identified school priorities by using agreed processes based on principles of effective professional development and change management.
Mandatory skills for AST3:
In addition to the skills outlined for Levels I and 2, applicants for the AST3 level shall be able to demonstrate highly developed leadership skills in the following areas:
• coordinating and evaluating the development and implementation of a key element of the school's professional development plan;
• coordinating the development and implementation of professional development strategies linked to a process of curriculum change.

Criterion E.
Ability to implement social justice strategies including equal opportunity and equal employment opportunity within schools.

Mandatory skills for AST1:
To meet this criterion applicants for the AST1 level shall demonstrate the following skills and practices:
• implementing curriculum programs which actively redress educational disadvantage;
• using inclusive teaching strategies which are designed to achieve the participation of and effective learning outcomes for all students;
• contributing to the implementation of equal employment opportunity strategies including the Action Plan for Women in the Teaching Service.

Mandatory skills for AST2:
In addition to the skills outlined for Level 1, applicants for the AST2 level shall be able to demonstrate the following in a leadership capacity:
• identifying social and educational disadvantage within the school;
• developing and implementing policy and programs that enable all groups of students to experience success thereby encouraging students to continue their education;
• contributing to the development and implementation of the school's Action Plan for Women consistent with the Statewide Action Plan for Women in the Teaching Service.

Mandatory skills for AST3:
In addition to the skills outlined for Levels I and 2 applicants for the AST3 level shall be able to demonstrate highly developed leadership skills in the following areas:
• coordinating and evaluating policy and programs that enable all groups of students to experience success;
• initiating programs which give effect to social justice strategies to support access to a comprehensive curriculum.

VSTA, AST 2/3 Kit, (1990).
Appendix 2
School-based Selection Criterion

For the AST2 and 3 levels Criterion F will be applied.

Criterion F
Ability to meet the identified school-based selection criterion.
In addition to the statewide criteria, schools may select one of the following school-based selection criteria:

(i) Curriculum: General
Ability to provide educational leadership in the development, implementation and evaluation of the school's curriculum program within statewide policies and guidelines.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
• the ability to support and encourage the process of whole school curriculum organisation, planning and development;
• the ability to coordinate a school's overall curriculum program.

(ii) Curriculum: VCE
Ability to provide educational leadership in the development, implementation and evaluation of a school's VCE program within statewide policies and guidelines.
Guidelines: in assessing whether applicants satisfy the criteria the panel could consider:
• the ability to support and encourage the process of VCE curriculum organisation, planning and development;
• knowledge and understanding of VCE policies and requirements.

(iii) Curriculum: Frameworks P-6
Ability to provide educational leadership in the development, implementation and evaluation of the school’s curriculum program, P-10, within statewide policies and guidelines.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
• the ability to support and encourage the process of curriculum organisation, planning and development;
• knowledge and understanding of Curriculum Frameworks.

(iv) Curriculum: Frameworks 7-10
Ability to provide educational leadership in the development, implementation and evaluation of the school’s curriculum program within statewide policies and guidelines.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
• the ability to support and encourage the process of curriculum organisation, planning and development;
• knowledge and understanding of Curriculum Frameworks.
(v) Curriculum: Frameworks P-10
Ability to provide educational leadership in the development, implementation and evaluation of the school’s curriculum program within statewide policies and guidelines.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
- the ability to support and encourage the process of curriculum organisation, planning and development;
- knowledge and understanding of Curriculum Frameworks.

(vi) Curriculum: Literacy
Ability to provide educational leadership in the development, implementation and evaluation of the school’s literacy program within statewide policies and guidelines.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
- the ability to support and encourage the process of curriculum organisation, planning and development;
- knowledge and understanding of the Ministry’s Literacy strategy.

(vii) Curriculum: Numeracy
Ability to provide educational leadership in the development, implementation and evaluation of the school’s numeracy program within statewide policies and guidelines.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
- the ability to support and encourage the process of curriculum organisation, planning and development;
- knowledge and understanding of the Ministry’s numeracy strategy.

(viii) Equal Opportunity: General
Ability to provide educational leadership in the development, implementation and evaluation of a school’s equal opportunity strategies within Ministry policies and guidelines on social justice.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
- the ability to monitor and evaluate the effectiveness of school/college policies, programs and activities to meet the particular needs of disadvantaged groups, including women and girls;
- the ability to initiate, develop and support programs to redress discrimination.

(ix) Equal Opportunity: Koori
Ability to provide educational leadership in the development, implementation and evaluation of a school's Koori education strategies.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
the ability to monitor and evaluate the effectiveness of school/college policies, programs, and activities to meet the particular needs of Kooris;
• the ability to initiate, develop and support programs to redress discrimination.

(x) Equal Opportunity: Multicultural
Ability to provide educational leadership in the development, implementation and evaluation of a school's multicultural education strategies.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
• the ability to monitor and evaluate the effectiveness of school/college policies, programs and activities to meet the particular needs of a school's multicultural groups;
• the ability to initiate, develop and support programs to redress discrimination.

(xi) Equal Opportunity: Girls
Ability to provide educational leadership in the development, implementation and evaluation of a school's equal opportunity strategies.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
• the ability to monitor and evaluate the effectiveness of school/college policies, programs and activities to meet the particular needs of girls;
• the ability to initiate, develop and support programs to redress discrimination.

(xii) Staff Development:
Ability to provide educational leadership in the development, implementation and evaluation of a staff training/professional development plan which takes into account the needs of individuals as well as those of the school.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
• the ability to support and encourage the process of professional development planning which takes into account the needs of individuals as well as the school;
• the ability to communicate effectively with staff and region and consistently provide relevant information concerning professional development and career opportunities.

(xiii) Learning Area Coordination:
Ability to provide educational leadership in the development implementation and evaluation of one of the following learning areas (English Language, Maths, Personal Development, Social Education, The Arts, Commerce, Science, Technology Studies or LOTE across all levels of schools.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
• the ability to facilitate cooperative curriculum development in the learning area;
• knowledge and understanding of the particular learning area.

(xiv) Level Coordination:
Ability to provide educational leadership in the coordination of a school's program in one or more levels.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
• the ability to facilitate the cooperative development of curriculum approaches to classroom management;
• the ability to effectively monitor student progress and implement appropriate strategies to maximise students' learning opportunities.

(xv) Sub-school Coordination:
Ability to provide educational leadership in the coordination of a school's program in a sub-school.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
• the ability to facilitate the cooperative development of curriculum approaches to classroom management;
• the ability to effectively monitor student progress and implement appropriate strategies to maximise students' learning opportunities.

(xvi) Student Welfare:
Ability to provide educational leadership in the development, implementation and evaluation of a school's student welfare program. Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
• the ability to develop inclusive curriculum in conjunction with the development, implementation and review of a school's student welfare policy;
• the ability to provide information and professional support to relevant staff on welfare issues.

(xvii) Work Education:
Ability to provide educational leadership in the development, implementation and evaluation of a school's work education program. Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
• the ability to facilitate the cooperative development of a work program within the broad school curriculum;
• the ability to develop school community links and provide information, career counselling and advice.

(xviii) Curriculum Resources.
Ability to provide educational leadership in the development, implementation and evaluation of a school's curriculum resources
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
• the ability to promote cooperation between teachers in developing units of study, teaching strategies and research activities designed to meet student learning needs;
• the ability to monitor and evaluate the effectiveness of a school's curriculum resource collection to meet its educational objectives.

(xix) Integration:
Ability to provide educational/leadership in the development, implementation and evaluation of an inclusive curriculum program which supports integration at the school within Department policy and guidelines.
Guidelines: in assessing whether applicants satisfy this criterion the panel could consider:
• knowledge and understanding of strategies designed to enhance the access and success of students with disabilities;
• the ability to liaise with a range of people and groups such as parents, other teachers, consultants, school councils and members of integration support groups.

(xx) Other:
Where a school has developed an alternative criterion for one or more or their AST2 or 3 positions to those specified above, the applicant must be assessed against the criterion/criteria and associated guidelines. Only those criteria and guidelines verified by the Appointments Unit and advertised with the position may be used. Selection panels may not add to these or alter them in any way.

VSTA AST 2/3 Kit, (1990)
APPENDIX 3


Criterion A: Demonstrated skills in excellent classroom teaching practice which foster improved learning outcomes for all students.

• As an experienced classroom teacher I use a variety of strategies to cater for varying abilities; differences between classes, levels and subjects; the anticipated outcomes to foster the development of an inclusive classroom environment. The approaches used actively involve students in learning, build upon prior knowledge and interest, and as far as possible are relevant to their lives and futures. The maintenance of a learning environment with clear lines of communication, expectations and the view that all have an equal chance - controlling some, encouraging others, but stimulating all are fundamental to my role in the classroom. I make myself available and approachable at all times and make time to assist students with specific educational needs.

• Engaging students in a variety of learning episodes, ranging from expository to discovery is essential as students exhibit differences and display different styles of preferred learning. It is vital that particular styles of learning are catered for. I present a variety of teaching styles to provide for the types of students I meet in my classes. The use of cooperative learning strategies, particularly the Jigsaw in group learning is appropriate to develop student learning as it provides for heterogeneous mixed ability groupings. Students are encouraged to participate in an inquiry learning atmosphere where risk taking, responsibility for their own learning and having some input into the type of curriculum taught, can build on past experiences and interests. In all facets of the teaching and learning process I believe encouragement to be the key focus in an environment which supports open ended situations and provides opportunities for students to use their own resources in order to learn.

• I adopt a decisive discipline approach to management within my classes, embracing the Bill Rogers strategies but adapting these to suit my needs and personality. I negotiate the classroom rules with students and present a clear, calm and consistent approach when having to deal with student behaviour. As a Year level coordinator I found this approach to be effective when dealing with students referred to me by colleagues. I always endeavour to establish a positive classroom climate where effective learning can occur. A step by step approach with clear rules that students are familiar with seems to be a worthwhile method of developing self-discipline skills in students.

• I make use of a variety of assessment and evaluation techniques and adopt continuous assessment procedures which give students the fairest possible chance of success. I maintain thorough records of student performance in descriptive as well as graded form, supported by short narratives about each
piece of work. Reporting procedures include verbal, written descriptive and the use of thorough mark sheets. As Year level coordinator I have been responsible for the organisation of numerous reporting evenings which provided student and parent feedback. As students learn differently it is therefore appropriate to consider a number of effective ways to evaluate and assess their performance. By adopting ongoing, goal based and agreed approaches in assessment enables more students to experience success.

- At the whole school level I have been active on school committees. As VCE coordinator more recently I have collaboratively worked to introduce, implement and adopt the VCE. I have participated in the piloting of CATs and have assisted in the development of VCE study designs and course materials. I have coordinated subject areas and whole faculties, as well as organising professional development for staff; I have written and presented reports to School Support Centres, School Councils and Parent Groups, and as Year level coordinator I have assisted colleagues in the areas of teaching strategies, practice and management. In relation to students I have organised visits of guests to speak to them about 'Setting and Attaining Goals', 'Study Habits' and 'Employment Opportunities'. This year my duties as Verification Panel Chairperson has involved providing leadership beyond school parameters to a panel of schools acting as a team leader and provider of and a resource for teachers within the panel. My position as Lecturer in Education at the University of Melbourne has involved close liaison with beginning teachers, developing more appropriate teacher preservice courses as well as having input and impact on the delivery of programs within the Institute of Education.

- Within the Institute appraisal and reflection are important considerations in the evaluation of courses of study, teaching practice and student learning. In this capacity I have initiated reviews of courses by teachers on course writing days within faculties that I have coordinated, as well as externally through comprehensive School Reviews and Audits. I have developed student evaluation forms relating to courses at the Institute incorporating overall program effectiveness, recommendations for action, and satisfaction with each component of the program, thereby providing feedback information to use for the improvement to programs and teaching. Finally I encourage students within my classes to begin reflection in terms of their development as teachers and I have found that maintaining journals is a very effective means one can use to reflect on their experiences in education.

Criterion B: Ability to develop positive relationships with students which engender positive attitudes to learning, and effective communication skills when collaborating with parents and other teachers.

- Through encouragement, positive reinforcement, acknowledgment of what a student can do and achieve and recognition of improvement, I am able to build confidence and self esteem in students. Over the years I have been able to establish and maintain excellent working relationships with
them. I have had extensive experience in dealing with colleagues and parents as well as members from the local community. In my capacities as Faculty Coordinator, VPC, VCE Implementation Chairperson, School Council representative and member of various committees I have enlisted the cooperation of teachers, facilitated liaison with staff, organised relevant PD for colleagues, disseminated relevant materials and information regarding developments in education and have regularly communicated with parents and local community representatives and organisations.

• Year level coordination responsibilities fosters team approaches as most effective ways of dealing with issues pertaining to a particular year level. In this capacity I have worked with teachers to develop study sessions for students, 'Learning How To Learn'. I have worked to improve student learning through my involvement on numerous school committees and thus take account of the whole school environment. As team leader I worked collaboratively to develop programs which gained funding through the Disadvantaged Schools Program. This promoted the publishing of parent newsletters in community languages, employment of ethnic teacher aides, and encouraged increased parent access and participation in schools. I have participated with students, teachers and parents in the development and promotion of SRCs, Form Level Action Groups (FLAGS), Student Environment Committees, student dance troupes, school councils, student clubs, End of year activities programs, subject electives, working bees and the coaching of sporting teams with the aim of enhancing student learning and involvement outside of regular timetable provision. Such activities assist in making schools more community oriented and hence improve the image and environment of them.

• The cornerstone of effective learning is to make learning interesting to students, and so encourage students to realise the worth of their education and the ever increasing need to develop appropriate skills and knowledge. Through effective counselling and advice it is important to make students aware of their educational strengths, interests and future vocational and tertiary prospects which allow links to be made between the value of work and further education. Students need to be made aware of pathways leading into various vocations, as such there exists a need for colleges and schools to develop curriculum programs which give students opportunities to move into courses of study with closer links with industry/business.

• In the area of course design and development I consulted with students and local community members to assist and provide ongoing advice in the establishment of the Australian Studies course and established strong links between students and local businesses for Major Project studies. I have worked in partnership with students, teachers and parents to promote increased access and participation in school affairs. The production of regular newsletters, the organisation of information nights, home visits and the production of student handbooks effectively facilitated greater contact between school and community and a much healthier learning environment.
Criterion C: Ability to successfully implement and evaluate curriculum initiatives in line with key educational policy and ideas.

• My position and role as lecturer in Education at the University of Melbourne has meant responsibility for the courses of study undertaken by students in the Bachelor of Education and Post Graduate Diploma in Education programs. Courses of study have examined the following policies through seminars, lectures and workshops in ways which focussed on their application to schools in general. These have included - Aims & Goals of Schools, MP 1-6 which provide a background for current policy, Curriculum including VCE and Frameworks, Assessment including Verification, District Provision, Literacy and Numeracy policies, Social Justice, Equal Opportunity, Multiculturalism, Schools of the Future, Quality Provision as well as the National Statements and Profiles.

• In schools I have worked to introduce new courses and new modes of assessment and reporting procedures into the curriculum. The following highlight my role in the development of curriculum within the classroom then moving outward to the total school scenario branching into the statewide setting. I have developed and shared units of study for specific topics and themes; I have participated in the development of the Australian Studies program as Team Leader; I have introduced new courses into the curriculum; I have made input into the development of specific performance prescriptors for VCE studies. I have chaired meetings which made input into the new sequence of studies as part of the revamped B.Ed degree to begin in 1994. On a wider scale I have participated in VCE curriculum development notably course materials and study design; I am currently a Verification Panel Chairperson (Political Studies) working at the cutting edge of educational reform.

• As Chairperson of the VCE Implementation Committee I was part of a team responsible for the development of policy to effect change in student & parent knowledge, course development, student programs, timetable structure and VCE school policies; I have participated in the School Review process as part of the Eastern Metropolitan Region’s district provision policy. This involved consideration of curriculum offerings by the district schools in response to developing a comprehensive curriculum within the district to provide students with greater access to courses of study. Specific concerns included enrolment patterns, curriculum provision in Years 7-10, 11-12, timetable structure, and co-curricula activities.

• My teaching duties at University have necessitated the need to evaluate these policies and as a consequence I have produced a number of teaching packages which have been used by my colleagues in their Education classes to assist in increased knowledge. Further, I have used this knowledge to reflect, review, and evaluate the programs with which I am associated to the extent where I can adopt a flexible approach towards reform and development. The importance of making University classes ones which
provide a wide range of experiences for each student, developing in them a contemporary breadth of knowledge, skills and values are the important goals I set and attempt to achieve.

Criterion D: Ability to contribute with other members of the school community to the identification of local classroom and professional development needs, and to the development and implementation of programs to respond to these needs.

- In my capacity as University Lecturer, Year level, VCE Curriculum and Faculty coordinator I have presented reports, organised workshops to inform and broaden the knowledge and teaching repertoires of my colleagues in the area of curriculum design and development. This has occurred more recently in VCE and Frameworks areas. I share the expertise gained with other faculty and wider staff members and more recently with beginning teachers and university colleagues having been the organiser of the recent Winter School.

- I have spoken to groups of teachers at School Support Centres relating to matters of implementation and adoption of VCE courses of study; I am currently providing leadership in the area of Verification panels. I have guided and provided support to many student teachers; this has been acknowledged by my appointment as a lecturer at the University of Melbourne.

- I have worked as part of a team in the development and trialling of VCE courses - Australian Studies, Political Studies. I have liaised and worked with Project Managers from VCAB in VCE curriculum development and involvement with pilot studies in assessment. I have encouraged colleagues at all levels to attend professional development activities held by teacher unions, subject committees and business organisations. I have organised PD activities for staff during student free days in relation to student profiles, verification, student/teacher workloads and National Curriculum. I have delivered PD to teachers in Victorian schools in the areas of cooperative learning, team teaching the VCE and teaching and learning styles.

- To enhance and improve knowledge I am currently completing a Masters in Education with a focus on Curriculum leadership and professional development and the AST selection process.

- Increasing teacher knowledge results in enhanced student learning as well as creating increased morale and a feelings of being valued. It is vital that schools be given the resources to provide avenues for teachers to participate in PD activities and to share the knowledge and skills acquired from this type of involvement. It is also important to promote and develop networking programs amongst teachers between schools as curriculum reform occurs. Liaising with PD coordinators to develop these links should be a concern for all effective school administrations. As well partnerships
must be developed between schools, subject associations and tertiary institutions to engage teachers in PD such as the Winter and Summer schools.

Criterion E: Ability to implement social justice strategies including equal employment opportunity within schools.

• I am aware and possess a genuine commitment to social justice policies. I am mindful of the responsibilities of access to education for all groups, including minority and disadvantaged groups and I do not discriminate against these groups or individuals. In the curriculum I have promoted the careful selection of texts and resources which provide a variety of gender examples. In seminars and classes I do not stereotype roles and I have endeavoured to be positive role model for all students.

• I support the premise that every individual has the right of access to a comprehensive education which enables them to achieve their highest potential. I see social justice and equal opportunity policies targeting specific groups who may be disadvantaged in some way or another, and who are located in schools and tertiary settings. These include girls, Kooris, NESB students, those experiencing poverty, or those groups considered low in socio-economic status.

• Strategies that I have used to develop and implement policies to overcome disadvantage include - raising the awareness of the educational needs of these groups, ensuring access and participation in appropriate curriculum which is inclusive, working with integration students and integration aides within my classes at school and in tertiary level, encouraging these groups of students to remain at school to increase skills to ensure better job and tertiary prospects, being flexible in my assessment and evaluation procedures to cater for these groups, making these groups aware of the educational pathways available to them beyond school and ensuring equitable resource allocation.

• The Action Plan for Women aims to increase the number of positions of responsibility within schools, including Principal class positions. I support the Action Plan by encouraging women to apply for positions of responsibility within schools and for positions outside of schools as well. I have acted as referee for many women colleagues in support of their applications for AST1. I, share knowledge and expertise gained with all colleagues and encourage women colleagues to attend PD activities. At all times I encourage young women within my classes to aim high and to develop confidence within themselves and to plan suitable career and vocational pathways.

• I participated in the establishment of Assisting Students With Difficulty Program as part of the Prahran Multicultural Community Centre after school homework program. As a teacher who worked there on a voluntary basis after school hours I found this program to be very effective in assisting
students with any curriculum related problems they were experiencing. It also provided a positive link between school and community. As level Coordinator I organised the Year 10 Links Program with RMIT where students would spend an afternoon per week doing technical related subjects which could not be offered as part of the curriculum program of the school. In this sense I was developing closer links with vocationally oriented courses in the early 80s.

• I have made applications for funding as part of the Disadvantaged Schools Program in my capacity as the Team Leader for the Modern Greek Communication Program and member of the Outdoor Education Program. Funds were allocated for the production of newsletters in community languages with the aim of developing closer links between school and community, while Outdoor Education Grants were used to increase the participation of young people who were unable to afford the cost of such activities.

• I have alerted students to the existence of maintenance allowances, fee relief and assistance for excursions. As a year level coordinator I experienced at first hand the need to assist these groups of students to increase their access to education for as long as possible.

• In committee I have always worked to make colleagues aware of the need to develop curriculum that is inclusive of the needs of these groups. It is also important for school curriculum planners to be aware that the needs and aspirations of all students must not be neglected and that encouragement must be given to all students to obtain optimum potential.

Criterion F - Curriculum General

Ability to provide educational leadership in the development, implementation and evaluation of the school's curriculum program within statewide policies and guidelines.

• My involvement in the following committees, departments and Statewide agencies demonstrates the ability to take an active and leadership role in the development of curriculum at the whole school level in line with statewide policies and guidelines
  • Involvement (see CV)
  • Positions Held
    - Member Curriculum Committee 1978-86, 1989-90
    - Member School Council Education and Policy Subcommittee, 1990
    - Administration Committee, 1979-80, 1983-8
    - Member School Council District Provision Committee (District D1 Camberwell), 1990
    - Member Bachelor of Education Course Review Committee, 1991-2
    - Faculty Coordinator Integrated Studies, Social Studies and Politics, 1979-82
    - Faculty Coordinator Australian Studies, 1990
    - Year Level Coordinator, 1980, 1983-85
    - Daily Organiser, 1991

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- Convener Part-Time Post Graduate Diploma in Education, 1992
- Team Leader Modern Greek Supplementary Grants Program, 1979-84
- Curriculum Coordinator VCE, 1990
- Chairperson VCE Implementation Committee
- Panel Chairperson VCE Verification Panel, Political Studies, (2 panels), North and North Eastern Region (23 Schools) 1992-3

• My involvement in the above positions and activities have had direct bearing on curriculum implementation in the schools I have worked. My involvement with the VCE has been proactive as it has focussed on the development of new curricula. In this respect I have participated in the needs, planning, establishment and implementation of curriculum within schools.

• Over the years I have introduced new courses of study and have worked collaboratively with teachers in other schools to develop course support material. The quality of the work is such that I have contributed my expertise to the development of Units 1-4 VCE Political Studies. I have participated in the piloting of courses and CATs which have required the development of close links with personnel from VCAB and School Support centres. I have participated with colleagues to consider the effects of curriculum developments at the post compulsory school level on curriculum at levels 7-10. I possess an extensive knowledge of Frameworks and its links with the VCE.

• My lecturing duties at University have included the organisation and offering of electives in areas such as VCE, Australian Studies Curriculum Design, Microteaching, Assessment and Management. Materials and resources developed by students within these electives have been shared with VCAB Project Managers who have used this material in resource development for VCE teachers. I have delivered presentations at network meetings, Diploma in Education forums and lectures on such issues as: procedures for establishing new subject faculties, course design and development, production of school handbooks, verification, the role of study designs in course development, student profiles and links to industry/business.

• As the first VCE coordinator in my previous school I was responsible for the:
  - implementation, promotion and publicity of the VCE;
  - implementation of Stage 1 1990, planning for Stage 2 1991;
  - reading/dissemination of all VCE literature;
  - setting up and maintaining a VCE resource file;
  - acquisition of resources relevant to VCE internal publication;
  - organising PD within the school for teachers engaged in Stage 1 & curriculum days for Stage 2;
  - undertaking any planning and administration required at school level for regional/support centre curriculum days;
- preparing submissions to the various committees within the school community;
- ensuring that the total implementation process was/remains gender inclusive and follows DSE policy and guidelines;
- ensuring that all staff, students and parents were informed of changes and proposals through newsletters and information nights;
- ensuring that the reporting and assessment processes were understood and developed according to VCAB policy and guidelines;
- attending network meetings and maintaining close contact with VCAB and school support personnel;
- controlling a budget;
- establishing and chairing the VCE Implementation Committee.

*My knowledge and understanding of VCE policies and requirements has further been enhanced as a result of my appointment as Verification Panel Chairperson. Job description as specified in the Verification handbook 1992.

*Much of my work done in schools has focussed on curriculum reform in the post compulsory years due to the fact that it has been the area of most attention. I believe that Curriculum Coordinators as team leaders will in the time ahead need to consider the moves towards national curricula in the light of Finn, Mayer and Carmichael reports. As a result of the Deveson report schools will need to strengthen the vocational dimension of the VCE, especially to develop closer links with the training sector and industry, making certain that program delivery is comprehensive for all, preparing students for different pathways including tertiary, TAFE and work. Developing appropriate as well as alternate curricula at the compulsory levels should also be accorded priority - vertical as well as horizontal approaches to timetabling, together with increasing teacher skill and knowledge in learning and teaching approaches, through PD within and outside of school.

I look forward to discussing this application further with you at interview.
Appendix 4

Results (raw data and some percentage frequencies)
For convenience, raw results are entered below the relevant pre-coded responses or in the appropriate boxes.
N = 27
Results and responses are reported in **bold** style

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1. How many AST 2/3 positions did your school advertise? +/- = 10
   (please circle)

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2. How many AST 2/3 positions were filled by external appointments? /x 2

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3(a) How many AST 2 & 3 positions were not filled? (i.e where a no-appointment was made)

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<td>(3)</td>
<td>(7)</td>
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3(b) If unfilled, why was this so? (please describe)

NO APPLICANTS (5), UNSUITABLE APPLICANTS (9)
CANDIDATES SUCCEEDED ELSEWHERE (11)

Questions 4 - 8 relate to the applications and the interview questions

4. How did the selection panel formulate the questions for the interview? (Please tick)

- Based questions on statewide criteria 6 (22%)
- Based on local school issues 0
- Both of the above 21 (77%)
- Other (please describe)
5. Indicate the degree of importance of the applicant's referees' reports in the selection process. (Please tick).

- Extremely important: 2
- Very important: 8
- Moderately important: 15
- Not at all important: 1

6. How important was the application itself? (Please tick).

- Extremely important: 13
- Very important: 12
- Moderately important: 2
- Not at all important: 0

7. What was the role of the interview in the selection process? (Rank in order of importance).

- Extremely important: 19
- Very important: 7
- Moderately important: 0
- Not at all important: 0

8. There were three key elements in the selection process - the application, the referees' reports, the interview. How would you rank the importance of each process in the decision to appoint? Put 1 for very important; 2 moderately important; 3 not at all important.

- The application: 17 8 0
- The referees' reports: 3 13 10
- The interview: 18 7 0

80
The Criteria

9. Which criteria were most important in the decision to shortlist an applicant? (Rate these as to how important they were in the shortlisting process).

<table>
<thead>
<tr>
<th>Criterion A:</th>
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<th>M</th>
<th>L</th>
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<tbody>
<tr>
<td>Demonstrated skills in excellent classroom teaching practice which fosters</td>
<td>24</td>
<td>2</td>
<td>0</td>
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<tr>
<td>improved learning outcomes for all students.</td>
<td></td>
<td></td>
<td>(&gt; 90%)</td>
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<th>Criterion B:</th>
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<th>L</th>
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<tbody>
<tr>
<td>Ability to develop positive relationships with students which engender</td>
<td>18</td>
<td>8</td>
<td>0</td>
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<tr>
<td>positive attitudes to learning, &amp; effective communication skills when</td>
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<tr>
<td>collaborating with parents and other teachers.</td>
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<th>Criterion C:</th>
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<tr>
<td>Ability to successfully implement &amp; evaluate curriculum initiatives in</td>
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<tr>
<td>line with key educational policy &amp; ideas.</td>
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<th>Criterion D:</th>
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<tr>
<td>Ability to contribute with other members of the school community to the</td>
<td>16</td>
<td>9</td>
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<tr>
<td>identification of local classroom &amp; PD needs &amp; to the development &amp;</td>
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<tr>
<td>implementation of programs to respond to these needs.</td>
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<th>Criterion E:</th>
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<th>L</th>
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<tbody>
<tr>
<td>Ability to implement social justice strategies including equal employment</td>
<td>10</td>
<td>9</td>
<td>7</td>
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<tr>
<td>opportunity within schools.</td>
<td></td>
<td></td>
<td>(&lt; 40%) (27%)</td>
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<table>
<thead>
<tr>
<th>Criterion F- School-based criterion</th>
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<th>M</th>
<th>L</th>
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<td></td>
<td>22</td>
<td>4</td>
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(< 90%) |

10. Please indicate which criteria you see as important when selecting an AST 2/3 applicant. (Please tick to indicate level of importance).

<table>
<thead>
<tr>
<th>Evidence of sustained effectiveness in classroom teaching practice;</th>
<th>Extremely Important</th>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Not at all Important</th>
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<tr>
<td>(77%)</td>
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<td>5</td>
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<tr>
<th>School-based criteria;</th>
<th>Extremely Important</th>
<th>Very Important</th>
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<th>Commitment to the school &amp; its committees;</th>
<th>Extremely Important</th>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Not at all Important</th>
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<tr>
<th>Willingness to pursue PD e.g, curriculum, whole school planning;</th>
<th>Extremely Important</th>
<th>Very Important</th>
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<th>Not at all Important</th>
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<tr>
<th>Other involvements e.g, VCAB, VPC.</th>
<th>Extremely Important</th>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Not at all Important</th>
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<td></td>
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11. Were selection panels constituted with specialist panellist members? e.g. Subject expert, Level Coordination expert. (Please tick).

YES 5 (20%)  
NO 20 (80%)  
Other please indicate

12. How focussed were the questions in relation to the particular AST2/3 positions? (e.g. Literacy & Numeracy AST position, Arts Coordinator). (Please tick).

Mostly concerned with the particular AST position 15
Moderately concerned with the particular AST position 10
Marginally concerned with the particular AST position 1
Not at all concerned with the particular AST position 0

13. One of the roles of the regional representative in the selection processes was to ensure that policy & procedures were carried out. (Rate the role of the regional representative in order of importance).

Extremely important 6
Very important 8
Moderately important 12
Not at all important 0

14. The role of the principal in the selection process of AST 2/3 was crucial. In many instances s/he acted as the panel chairperson as well. In your experience were the following able to carry out their role effectively?

<table>
<thead>
<tr>
<th>Role</th>
<th>Extremely Important</th>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Not at all Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>19</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Regional Rep</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Rep</td>
<td>12</td>
<td>9</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Union Rep</td>
<td>10</td>
<td>9</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>
15. In your view was a school-based panel the most appropriate mechanism for AST selection?
YES 22 (88%) NO 3
If yes (list its strengths)
If no (list its key weaknesses)

16. "Teachers are the best judges of their peers' professional skills" How far do you agree with the above proposition? (Please indicate).

- Strongly agree 7 (27%)
- Agree 13
- Not sure 3
- Disagree 2
- Strongly disagree 1

17. In which areas were AST 2/3 positions designated? (Please tick).

- Curriculum (General) 26 Sub-school coordination 15
- Curriculum (VCE) 15 Year Level Coordination 20
- Curriculum (frameworks) 9 Staff Development 18
- Curriculum (resources) 9 Equal Opportunity 10
- Subject Coordination 27 Career Education 6
- Curriculum (Literacy) 4 Pupil Welfare 8

Other (please specify)
Curriculum (Implementation) 5;
Student Participation 4;
Curriculum (Computers) 3;
Curriculum (Numeracy) 3;
Language Across the Curriculum 1;
Transition Literacy 1;
Language Centre Coordinator 1;
E S L Coordinator 1;
School Community Development Coordinator 1;
Inclusive Curriculum Coordinator 1.
18. What priority in the school’s expectation does each of the following roles and tasks for AST 2s and 3s have?

Indicate by allocating:

<table>
<thead>
<tr>
<th>Role/Task</th>
<th>H</th>
<th>M</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership of School Committees</td>
<td>8</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Chairing School Committees</td>
<td>12</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Organising &amp; conducting meetings</td>
<td>9</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Liaising with school community</td>
<td>10</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>PD support</td>
<td>11</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Supervision of student teachers (17%)</td>
<td>4</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Evaluation &amp; implementation of courses of study</td>
<td>11</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Counselling of students</td>
<td>7</td>
<td>11</td>
<td>6</td>
</tr>
</tbody>
</table>

Other high priority (please specify)
BIBLIOGRAPHY


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