

Australian Government Quality Teacher Programme

Performance Reporting Framework Implementation Manual



Australian Government

**Quality Teacher
Programme**

Department of Education, Science and Training
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Welcome to the Australian Government Quality Teacher Programme (AGQTP) Performance Reporting Manual

The Australian Government is monitoring the extent to which the aims of the AGQTP are being achieved.

This manual is designed to assist leaders of national AGQTP projects and state and territory-based AGQTP activities to report on the performance of these projects and activities. These reports will provide direct and ready access to information about the uptake and impact of each AGQTP activity. Through these reports, leaders of AGQTP projects will be able to aggregate data as a basis for their reporting requirements.

If you are a leader or manager of an AGQTP activity – relax.

Monitoring, reporting on and evaluating your project or activity will not be difficult, and should not be overly time-consuming. The emphasis of the AGQTP's performance reporting framework is on simple, targeted reporting that minimises the burden on participants and other stakeholders. Don't be put off by the size of this manual – most of it won't apply to your particular activity.

The manual will lead you through a series of reporting requirements, and explain each part of the reporting pro forma that is provided here. When you have completed all the sections of the pro forma, and for state and territory-based AGQTP projects the financial statement as outline in the *AGQTP Client Guidelines 2005-06 to 2009*, you will have fulfilled all your reporting requirements.

Please read this manual **NOW** as you will need to design your reporting approach before you start to implement your project or activity. That way you can efficiently gather the information you need as your activity is developed and implemented.

Good luck!

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INTRODUCTION

- Background -

The AGQTP is the Australian Government’s main initiative for improving the quality of school teaching and leadership in Australia. It was established in 1999, and by the end of 2003-04 the AGQTP had provided more than 240,000 teacher professional learning opportunities across all states and territories and all education sectors.

The AGQTP has three objectives:

1. To equip teachers with the skills and knowledge needed for teaching in the 21st century.
2. To provide national leadership in high priority areas of teacher professional learning need.
3. To improve the professional standing of school teachers and leaders.

The AGQTP also has three elements through which to achieve these objectives:

- Element One – State and territory teacher professional learning projects, which provide funding for professional learning activities for teachers in government and non-government schools under agreements with state and territory education authorities.
- Element Two – National projects, which support the objectives and the broader national policy frameworks for the programme and/or address current or emerging high priority teaching and professional learning issues.
- Element Three – Teaching Australia, which has been established as the national body for the teaching profession, encompassing the professional practice of teaching and school leadership in all settings, sectors and jurisdictions.

Finally, the AGQTP has three priority areas that it wishes to advance at this time.

Curriculum	Targeted Learning Needs	Cross curricular/whole school
- literacy/English - numeracy/maths - science - civics/citizenship - information and communications technology (ICT) - health education - languages - vocational education and training (VET).	- for example, boys, Indigenous students, gifted and talented students, students with disabilities and learning difficulties, ESL students.	- for example, general pedagogy, whole school innovative teaching approaches, standards and leadership, National Safe Schools Framework, student reporting, the innovative use of ICT across curriculum, values education, studies of Asia.

The programme operates by funding national, state and territory projects. Each jurisdictional project funds many different professional learning activities for teachers. So the AGQTP is a large programme with a range of broad aims, which funds many projects and activities with differing specific aims. How can the Government determine the impact and value of the *programme* as a whole (as opposed to all of the individual activities)?

To answer this question, the Australian Government commissioned the development of the AGQTP Performance Reporting Framework (the Framework). Its focus was initially on Element One of the AGQTP, but has since been extended to cover Element Two of the AGQTP. The Framework aims to monitor three things about national, state and territory professional learning projects and the activities they undertake.

- Are the projects being funded under the AGQTP aligned to the aims of the programme?
- Are the projects being delivered efficiently and appropriately?
- What impact have the projects had on participating teachers?

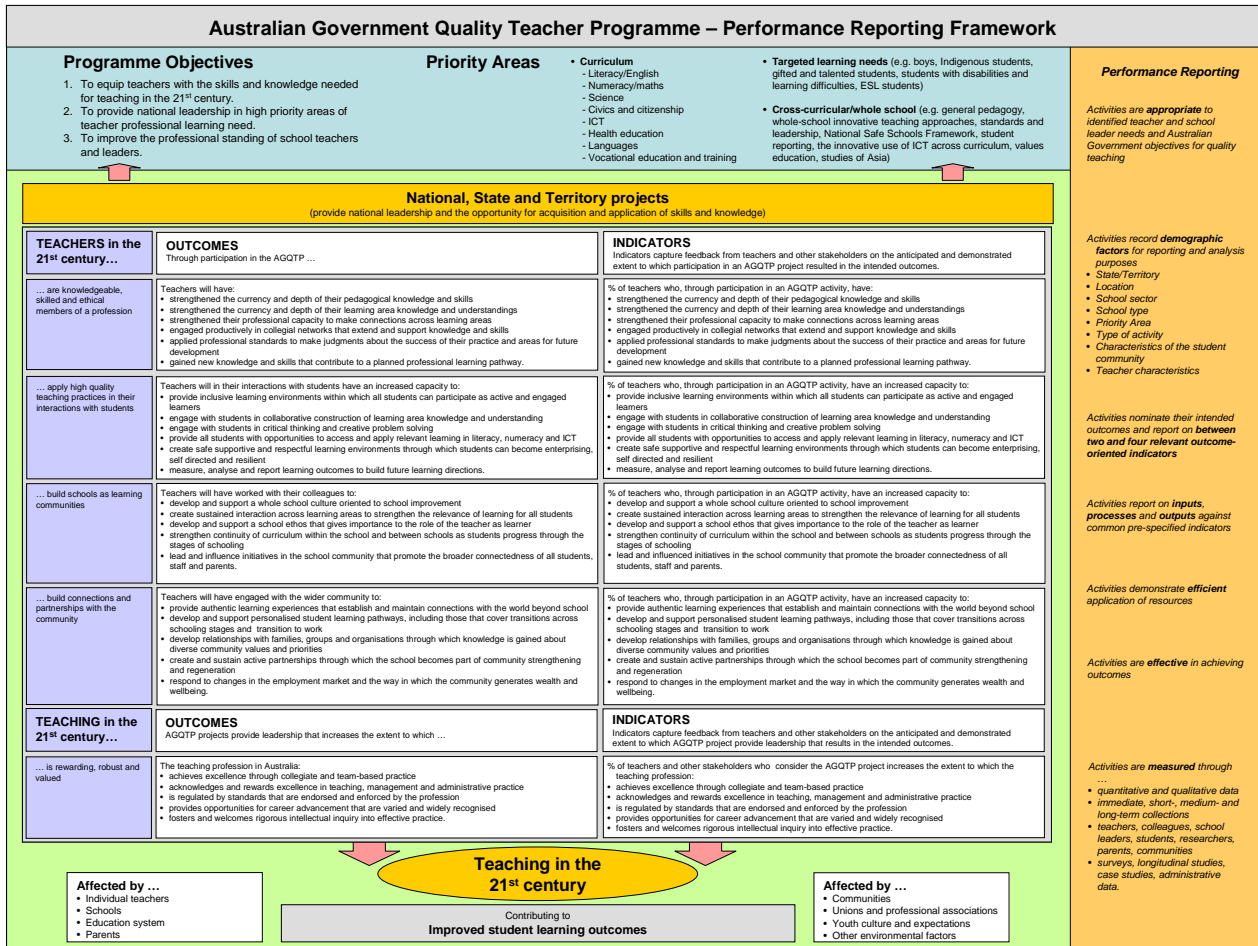
The measurement of impact is known as *outcomes-focused reporting*. This involves measurement of the results of AGQTP activities, rather than the process. In your reporting, you will be asked to identify ‘the skills and knowledge needed for teaching in the 21st century’ that you are trying to develop in participants, or the aspects of ‘national leadership’ that you are trying to provide, and then find out the extent to which your activity did have that impact. You will be guided to present the information in a way that allows the results of your activity to be aggregated or compared with other activities.

The diagram on the following page illustrates the elements of the AGQTP Performance Reporting Framework.

INTRODUCTION

- Overview of the Framework -

This diagram provides an overview of all of the components of the AGQTP Performance Reporting Framework. You don't need to fully absorb it now. The various components are all simply laid out in the rest of this manual.



INTRODUCTION

- Outcomes measurement -

In planning your AGQTP project or activity you will describe the impact you want your activity to have on participating teachers or teaching leadership. You must choose from 27 outcome statements included in the AGQTP Performance Reporting Framework. These will be the basis for your outcome reporting.

The outcomes statements in the Framework are presented in two groups.

The first 22 outcomes are focused on the AGQTP objective of equipping teachers with the skills and knowledge needed for teaching in the 21st century. These are based on the national teaching standards endorsed by the Ministerial Council for Employment, Education and Youth Affairs, plus the professional standards for teachers in each state and territory, and respond to jurisdictional advice about **teachers** in the 21st century. These outcomes have particular relevance to state and territory AGQTP activities which provide direct professional development opportunities to teachers.

The next five outcomes are focused on the second AGQTP objective to provide national leadership in high priority areas of teacher professional learning need. These draw on the same underpinning standards, but describe characteristic outcomes of **teaching** as a profession in the 21st century. These outcomes have particular relevance to national AGQTP projects where leadership of the teaching profession, as a profession and for the profession, is a specific aim.

The outcomes are grouped into five categories. They canvass the extent to which your AGQTP project or activity will assist teachers to:

- ... be knowledgeable, skilled and ethical members of a profession
- ... apply high quality teaching practices to their interactions with students
- ... build schools as learning communities
- ... build connections and partnerships with the community.

and/or assist the teaching profession to:

- ... be rewarding, robust and valued.

These categories are designed to help you find the outcomes that are most relevant to your activity.

The AGQTP Performance Reporting Framework contains 27 outcome statements in five categories.

Teachers in the 21st century are knowledgeable, skilled and ethical members of a profession

Through participation in an AGQTP activity teachers will have ...

- 1 ... strengthened the currency and depth of their pedagogical knowledge and skills
- 2 ... strengthened the currency and depth of their learning area knowledge and understandings
- 3 ... strengthened their professional capacity to make connections across learning areas
- 4 ... engaged productively in collegial networks that extend and support knowledge and skills
- 5 ... applied professional standards to make judgements about the success of their practice and areas for future development
- 6 ... gained new knowledge and skills that contribute to a planned professional learning pathway.

Teachers in the 21st century apply high quality teaching practices to their interactions with students

Through participation in an AGQTP activity teachers will, in their interactions with students, have an increased capacity to:

- 7 ... provide inclusive learning environments within which all students can participate as active and engaged learners
- 8 ... engage with students in collaborative construction of learning area knowledge and understanding
- 9 ... engage with students in critical thinking and creative problem solving
- 10 ... provide all students with opportunities to access and apply relevant learning in literacy, numeracy and ICT
- 11 ... create safe, supportive and respectful learning environments through which students can become enterprising, self-directed and resilient
- 12 ... measure, analyse and report learning outcomes to build future learning directions.

Teachers in the 21st century build schools as learning communities

Through participation in an AGQTP activity teachers will have worked with their colleagues to:

- 13 ... develop and support a whole school culture oriented to school improvement
- 14 ... create sustained interaction across learning areas to strengthen the relevance of learning for all students
- 15 ... develop and support a school ethos that gives importance to the role of the teacher as learner
- 16 ... strengthen continuity of curriculum within the school and between schools as students progress through the stages of schooling
- 17 ... lead and influence initiatives in the school community that promote the broader connectedness of all students, staff and parents.

Teachers in the 21st century build connections and partnerships with the community

Through participation in an AGQTP activity teachers will have engaged with the wider community to:

- 18 ... provide authentic learning experiences that establish and maintain connections with the world beyond school
- 19 ... develop and support personalised student learning pathways, including those that cover transitions across schooling stages and transition to work
- 20 ... develop relationships with families, groups and organisations through which knowledge is gained about diverse community values and priorities
- 21 ... create and sustain active partnerships through which the school becomes part of community development
- 22 ... respond to the current and future needs of the employment market and the ways in which the community generates wealth.

Teaching in the 21st century is rewarding, robust and valued

AGQTP projects provide leadership that increases the extent to which the teaching profession in Australia:

- 23 ... achieves excellence through collegiate and team-based practice
- 24 ... acknowledges and rewards excellence in teaching, management and administrative practice
- 25 ... is regulated by standards that are endorsed and enforced by the profession
- 26 ... provides opportunities for career advancement that are varied and widely recognised
- 27 ... fosters and welcomes rigorous intellectual inquiry into effective practice.

INTRODUCTION

- How to use the manual -

This manual will take you step-by-step through the different elements of the performance reports you are required to make to DEST about your project or activity. It does NOT cover your requirements for financial reporting, which are outlined in the *AGQTP Client Guidelines 2005-06 to 2009*.

For simplicity the term 'activity' may be used in this manual to apply to both national projects and activities undertaken as part of state and territory AGQTP projects.

The manual is divided into five sections.

- **Section A** contains information about reporting on state and territory AGQTP projects. It describes the things you must report on in your performance report to DEST about the nature of, participation in and outcomes of your activity. You, as activity leader will capture the quantitative and qualitative information for these sections.
- **Section B** contains information about reporting on national AGQTP projects. It describes the process for capturing and reporting information on the nature of the project and its outcomes.
- In **Section C** you will find advice on collecting outcome information through different survey, data collection and sampling processes.
- **Section D** lists the 27 outcomes in the AGQTP Performance Reporting Framework related to quality teachers and the teaching profession. There are indicators associated with each of the 27 outcomes. You must choose a small number of outcomes and indicators that are directly relevant to your project or activity. You will need to gather information from teachers, and also possibly colleagues, school leaders, community participants, education leaders and other stakeholders as appropriate to measure the outcomes of your activity. For each indicator there are mandatory and optional questions which you can use to capture information about these outcomes.
- In **Section E** there are pro forma reports and sample surveys to show you what your performance report or survey might look like when it is complete.
- Finally, the last part of the manual contains a glossary and references that have been used in the development of the AGQTP Performance Reporting Framework.

As the leader of a state or territory AGQTP activity you should read all of Sections A and C. You need only read the parts of Sections D and E that are relevant to the outcomes that your activity is trying to achieve.

National AGQTP projects can be of different types. Some involve professional development activities for teaching leaders. These projects are of a form similar to many state and territory AGQTP activities. As the manager of this type of national AGQTP project you should read Section A (excluding the details on state and territory case studies) and Section C, as well as the parts of Sections D and E that are relevant to the outcomes of your project.

As the manager of a national AGQTP project that is not participation-based (e.g. research, showcasing), you should read all of Sections B and C, as well as the parts of Sections D and E that are relevant to the outcomes that your project is trying to achieve.

Preparing for performance reporting should be built into your initial planning. It should not be something you do retrospectively when the activity is over. Trying to do it retrospectively is much harder and much more time consuming.

By working your way through the sections of the manual you will compile a report that will assist you to understand the impact of your activity, and thereby to inform the design of future activities. Your report will contribute to national or jurisdictional project reporting and to the Australian Government's monitoring and understanding of the impact of the AGQTP as a whole.

And remember that a good activity report does not have to be lengthy document. A good report is one that provides concise and accurate information about the extent to which an activity has achieved its aims.

SECTION A

- Reporting process -

The aim of the AGQTP Performance Reporting Framework is to gather sufficient data and information to judge whether the programme as a whole is having the intended impact on teachers and teaching around Australia, providing national leadership in priority areas for the teaching profession and equipping teachers with the skills and knowledge needed for the 21st century. For this reason, the Framework has an emphasis on the aspects of AGQTP activities that can be aggregated and compared.

The following reporting process applies to state and territory AGQTP activities and national projects that are participatory in nature. Reporting on your AGQTP activity will occur in three parts, as shown in the Pro Forma Performance Report in **Section E** of this manual. Activity leaders must read this section.

- | | |
|----------------------------------|---|
| Part 1 – Activity information | In Part 1 you will provide the basic information about the activity being undertaken. This will occur as the activity is being planned. |
| Part 2 – Participant information | In Part 2 you will provide demographic information on the participants in the activity. It is to be collected from registration or similar information and recorded when the activity is completed. |
| Part 3 – Outcome information | In Part 3 aggregate information is needed about the achievement of the outcomes you select as most relevant to your activity. This is to be done by using the indicators and questions included in Section D of this manual. Surveys to gather this data from participants are to be conducted immediately following an activity, and in some cases over a longer time frame as well. |

For each outcome you select there are a small number of mandatory questions that must be asked. There are also optional questions that you might wish to include in your survey to enhance your understanding of the impact of the activity.

The report will also include any qualitative information about the impact or conduct of the activity.

State and Territory project leaders please note, this information is progressively built up over a period of time from the start to the finish of the activity. It is not intended that the activity be included in progress and annual AGQTP reports to DEST until all of the data capture is complete. For example, if an activity involves capture of information from participants six months after completion, reporting to DEST about the activity would occur after this information is collated and analysed. Interim reporting of outcomes is not required by DEST.

Managers of national AGQTP projects should produce their performance report according to the timelines agreed in their project plan. The exact form of the report may vary from the pro forma in Section E, depending in the nature of the project, but will at a minimum include all of the information required in Parts 1, 2 and 3 of the pro forma.

SECTION A

- Activity information -

In Part 1 of your activity report, you will be required to provide some general information about your AGQTP activity. This is for you as the activity leader to complete. This should occur once your activity planning is complete as all of this information will be known to you at this time.

General activity information

There is a Pro Forma Performance Report to record this information in Section E of this manual. Simply fill out the spaces, or select from the choices provided. Please note that the activity 'provider' is the organisation that is named as the recipient of the AGQTP funding and is directly responsible for the organisation of the activity. The activity provider could be a school, a directorate, a cross-sectoral group, a professional association, an academic institution, a school district or other organisation or group.

- State or territory
- Activity provider organisation
- Activity provider organisation type (choose from cross-sectoral, government school, Catholic school, independent school, regional education office, state/territory education authority, other)
- Activity provider contact name
- Activity provider contact email address
- Activity methodology (choose from one or a combination of: single workshop; multiple workshops; seminar; school-based action research activity; cross-school action research; other)
- Proposed commencement date for participant involvement
- Proposed completion date for the whole activity.

Alignment to AGQTP priority areas

Select from the full list of priority areas the ones that best describe your activity. Your activity may be aligned with one priority area (e.g. new developments in teaching gifted and talented students), or may be aligned with more than one of the priority areas (e.g. developing curriculum to engage ESL students in science). You will be asked to briefly describe the way in which the activity contributes to achievement of the AGQTP objectives.

Curriculum

- literacy/English
- numeracy/maths
- science
- civics and citizenship
- information and communications technology (ICT)
- health education
- languages
- vocational education and training (VET).

Targeted learning needs

- boys
- Indigenous students
- gifted and talented students
- students with disabilities and learning difficulties
- ESL students
- other (you will need to briefly describe this).

Cross-curricular/whole school

- general pedagogy
- whole school innovative teaching approaches
- professional standards and leadership
- National Safe Schools Framework
- student reporting
- the innovative use of ICT across curriculum
- values education
- studies of Asia
- other (you will need to briefly describe this).

In Part 1 of your activity report you will also describe the impact you want your activity to have on participating teachers. State and territory projects must choose from 22 outcome statements included in the AGQTP Performance Reporting Framework. These will be the basis for your outcome reporting. For national AGQTP projects you may also consider the last five outcomes in the Framework.

The outcomes statements in the Framework are based on the national teaching standards endorsed by the Ministerial Council for Employment, Education and Youth Affairs, plus the professional standards for teachers in each state and territory, and respond to jurisdictional advice about teaching in the 21st century.

You should choose **between two and four outcomes statements** for your AGQTP activity. They should be the ones that describe the **primary** purpose(s) of your activity. You are probably hoping for a number of beneficial spin-off outcomes, but what are the main things you are hoping to achieve?

These categories are designed to help you find the outcomes that are most relevant to your activity. You are **not required** to select outcomes from each or all categories.

After you have decided which two to four of the outcomes statements are most relevant to your activity and best align with the purpose(s) of your activity, you will record your choice of outcomes in Part 1 of your activity report.

Section D of the manual presents an indicator associated with each of the outcomes in the AGQTP Performance Reporting Framework and a series of questions related to that outcome. You should check the relevant pages of Section D to find out how you should incorporate each outcome statement into your survey of participants. You will note that for each outcome there are a small number of mandatory questions that must be asked. There are also optional questions that you may ask to enhance your understanding of the impact of the activity. The balance of Section D is not relevant to your activity.

It may also be useful to have a quick look at the sample surveys in **Section E** of this manual to understand how the various pieces will fit together into your participant survey.

SECTION A

- Participant information -

In Part 2 of your activity report, you will be required to provide some specific information about the participants in your AGQTP activity. This is for you as the activity leader to complete. Much of this information will be gained in the activity registration process and should be entered or recorded at this point in the activity.

Participant information

- Total number of participants in the activity
- Does the activity target particular teacher groups or teaching leaders? (e.g. teachers from particular geographic locations, teachers from particular curriculum areas, teachers of ESL students)
- Does the activity involve engagement with professional teacher associations or networks, or higher education institutions?
- Number and % of participants by length of service
- Number and % of participants by school role
- Number and % of participants by school location
- Number and % of participants by school sector
- Number and % of participants by school type.

During your registration processes you might also want to capture optional information such as the school name, cluster, district and/or region. This information would not be required in reporting to DEST, but may be useful in your analysis and planning at the state and territory or national project level.

You may also wish to capture other information about the participants in the activity if it will give you a better understanding of the way in which the activity occurred. This might include information on the length of time spent by participants in engaging with the activity, distance travelled to participate, or the use of relief teachers. This information is not required to be reported to DEST but can be included in the activity report.

Capturing participant information

You will need to report on the characteristics above for all participants. This means that you can't obtain this information through a survey at the end of the activity. At this stage you may not get responses from each participant, or you may only be surveying a sample of the total participant group.

If your participants are personally *invited* to engage with the activity, you may already know some of this information about them. If the activity involves a small team, you can ensure that they all provide this information to you at the start of the activity. Otherwise, this information should be gathered through: workshop or seminar registration forms; online or paper-based forms (for materials developed by the activity); or another process through which the information can be obtained for every participant.

When you are counting, analysing and recording the numbers of participants, please remember to provide the results in raw numbers and percentages on Part 2 of your activity report, see Pro Forma Performance Report in **Section E**.

Outcome information

You will select a small number of outcomes from the AGQTP Performance Reporting Framework in planning for your project (see Section D). You will capture information from participants about the extent to which these outcomes are achieved through your survey process at the completion of the activity, and potentially over a longer time frame (see Section C).

Once all outcome information is collected and collated the aggregate results will be presented in Part 3 of your AGQTP activity report (see Pro Forma Performance Report in **Section E**). This includes both the number and percentage distribution of participant responses to each question. Results for each mandatory and optional outcome question asked can be included in the report.

Summary and qualitative assessment

Quantitative reporting from participants provides only part of the story of the impact of an AGQTP activity.

There will be understandings beyond quantitative measures that you might like to capture. This might be especially the case when you have just managed an activity that changed people's lives, or they have discovered a successful new way of doing things. For those who took a few risks that didn't work but led to better understanding of how to do things next time, there will be important outcomes that could only be captured in narrative form.

Therefore, **you** are also invited to write a short qualitative assessment of the outcomes of the activity. This might include your observations or anecdotes from participants, or you could choose one or two stories about your activity that you really want to include in your report.

There is provision in the Pro Forma Performance Report in **Section E** to write up to 500 words about your activity. You don't have to complete this part of the report. However, if you choose to do so, DEST would like to learn about your views on such things as:

- the extent to which the outcomes of the activity were achieved
- helping and hindering factors
- the appropriateness of the activity (in hindsight)
- efficiency in implementing the activity.

Your views about how you might follow up the activity or how you would do it in the future would also be a valuable source of information for the programme.

In writing this part of your activity performance report you should aim to summarise the outcomes of the activity in the opening statements. This should involve highlighting the high-level findings against the outcomes chosen for your project, accompanied by a short qualitative statement on outcomes. For example, if your activity targeted outcomes 2 and 10 and you might say:

“73% of teachers participating in this activity believe that it has strengthened the currency and depth of their learning area knowledge and understandings to a large or great extent. 59% of participants indicated that the activity increased to a large or great extent their capacity to provide all students with opportunities to access and apply relevant learning in literacy. Only 4% of teachers said that the activity had little or no impact on this outcome. Through the activity participants developed a range of innovative approaches to teaching that are now being shared with other staff in their schools.”

SECTION A

- State/Territory case studies -

This section of the manual is primarily for state and territory project organisers. However, for activity leaders who will become involved in case studies, this section of the manual provides important information that will need to be understood and shared with others.

Over the four year funding period for the AGQTP, each state and territory is required to develop a small number of case studies or longitudinal assessments of the impact of the AGQTP.

These will be written to provide a more qualitative and in-depth analysis of the way in which an AGQTP activity has influenced teachers' skills and knowledge. Case studies tell a story and provide an opportunity for learning about the effects of an AGQTP activity and sharing that learning with others. Guidance on how to select and present case studies is given below.

Case studies are **not** required to be prepared for each activity. Over the period from 2006 to 2009 each state and territory will be required to produce the following number of case studies in total.

New South Wales	8	South Australia	3
Victoria	7	Tasmania	2
Queensland	5	Northern Territory	1
Western Australia	3	Australian Capital Territory	1

That is for example, over the four years from 2006 to 2009, the AGQTP projects in New South Wales are required to produce a total of eight case studies in total from across the Government, Catholic and Independent school sectors.

As case studies are likely to examine the impact of the AGQTP over an extended period of time, they should be planned for activities that commence earlier in the four year programme than all at the end.

Selecting and preparing case studies

Selection of the number of case studies to be completed within any school sector and the timing of these is at the discretion of the education authorities in each state and territory.

States and territories are free to choose any activities for their case studies. However, when considering which activities would make useful case studies, it should be noted that case studies can serve one or both of two primary purposes. The first is to showcase outcomes, often through an inspiring or positive story about the way in which an activity achieved and/or exceeded its intended outcomes. The second is to share learnings, usually through an honest appraisal of the way in which an activity was conducted, what worked and what did not, with the aim of informing colleagues of the issues they might consider or face in undertaking a similar activity.

Both types of case study are important. Remember that the AGQTP Performance Reporting Framework is not about competition between states and territories, but about sharing information so that teachers in all states and territories can access excellent professional learning opportunities. The state or territory case studies should be selected for their usefulness in informing future practice around Australia.

Therefore, in selecting case studies project leaders might wish to consider the following questions.

From past experience and/or the data on the outcomes of AGQTP activities ...

- ... which activities had the greatest impact on participating teachers?
- ... which activities introduced innovations that worked?
- ... which activities introduce innovations that didn't work?
- ... how effective were some of the professional learning approaches used in the state or territory?

Case studies are likely to be more appropriate where the activity has been designed to engage participants over a longer timeframe. For example, the key steps, strategies and outcomes in action research could be documented as part of the activity reporting and progressively developed as a more detailed case study.

The single most important feature of the case study is that it clearly describes the impact of the AGQTP on teachers' skills and knowledge required for teaching in the 21st century. Project and activity leaders might find the following questions a useful way of capturing this information.

- What did the activity aim to do?
- Why was this particular type of activity designed and implemented to achieve that aim?
- What happened over time as the activity progressed?
- What progress was made towards achievement of the planned outcomes?
- What factors accounted for the impact of the activity?
- What factors hindered the activity and how were they responded to?
- What were the key learnings from the activity?

Case studies should be concise and written in an accessible, plain prose style. Please do not exceed 1500 words for any single case study. The case study is only a broad introduction to the activity and its outcomes. You can provide a contact name or a website URL for people interested in finding out more.

SECTION B

- National projects -

The aim of the AGQTP Performance Reporting Framework is to gather sufficient data and information to judge whether the programme as a whole is having the intended impact on teachers and teaching around Australia, providing national leadership in priority areas for the teaching profession and equipping teachers with the skills and knowledge needed for the 21st century. For this reason, the Framework has an emphasis on the aspects of AGQTP activities that can be aggregated and compared.

The following reporting process applies to national AGQTP projects that are not participatory in nature.

It is likely that a primarily qualitative assessment of the impact of your national AGQTP project is the most appropriate means of highlighting the benefits of and lessons learned from the project. The format for project and/or evaluation reports is well understood and is best determined by the specific nature of your project. It should indicate:

- the nature of the project and its objectives
- what happened, who was engaged in the project and what outputs were produced
- the extent to which the outcomes of the activity were achieved (with any positive examples)
- helping and hindering factors
- the appropriateness of the project (in hindsight)
- efficiency in implementing the project.

Your views about how you might follow up the project or how you would do it in the future would also be a valuable source of information for the programme.

However, this kind of qualitative reporting provides only part of the story of the impact of an AGQTP project, and some assessment of the quantitative impact is also seen as very important to the AGQTP programme. Your project report should therefore contain project and outcome information as defined in the AGQTP Performance Reporting Framework.

Project information

Within your project report you should provide the following information to assist with classification of AGQTP projects.

- Project provider organisation (that is, the organisation that is named as the recipient of the AGQTP funding and is directly responsible for the organisation of the project)
- Project provider organisation type (choose from professional association, academic institution, researcher, consultant, government organisation, state/territory education authority, other)
- Project provider contact name and email address
- Project commencement date
- Project completion date.

Alignment to AGQTP priority areas

The project report should clearly identify the alignment of the report with AGQTP priority areas. Select from the full list of priority areas the ones that best describe your project. Your project may be aligned with one priority area (e.g. new developments in teaching gifted and talented students), or may be aligned with more than one of the priority areas (e.g. developing curriculum to engage ESL students in science). You should also briefly describe the way in which the project contributes to achievement of the AGQTP objectives.

Curriculum

- literacy/English
- numeracy/maths
- science
- civics and citizenship
- information and communications technology (ICT)
- health education
- languages
- vocational education and training (VET).

Targeted learning needs

- boys
- Indigenous students
- gifted and talented students
- students with disabilities and learning difficulties
- ESL students
- other (you will need to briefly describe this).

Cross-curricular/whole school

- general pedagogy
- whole school innovative teaching approaches
- professional standards and leadership
- National Safe Schools Framework
- student reporting
- the innovative use of ICT across curriculum
- values education
- studies of Asia
- other (you will need to briefly describe this).

Outcome information

In planning for your AGQTP project you will select a small number of outcomes (two to four) from the AGQTP Performance Reporting Framework (see Section D). As a national AGQTP project these will be primarily drawn from Outcomes 23 to 27 related to national leadership for the teaching profession, using one or more of the higher order outcomes (and associated indicators and questions) and any of the more specific optional outcome questions relevant to your project. You might also have selected outcomes which describe the impact of an activity on teachers from the list of Outcomes 1 to 22.

You will need to establish processes for capturing information about the extent to which these outcomes are achieved. This may be through consultation, interviews or surveys with relevant stakeholders in your project. The aim is to produce a single 'average' assessment of the outcomes of the project across the scale shown below. That is, taking all of the relevant feedback from stakeholders into account it is estimated that project achieved the intended outcome 'to a large extent' or 'to some extent'.

Ideally, assessment of the extent to which the intended outcomes are achieved would occur at a time when the impact of the project has had an opportunity to be realised. It is understood that project timelines may not in some cases accommodate this, however, as far as possible assessment and reporting of outcomes should occur at least three to six months after the completion of the project.

Once an assessment of the outcomes of a project has been made (through whatever data collection process was adopted), the results should be included in the final project report for each selected outcome in the way shown in the following example.

	0 – Not at all	1 – To a little extent	2 – To some extent	3 – To a fair extent	4 – To a large extent	5 – To a great extent
<i>Question Number</i>	23					
<i>Assessment (select one)</i>					*	
<i>Question Number</i>	23.2					
<i>Assessment (select one)</i>						*
<i>Question Number</i>	25					
<i>Assessment (select one)</i>			*			

SECTION C

- Gathering information from participants -

In your AGQTP project or activity report you will be required to report on the impact of your activity.

This section of the manual provides guidance on how to gather information on the outcomes and impact of your AGQTP activity.

To complete your report you will probably need to collect information from participants. To gather this information your activity should include a survey of participants. This manual will assist you to design the survey, and will provide you with the wording for the survey questions.

Depending on the aims of your activity, you might also be required to conduct a follow-up survey of participants and/or other stakeholders three to six months after the activity is completed. You will not have to match up original respondents with follow-up respondents.

You are free to ask participants for MORE information than this manual requires. When deciding whether to do so, remember that you do not need to include this additional information in your report to DEST. In general, you should keep your survey as brief as possible to balance the burden on participants against the value of the information for planning, reporting and evaluation purposes.

Anonymity

You don't need to know the name of the person who filled out a survey. As you can imagine, providing their name might make participants more reluctant to say anything negative, which will not give you an accurate picture of the impact of your activity.

However, you may want to capture information about the school where the participant teaches. This will allow you to aggregate responses at a local level by school, cluster, district and/or region, and give you valuable information for analysis of activity outcomes and future planning.

Response rates

Most people are willing to fill out an evaluation form at the end of a workshop or seminar, especially if you allocate a reasonable length of time at the end of the day before 'winding up' the session. People involved in longer term action research-type activities are also generally comfortable with spending a little time to reflect on the value of their activity.

However, it can be harder to obtain feedback from people about events that happened some time previously. The fact that you survey participants some time after an activity does not mean all of them will fill out the survey.

Ideally, you should be aiming for a response rate of at least 80% of the participants you survey. You might wish to consider strategies that would maximise the response rate.

Response rates can be supported by setting clear expectations even before the activity commences. Every participant should be aware that there is an expectation that they participate in the assessment of the impact of the AGQTP activity. The AGQTP provides valuable professional learning opportunities and part of the learning process for all participants and the continued refinement of the AGQTP and its activities relies on participants spending a little time reflecting on the impact of their experiences.

Another obvious way of encouraging good response rates is to ensure that the means of capturing information is efficient and appropriate to the activity in question.

If the activity involves a seminar or workshop it is often effective to simply distribute a short survey at the conclusion of the final session and ask participants to complete and return it before they leave. You can build the cost of data entry into your budget.

For surveys at some later point you might have to email or post out the survey with a reply paid envelope for return.

Only aggregate results for each outcome-focused question are required in Part 3 the AGQTP performance report.

Sampling

If your activity has less than 50 participants you should survey all of them. (And don't bother reading the rest of this section on sampling).

If your activity has more than 50 participants you might wish to consider surveying a representative sample of them.

A *sample* is a sub-group selected for the purpose of eliciting information that you can reasonably expect to mirror the views of the larger group. To achieve this, the sample group must be large enough to provide meaningful (statistically reliable) feedback, and it must be representative.

Your sample size should ideally be large enough to generate at least 30 responses.

A *representative sample* means the proportions of different participant characteristics are the same in your sample group as they were in the larger group. For example, if you had a mix of 70% secondary teachers and 30% primary teachers at your workshop, you would not get an accurate sense of how useful it was if you only included primary teachers in your sample.

In selecting your sample you need to think about the particular characteristics of the total participant group. Try to ensure that each of these characteristics is represented in your sample. The following list reminds you of the type of characteristics that you might consider. Obviously the key characteristics will vary from activity to activity.

- Gender
- School location
- School sector
- School type
- Curriculum areas
- Targeted area
- School responsibilities of participants
- Participants from different sessions (e.g. if you ran the same workshop four times, your sample should include participants from each of the four workshops).

Reporting in both raw numbers and percentages

When you have counted the number of participants who provide a particular response, you must report to DEST in both raw numbers and percentages. While this might not seem very useful to you, it will allow DEST to aggregate and cross-reference the results of surveys across all of the many activities conducted in different states and territories.

In reporting on outcomes a six-point scale (0 to 5) will be used. You will need to enter the number of responses in each cell on the scale for each question.

Verification of responses

The outcome indicators and associated questions rely, to a considerable extent, on self-assessments from participating teachers. This applies to both the perceived future impact of knowledge and skills obtained during an activity and assessment of the extent to which teachers have changed their teaching practices.

The surveys also provide a facility for 'observers' (e.g. colleagues, school principals, community members) to be asked about their view of the activity outcome. Whilst these respondents may not have the same evidence base from which to make their assessment, their observations are nonetheless valid as they provide an independent view of the activity.

If the 'observer' attends the activity, alerting them at the commencement of the activity that they will be asked to make a short assessment of its impact at a later time will assist them to provide a more informed and objective response.

If on the other hand the 'observer' is someone back at the school (such as a colleague or supervisor) or a community member the participant will need to request their engagement in the survey process, explain what the impacts of the AGQTP activity should be and organise for opportunities to 'observe'. The participant would also need to provide activity leaders with contact details for the 'observers' so that a survey can be sent to each of them.

Other influencing factors

The AGQTP Performance Reporting Framework acknowledges that there are factors outside the control of an individual teacher or AGQTP activity that may affect the extent to which the activity is successful. Information about these 'external' factors that may influence the effectiveness of the activity should be noted in the qualitative assessment of the activity.

However, it is not intended that activity leaders attempt to adjust the quantitative results of their surveys to account for these impacts. That is, information on influencing factors may be best considered in the interpretation of the results, rather than in adjustment of the results themselves.

SECTION C

- Developing your survey -

If you are capturing outcome information from participants you will need to develop a survey. Using the two to four outcomes that reflect the aims of your activity, you can begin to develop your survey of participants.

For each outcome, **Section D** of the manual shows **mandatory questions** that you **must** ask, using the phrasing provided. The mandatory questions are fairly broad. The questions will enable DEST to aggregate data for later analysis of the outcomes. By having consistent questions against each outcome DEST will be able to measure the extent of impact across different activities and therefore understand the programme outcomes being achieved.

For each outcome there are also **optional questions**. These are designed to tease out more specific information about the kind of impact your activity has had on participants. You may find that one or two of these will be more appropriately pitched to the specific aims of your activity. You must still ask the mandatory questions, but you can choose to add some or all of the optional questions.

Participants **must** be invited to respond to questions through a six-point scale, with responses from 0 to 5. The scale is designed to measure the extent to which, as a result of participating in an activity funded through the AGQTP, participants have achieved the outcomes you identified.

Participants **must** also be invited to briefly describe or explain their response after each question, possibly through giving in less than 50 words an example of the way in which their skills, knowledge or teaching practices have changed as a result of the AGQTP activity. Phrases like, 'Can you provide an example?' or 'Please describe' will provide you with much richer feedback, and give you an understanding of why participants responded as they did to the survey questions. (See sample surveys in **Section E**). While you must provide this opportunity for participants to provide a written comment, they do not have to do so.

You will see that there are two types of question proposed for the surveys. The first type of question can be asked on two occasions. The first is immediately after the completion of the activity, to see if participants obtained new knowledge and skills. The second would be in a follow up survey to see if there is any change in the participant's assessment of the new knowledge and skills they have obtained.

The second type of question (shaded in Section D, and with 'D' in the question number) is to be asked three to six months after the activity, to see if participants have transferred their learning into practice.

If you ask an optional question at the end of the activity, you **must** ask the equivalent question in the follow-up survey.

You will note that there are questions for participants and questions for 'observers' (e.g. colleagues, school principal, community members). It is important to encourage these people to participate in the surveys as their views provide a further assessment of the impact of the AGQTP activity.

You may also have some **questions of your own** that you would like to add to the immediate or the follow-up survey. For example, you may wish to ask very specific questions about the impact of your chosen methodology, or about the quality of the venue or presenters. Please feel free to add such questions to your survey, but don't make the survey so long that your participants can't be bothered completing it. Remember that you **do not need to** include the responses to your own questions in your report to DEST, unless of course they provide additional insights into the value and impact of the activity.

If you had more than 50 participants in your activity, you may wish to survey only a sample of the group. Please see the sampling guidelines in this manual.

SECTION D

- Outcome Indicator 1 -

Through participating in an AGQTP activity ...

Outcome 1: Teachers will have strengthened the currency and depth of their pedagogical knowledge and skills

You should select this indicator if one of the primary aims of your AGQTP activity is ... to strengthen the currency and depth of teachers' pedagogical knowledge and skills.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
1. <i>To what extent has participating in this activity* strengthened the currency and depth of your pedagogical knowledge and skills?</i>	Immediately on completion of the participant's involvement in the activity.**

Optional questions for teachers	When to ask it?
1.1 <i>To what extent has participating in this activity* increased your capacity to critically evaluate learning theories and your knowledge of how and when to apply them?</i>	Immediately on completion of the participant's involvement in the activity.
1.2 <i>To what extent has participating in this activity* extended your repertoire of pedagogical knowledge and skills?</i>	Immediately on completion of the participant's involvement in the activity.
1.3 <i>To what extent has participating in this activity* increased your knowledge of the diversity of teaching practice that can be applied to accommodate a greater range of learning styles?</i>	Immediately on completion of the participant's involvement in the activity.
1.4 <i>To what extent has participating in this activity* increased your capacity to make informed decisions about pedagogy in terms of age and developmental appropriateness for each student?</i>	Immediately on completion of the participant's involvement in the activity.

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

SECTION D

- Outcome Indicator 2 -

Through participating in an AGQTP activity ...

Outcome 2: Teachers will have strengthened the currency and depth of their learning area knowledge and understandings

You should select this indicator if one of the primary aims of your AGQTP activity is ... to strengthen the currency and depth of teachers' learning area knowledge and understandings.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
2. <i>To what extent has participating in this activity* strengthened the currency and depth of your learning area knowledge and understandings?</i>	Immediately on completion of the participant's involvement in the activity.**

Optional questions for teachers	When to ask it?
2.1. <i>To what extent has participating in this activity* increased your knowledge of contemporary research and understandings in your learning area?</i>	Immediately on completion of the participant's involvement in the activity.
2.2. <i>To what extent has participating in this activity* increased your commitment to joining, or becoming more engaged in professional learning area associations or networks?</i>	Immediately on completion of the participant's involvement in the activity.
2.3. <i>To what extent has participating in this activity* increased your commitment to joining with others in the creation and promotion of new knowledge within your learning area?</i>	Immediately on completion of the participant's involvement in the activity.

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

SECTION D

- Outcome Indicator 3 -

Through participating in an AGQTP activity ...

Outcome 3: Teachers will have strengthened their professional capacity to make connections across learning areas

You should select this indicator if one of the primary aims of your AGQTP activity is ... to strengthen teachers' professional capacity to make connections across learning areas.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
3. <i>To what extent has participating in this activity* strengthened your professional capacity to make connections across learning areas?</i>	Immediately on completion of the participant's involvement in the activity.**

Optional questions for teachers	When to ask it?
3.1 <i>To what extent has participating in this activity* increased your capacity to work across learning areas to improve the quality and relevance of teaching and learning programmes for students?</i>	Immediately on completion of the participant's involvement in the activity.
3.2 <i>To what extent has participating in this activity* increased your commitment to researching, exploring and sharing understandings about links between knowledge across learning areas?</i>	Immediately on completion of the participant's involvement in the activity.
3.3 <i>To what extent has participating in this activity* increased your capacity to adapt your professional practice in response to emerging knowledge across different learning areas?</i>	Immediately on completion of the participant's involvement in the activity.
3.4 <i>To what extent has participating in this activity* increased your capacity to incorporate futures thinking into your professional practice?</i>	Immediately on completion of the participant's involvement in the activity.

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

SECTION D

- Outcome Indicator 4 -

Through participating in an AGQTP activity ...

Outcome 4: Teachers will have engaged productively in collegial networks that extend and support knowledge and skills

You should select this indicator if one of the primary aims of your AGQTP activity is ... to engage productively in collegial networks that extend and support knowledge and skills.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
4. <i>To what extent has participating in this activity* encouraged you to in the future engage productively in collegial networks that extend and support knowledge and skills?</i>	Immediately on completion of the participant's involvement in the activity.**

Optional questions for teachers	When to ask it?
4.1 <i>To what extent has participating in this activity* increased your capacity to reflect critically on professional practice?</i>	Immediately on completion of the participant's involvement in the activity.
4.2 <i>To what extent has participating in this activity* increased your capacity to participate in teams that develop and share innovative approaches in professional practice?</i>	Immediately on completion of the participant's involvement in the activity.
4.3 <i>To what extent has participating in this activity* increased your capacity to work collaboratively to model a range of professional learning practices?</i>	Immediately on completion of the participant's involvement in the activity.
4.4 <i>To what extent has participating in this activity* increased your capacity to provide challenge and support through mentoring arrangements?</i>	Immediately on completion of the participant's involvement in the activity.

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

SECTION D

- Outcome Indicator 5 -

Through participating in an AGQTP activity ...

Outcome 5: Teachers will have applied professional standards to make judgments about the success of their practice and areas for future development

You should select this indicator if one of the primary aims of your AGQTP activity is ... to increase teachers' capacity to apply professional standards to make judgments about the success of their practice and areas for future development.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
5. <i>To what extent has participating in this activity* increased your capacity to apply professional standards to the judgements you make about your practice and areas for future development?</i>	Immediately on completion of the participant's involvement in the activity.**

Optional questions for teachers	When to ask it?
5.1 <i>To what extent has participating in this activity* increased your knowledge of standards of professional practice and your commitment to incorporate them in your work?</i>	Immediately on completion of the participant's involvement in the activity.
5.2 <i>To what extent has participating in this activity* increased your knowledge of ethical frameworks, and your commitment to apply them to guide and improve your professional practice?</i>	Immediately on completion of the participant's involvement in the activity.
5.3 <i>To what extent has participating in this activity* increased your capacity to monitor your professional growth through feedback from a variety of sources, including peers, school leaders, mentors and students?</i>	Immediately on completion of the participant's involvement in the activity.
5.4 <i>To what extent has participating in this activity* increased your commitment to exercising shared responsibility for the application of professional standards in your learning area and associations?</i>	Immediately on completion of the participant's involvement in the activity.

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

SECTION D

- Outcome Indicator 6 -

Through participating in an AGQTP activity ...

Outcome 6: Teachers will have gained new knowledge and skills that contribute to a planned professional learning pathway

You should select this indicator if one of the primary aims of your AGQTP activity is ... to provide teachers with new knowledge and skills that contribute to a planned professional learning pathway.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
6. <i>To what extent has participating in this activity* given you new knowledge and skills to contribute to your planned professional learning pathway?</i>	Immediately on completion of the participant's involvement in the activity.**

Optional questions for teachers	When to ask it?
6.1 <i>To what extent has participating in this activity* provided you with a stronger, more relevant and better planned professional learning pathway?</i>	Immediately on completion of the participant's involvement in the activity.
6.2 <i>To what extent has participating in this activity* increased your capacity to recognise and access the widest possible range of professional learning opportunities?</i>	Immediately on completion of the participant's involvement in the activity.
6.3 <i>To what extent has participating in this activity* led to increased community recognition of the quality of your professional practice?</i>	Immediately on completion of the participant's involvement in the activity.

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

SECTION D

- Outcome Indicator 7 -

Through participating in an AGQTP activity ...

Outcome 7: Teachers will in their interactions with students have an increased capacity to provide inclusive learning environments within which all students can participate as active and engaged learners

You should select this indicator if one of the primary aims of your AGQTP activity is to increase teachers' capacity ... to provide inclusive learning environments within which all students can participate as active and engaged learners.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
7. <i>To what extent has participating in this activity* increased your capacity to provide inclusive learning environments within which all students can participate as active and engaged learners?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
7D. <i>To what extent did participating in this activity* increase your provision of inclusive learning environments within which all students can participate as active and engaged learners?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for colleague or coordinator***	When to ask it?
7SD. <i>Since your colleague(s) participated in this activity*, to what extent have you observed an increase in the provision of inclusive learning environments within which all students can participate as active and engaged learners?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
7.1 <i>To what extent has participating in this activity* increased your capacity to apply specialist skills and knowledge that address the learning needs of students from diverse cultural environment?</i>	Immediately on completion of the participant's involvement in the activity.
7.2 <i>To what extent has participating in this activity* increased your capacity to create and sustain environments in which all students feel safe and supported both inside and outside the classroom?</i>	Immediately on completion of the participant's involvement in the activity.
7.3 <i>To what extent has participating in this activity* expanded your repertoire of practices which are applied flexibly to cater for all learning styles?</i>	Immediately on completion of the participant's involvement in the activity.
7.4 <i>To what extent has participating in this activity* increased your capacity to mentor students to promote self reliance and confidence as learners?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
7.1D <i>To what extent has participating in this activity* enabled you to now apply specialist skills and knowledge that address the learning needs of students from diverse cultural environment?</i>	Three to six months after the completion of the participant's involvement in the activity
7.2D <i>To what extent has participating in this activity* enabled you to now create and sustain environments in which all students feel safe and supported both inside and outside the classroom?</i>	Three to six months after the completion of the participant's involvement in the activity
7.3D <i>To what extent has participating in this activity* enabled you to increase the repertoire of practices which you now apply flexibly to cater for all learning styles?</i>	Three to six months after the completion of the participant's involvement in the activity
7.4D <i>To what extent has participating in this activity* enabled you to increase the extent to which you now mentor students to promote self reliance and confidence as learners?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey to a colleague or coordinator who is in a position to observe their teaching practice. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 8 -

Through participating in an AGQTP activity ...

Outcome 8: Teachers will in their interactions with students have an increased capacity to engage with students in collaborative construction of learning area knowledge and understanding

You should select this indicator if one of the primary aims of your AGQTP activity is to increase teachers' capacity ... to engage with students in collaborative construction of learning area knowledge and understanding.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
8. <i>To what extent has participating in this activity* increased your capacity to engage with students in collaborative construction of learning area knowledge and understanding?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
8.D <i>To what extent has participating in this activity * enabled you to now engage with students in collaborative construction of learning area knowledge and understanding?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for colleague or coordinator***	When to ask it?
8.SD <i>Since your colleague(s) participated in this activity*, to what extent have you observed an increase in their engagement with students in collaborative construction of learning area knowledge and understanding?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
8.1 <i>To what extent has participating in this activity* increased your capacity to act as a facilitator and co-learner?</i>	Immediately on completion of the participant's involvement in the activity.
8.2 <i>To what extent has participating in this activity* increased your capacity to make appropriate judgements about learning resources against criteria such as community context?</i>	Immediately on completion of the participant's involvement in the activity.
8.3 <i>To what extent has participating in this activity* increased your capacity to create learning environments in which appropriate risk taking is encouraged?</i>	Immediately on completion of the participant's involvement in the activity.
8.1D <i>To what extent has participating in this activity * enabled you to now act as a facilitator and co-learner?</i>	Three to six months after the completion of the participant's involvement in the activity
8.2D <i>To what extent has participating in this activity * enabled you to now make appropriate judgements about learning resources against criteria such as community context?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
8.3D <i>To what extent has participating in this activity * enabled you to now create learning environments in which appropriate risk taking is encouraged?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey to a colleague or coordinator who is in a position to observe their teaching practice. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 9 -

Through participating in an AGQTP activity ...

Outcome 9: Teachers will in their interactions with students have an increased capacity to engage with students in critical thinking and creative problem solving

You should select this indicator if one of the primary aims of your AGQTP activity is to increase teachers' capacity ... to engage with students in critical thinking and creative problem solving.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
9. <i>To what extent has participating in this activity* increased your capacity to engage with students in critical thinking and creative problem solving?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
9.D <i>To what extent has participating in this activity* enabled you to now engage with students in critical thinking and creative problem solving?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for colleague or coordinator***	When to ask it?
9.SD <i>Since your colleague(s) participated in this activity*, to what extent have you observed an increase in their engagement with students in critical thinking and creative problem solving??</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
9.1 <i>To what extent has participating in this activity* increased your capacity to model personal enquiry and critical thinking and engage students in these processes?</i>	Immediately on completion of the participant's involvement in the activity.
9.2 <i>To what extent has participating in this activity* increased your capacity to recognise and incorporate opportunities through which students can make ethical judgements about issues arising from their learning?</i>	Immediately on completion of the participant's involvement in the activity.
9.3 <i>To what extent has participating in this activity* increased your capacity to enable all students to understand the learning process in which they are engaged and to identify their applicability to future learning?</i>	Immediately on completion of the participant's involvement in the activity.
9.4 <i>To what extent has participating in this activity* increased your capacity to create a wide range of opportunities through which students can practice their learning skills and demonstrate achievement?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
9.1D <i>To what extent has participating in this activity* enabled you to now model personal enquiry and critical thinking and engage students in these processes?</i>	Three to six months after the completion of the participant's involvement in the activity
9.2D <i>To what extent has participating in this activity* enabled you to now recognise and incorporate opportunities through which students can make ethical judgements about issues arising from their learning?</i>	Three to six months after the completion of the participant's involvement in the activity
9.3D <i>To what extent has participating in this activity* enabled you to now assist all students to understand the learning process in which they are engaged and to identify their applicability to future learning?</i>	Three to six months after the completion of the participant's involvement in the activity
9.4D <i>To what extent has participating in this activity* enabled you to now create a wide range of opportunities through which students can practice their learning skills and demonstrate achievement?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey to a colleague or coordinator who is in a position to observe their teaching practice. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 10 -

Through participating in an AGQTP activity ...

Outcome 10: Teachers will in their interactions with students have an increased capacity to provide all students with opportunities to access and apply relevant learning in literacy, numeracy or ICT

You should select this indicator if one of the primary aims of your AGQTP activity is to increase teachers' capacity ... to provide all students with opportunities to access and apply relevant learning in literacy, numeracy and ICT.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
<i>10. To what extent has participating in this activity* increased your capacity to provide all students with opportunities to access and apply relevant learning in literacy, numeracy and ICT?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
<i>10.D To what extent has participating in this activity* enabled you to now provide all students with opportunities to access and apply relevant learning in literacy, numeracy and ICT?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for colleague or coordinator***	When to ask it?
<i>10.SD Since your colleague(s) participated in this activity*, to what extent have you observed an increase in their provision for all students of opportunities to access and apply relevant learning in literacy, numeracy and ICT?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
<i>10.1 To what extent has participating in this activity* increased your capacity to assess and utilise student literacy or numeracy levels to plan teaching and learning programmes?</i>	Immediately on completion of the participant's involvement in the activity.
<i>10.2 To what extent has participating in this activity* increased your capacity to integrate opportunities for students to develop literacy or numeracy knowledge and skills across learning areas?</i>	Immediately on completion of the participant's involvement in the activity.
<i>10.3 To what extent has participating in this activity* increased your capacity to create learning experiences in which students actively use ICT to access, organise, research, interpret, analyse, communicate, and represent knowledge within and across learning areas?</i>	Immediately on completion of the participant's involvement in the activity.
<i>10.4 To what extent has participating in this activity* increased your capacity to make explicit connections between knowledge and skills in literacy, numeracy or ICT and current emerging vocational pathways?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
<i>10.1 To what extent has participating in this activity* enabled you to now assess and utilise student literacy or numeracy levels to plan teaching and learning programmes?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>10.2 To what extent has participating in this activity* enabled you to now integrate opportunities for students to develop literacy or numeracy knowledge and skills across learning areas?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>10.3 To what extent has participating in this activity* enabled you to now create learning experiences in which students actively use ICT to access, organise, research, interpret, analyse, communicate, and represent knowledge within and across learning areas?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>10.4 To what extent has participating in this activity* enabled you to now make explicit connections between knowledge and skills in literacy, numeracy or ICT and current emerging vocational pathways?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey to a colleague or coordinator who is in a position to observe their teaching practice. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 11 -

Through participating in an AGQTP activity ...

Outcome 11: Teachers will in their interactions with students have an increased capacity to create safe, supportive and respectful learning environments through which students can become enterprising, self-directed and resilient

You should select this indicator if one of the primary aims of your AGQTP activity is to increase teachers' capacity ... to create safe, supportive and respectful learning environments through which students can become enterprising, self-directed and resilient.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
11. <i>To what extent has participating in this activity* increased your capacity to create safe, supportive and respectful learning environments through which students can become enterprising, self-directed and resilient.</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
11.D <i>To what extent has participating in this activity* enabled you to now create safe, supportive and respectful learning environments through which students can become enterprising, self-directed and resilient?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for colleague or coordinator***	When to ask it?
11.SD <i>Since your colleague(s) participated in this activity*, to what extent have you observed an increase in their creation of safe, supportive and respectful learning environments through which students can become enterprising, self-directed and resilient?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
11.1 <i>To what extent has participating in this activity* increased your capacity to communicate and engage with students in a way that models and encourages respectful relationships?</i>	Immediately on completion of the participant's involvement in the activity.
11.2 <i>To what extent has participating in this activity* increased your capacity to create safe learning environments that are based on mutual trust and respect?</i>	Immediately on completion of the participant's involvement in the activity.
11.3 <i>To what extent has participating in this activity* increased your capacity to organise learning opportunities so that all students can demonstrate initiative and personal responsibility?</i>	Immediately on completion of the participant's involvement in the activity.
11.4 <i>To what extent has participating in this activity* increased your capacity to enable students to set goals, determine and allocate tasks, and monitor and report on progress?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
<i>11.5 To what extent has participating in this activity* increased your capacity to provide students with opportunities to develop the resilience required to manage challenge and setback?</i>	Immediately on completion of the participant's involvement in the activity.
<i>11.6 To what extent has participating in this activity* increased your capacity to use knowledge of student behaviour management to implement approaches that encourage all students to take responsibility for their own actions?</i>	Immediately on completion of the participant's involvement in the activity.
<i>11.1D To what extent has participating in this activity* enabled you to now communicate and engage with students in a way that models and encourages respectful relationships?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>11.2D To what extent has participating in this activity* enabled you to now create safe learning environments that are based on mutual trust and respect?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>11.3D To what extent has participating in this activity* enabled you to now organise learning opportunities so that all students can demonstrate initiative and personal responsibility?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>11.4D To what extent has participating in this activity* enabled you to now assist students to set goals, determine and allocate tasks, and monitor and report on progress?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>11.5D To what extent has participating in this activity* enabled you to now provide students with opportunities to develop the resilience required to manage challenge and setback?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>11.6D To what extent has participating in this activity* enabled you to now use knowledge of student behaviour management to implement approaches that encourage all students to take responsibility for their own actions?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey to a colleague or coordinator who is in a position to observe their teaching practice. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 12 -

Through participating in an AGQTP activity ...

Outcome 12: Teachers will in their interactions with students have an increased capacity to measure, analyse and report learning outcomes to build future learning directions

You should select this indicator if one of the primary aims of your AGQTP activity is to increase teachers' capacity ... to measure, analyse and report learning outcomes to build future learning directions.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
12. <i>To what extent has participating in this activity* increased your capacity to measure, analyse and report learning outcomes to build future learning directions?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
12.D <i>To what extent has participating in this activity* enabled you to now measure, analyse and report learning outcomes to build future learning directions?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for colleague or coordinator***	When to ask it?
12.SD <i>Since your colleague(s) participated in this activity*, to what extent have you observed an increased incidence of their measurement, analysis and reporting of learning outcomes to build future learning directions?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
12.1 <i>To what extent has participating in this activity* increased your capacity to incorporate a repertoire of assessment strategies to inform judgements about student learning attainments?</i>	Immediately on completion of the participant's involvement in the activity.
12.2 <i>To what extent has participating in this activity* increased your capacity to utilise a wide array of evidence to make valid judgements about student learning?</i>	Immediately on completion of the participant's involvement in the activity.
12.3 <i>To what extent has participating in this activity* increased your capacity to include students as active participants in assessment and reporting processes, and give them skills in wider evaluation?</i>	Immediately on completion of the participant's involvement in the activity.
12.4 <i>To what extent has participating in this activity* increased your capacity to work with students to provide and analyse feedback so that work can be iteratively improved?</i>	Immediately on completion of the participant's involvement in the activity.
12.ID <i>To what extent has participating in this activity* enabled you to now incorporate a repertoire of assessment strategies to inform judgements about student learning attainments?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
<i>12.2D To what extent has participating in this activity* enabled you to now utilise a wide array of evidence to make valid judgements about student learning?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>12.3D To what extent has participating in this activity* enabled you to now include students as active participants in assessment and reporting processes, and give them skills in wider evaluation?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>12.4D To what extent has participating in this activity* enabled you to now work with students to provide and analyse feedback so that work can be iteratively improved?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey to a colleague or coordinator who is in a position to observe their teaching practice. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 13 -

Through participating in an AGQTP activity ...

Outcome 13: Teachers will have worked with their colleagues to develop and support a whole school culture oriented to school improvement

You should select this indicator if one of the primary aims of your AGQTP activity is to increase the capacity of teachers, in their work with colleagues ... to develop and support a whole school culture oriented to school improvement.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
13. <i>To what extent has participating in this activity* increased your capacity, in your work with colleagues, to develop and support a whole school culture oriented to school improvement?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
13D. <i>To what extent has participating in this activity* enabled you to now, in your work with colleagues, develop and support a whole school culture oriented to school improvement?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for school leaders/principal***	When to ask it?
13SD. <i>Since your colleague(s) participated in this activity*, have you observed their increased collaboration in working with colleagues to develop and support a whole school culture oriented to school improvement?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
13.1 <i>To what extent has participating in this activity* increased your capacity to engage with colleagues in the process of clarifying the vision, ethos and orientation of your 21st century school?</i>	Immediately on completion of the participant's involvement in the activity.
13.2 <i>To what extent has participating in this activity* increased your capacity to engage with colleagues in the process of identifying school priorities for improvement?</i>	Immediately on completion of the participant's involvement in the activity.
13.3 <i>To what extent has participating in this activity* increased your capacity to lead processes of whole school change and transformation?</i>	Immediately on completion of the participant's involvement in the activity.
13.4 <i>To what extent has participating in this activity* increased your capacity to collaborate with others to review and refine teaching practices used throughout the school?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
<i>13.5 To what extent has participating in this activity* increased your capacity to establish active and effective feedback processes to monitor, evaluate and improve professional practice across the school?</i>	Immediately on completion of the participant's involvement in the activity.
<i>13.6 To what extent has participating in this activity* increased your capacity to involve parents, carers and families in the development and improvement of your school culture?</i>	Immediately on completion of the participant's involvement in the activity.
<i>13.1D To what extent has participating in this activity* increased your engagement with colleagues in the process of clarifying the vision, ethos and orientation of your 21st Century school?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>13.2D To what extent has participating in this activity* increased your engagement with colleagues in the process of identifying school priorities for improvement?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>13.3D To what extent has participating in this activity* increased your leadership of processes of whole school change and transformation?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>13.4D To what extent has participating in this activity* increased your collaboration with others to review and refine teaching practices used throughout the school?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>13.5D To what extent has participating in this activity* increased your involvement in establishing active and effective feedback processes to monitor, evaluate and improve professional practice across the school?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>13.6D To what extent has participating in this activity* increased your involvement with parents, carers and families in the development and improvement of your school culture?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey to their principal or a member of the school's leadership team. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 14 -

Through participating in an AGQTP activity ...

Outcome 14: Teachers will have worked with their colleagues to create sustained interaction across learning areas to strengthen the relevance of learning for all students

You should select this indicator if one of the primary aims of your AGQTP activity is to increase the capacity of teachers, in their work with colleagues ... to create sustained interaction across learning areas to strengthen the relevance of learning for all students.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
<i>14. To what extent has participating in this activity* increased your capacity, in your work with colleagues, to create sustained interaction across learning areas to strengthen the relevance of learning for all students?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
<i>14.D To what extent has participating in this activity* enabled you to now work with colleagues to create sustained interaction across learning areas to strengthen the relevance of learning for all students?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for school leaders/principal***	When to ask it?
<i>14.SD Since your colleague(s) participated in this activity*, to what extent have you observed an increase in the incidence of their working with colleagues to create sustained interaction across learning areas to strengthen the relevance of learning for all students?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
<i>14.1 To what extent has participating in this activity* increased your capacity to work in cross-curriculum teams to identify learning objectives and ensure these objectives are addressed in all learning area programmes?</i>	Immediately on completion of the participant's involvement in the activity.
<i>14.2 To what extent has participating in this activity* increased your capacity to work in cross-curriculum teams to plan and implement state/territory policies and national programmes?</i>	Immediately on completion of the participant's involvement in the activity.
<i>14.3 To what extent has participating in this activity* increased your capacity to work in school teams to identify and address areas for cross-curriculum application of student learning?</i>	Immediately on completion of the participant's involvement in the activity.
<i>14.4 To what extent has participating in this activity* increased your capacity to work in cross-curriculum teams to gather, disseminate and respond to information about the impact of whole school approaches to improving student learning?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
<i>14.1D To what extent has participating in this activity* increased your collaboration in cross-curriculum teams to identify learning objectives and ensure these objectives are addressed in all learning area programmes?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>14.2D To what extent has participating in this activity* increased your collaboration in cross-curriculum teams to plan and implement state/territory policies and national programmes?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>14.3D To what extent has participating in this activity* increased your collaboration in school teams to identify and address areas for cross-curriculum application of student learning?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>14.4D To what extent has participating in this activity* increased your collaboration in cross-curriculum teams to gather, disseminate and respond to information about the impact of whole school approaches to improving student learning?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey to their principal or a member of the school's leadership team. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 15 -

Through participating in an AGQTP activity ...

Outcome 15: Teachers will have worked with their colleagues to develop and support a school ethos that gives importance to the role of the teacher as learner

You should select this indicator if one of the primary aims of your AGQTP activity is to increase the capacity of teachers, in their work with colleagues ... to develop and support a school ethos that gives importance to the role of the teacher as learner.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
15. <i>To what extent has participating in this activity* increased your capacity, in your work with colleagues, to develop and support a school ethos that gives importance to the role of the teacher as learner?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
15.D <i>To what extent has participating in this activity* enabled you to now work with colleagues to develop and support a school ethos that gives importance to the role of the teacher as learner?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for school leaders/principal***	When to ask it?
15.SD <i>Since your colleague(s) participated in this activity*, to what extent have you observed an increase in the incidence of their working with colleagues to develop and support a school ethos that gives importance to the role of the teacher as learner?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
15.1 <i>To what extent has participating in this activity* increased your capacity to work with colleagues to extent the repertoire of professional practices applied across the school?</i>	Immediately on completion of the participant's involvement in the activity.
15.2 <i>To what extent has participating in this activity* increased your capacity to share with colleagues, through a mentoring role, the knowledge and skills arising from professional learning?</i>	Immediately on completion of the participant's involvement in the activity.
15.3 <i>To what extent has participating in this activity* increased your capacity to work with colleagues to jointly explore and respond to the implications of standards for your professional practice?</i>	Immediately on completion of the participant's involvement in the activity.
15.4 <i>To what extent has participating in this activity* increased your capacity to collaboratively engage in whole school approaches such as action research to build professional knowledge in context?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
<i>15.1D To what extent has participating in this activity* increased your collaboration with colleagues to extend the repertoire of professional practices applied across the school?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>15.2D To what extent has participating in this activity* increased the level of sharing with colleagues, through a mentoring role, the knowledge and skills arising from professional learning?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>15.3D To what extent has participating in this activity* increased collaboration with colleagues to jointly explore and respond to the implications of standards for your professional practice?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>15.4D To what extent has participating in this activity* increased collaborative engagement in whole school approaches such as action research to build professional knowledge in context?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey to their principal or a member of the school's leadership team. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 16 -

Through participating in an AGQTP activity ...

Outcome 16: Teachers will have worked with their colleagues to strengthen continuity of curriculum within the school and between schools as students progress through the stages of learning

You should select this indicator if one of the primary aims of your AGQTP activity is to increase the capacity of teachers, in their work with colleagues ... to strengthen continuity of curriculum within the school and between schools as students progress through the stages of learning.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
16. <i>To what extent has participating in this activity* increased your capacity, in your work with colleagues, to strengthen continuity of curriculum within the school and between schools as students progress through the stages of learning?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
16.D <i>To what extent has participating in this activity* enabled you to now work with colleagues to strengthen continuity of curriculum within the school and between schools as students progress through the stages of learning?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for school leaders/principal***	When to ask it?
16.SD <i>Since your colleague(s) participated in this activity*, to what extent have you observed an increase in their collaboration with colleagues to strengthen continuity of curriculum within the school and between schools as students progress through the stages of learning?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
16.1 <i>To what extent has participating in this activity* increased your capacity to work in cross-grade/year teams to analyse and share information about student outcomes data?</i>	Immediately on completion of the participant's involvement in the activity.
16.2 <i>To what extent has participating in this activity* increased your capacity to adjust learning programmes and approaches in response to wider school data on student learning outcomes and learning needs?</i>	Immediately on completion of the participant's involvement in the activity.
16.3 <i>To what extent has participating in this activity* increased your capacity to engage in cross-grade/year consultation to gain and respond to understandings about students' prior learning?</i>	Immediately on completion of the participant's involvement in the activity.
16.4 <i>To what extent has participating in this activity* increased your capacity to map, across grades and/or schools, to ensure continuity and consistency in levels, approaches and practices?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
<i>16.1D To what extent has participating in this activity* increased your collaboration in cross-grade/year teams to analyse and share information about student outcomes data?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>16.2D To what extent has participating in this activity* increased your adjustment of learning programmes and approaches in response to wider school data on student learning outcomes and learning needs?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>16.3D To what extent has participating in this activity* increased your engagement in cross-grade/year consultation to gain and respond to understandings about students' prior learning?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>16.4D To what extent has participating in this activity* increased your mapping across grades and/or schools, to ensure continuity and consistency in levels, approaches and practices?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey to their principal or a member of the school's leadership team. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 17 -

Through participating in an AGQTP activity ...

Outcome 17: Teachers will have worked with their colleagues to lead and influence initiatives in the school community that promote the broader connectedness of all students, staff and parents

You should select this indicator if one of the primary aims of your AGQTP activity is to increase the capacity of teachers, in their work with colleagues, ... to lead and influence initiatives in the school community that promote the broader connectedness of all students, staff and parents.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
17. <i>To what extent has participating in this activity* increased your capacity, in your work with colleagues, to lead and influence initiatives in the school community that promote the broader connectedness of all students, staff and parents?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
17.D <i>To what extent has participating in this activity* enabled you to now work with colleagues to lead and influence initiatives in the school community that promote the broader connectedness of all students, staff and parents?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for school leaders/principal***	When to ask it?
17.SD <i>Since your colleague(s) participated in this activity*, to what extent have you observed an increase in their collaboration with colleagues to lead and influence initiatives in the school community that promote the broader connectedness of all students, staff and parents?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
17.1 <i>To what extent has participating in this activity* increased your capacity to implement whole school programmes designed to address issues associated with student connectedness to schooling?</i>	Immediately on completion of the participant's involvement in the activity.
17.2 <i>To what extent has participating in this activity* increased your capacity to identify the particular needs of 'at-risk' students and work collaboratively to apply effective whole-school approaches that address these needs?</i>	Immediately on completion of the participant's involvement in the activity.
17.3 <i>To what extent has participating in this activity* increased your capacity to involve parents and families in the identification of student learning issues and the implementation of whole-school approaches required to address them?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
<i>17.4 To what extent has participating in this activity* increased your capacity to ensure that the wellbeing of all students is addressed through both whole school approaches and classroom pedagogies?</i>	Immediately on completion of the participant's involvement in the activity.
<i>17.1D To what extent has participating in this activity* increased your participation in implementing whole school programmes designed to address issues associated with student connectedness to schooling?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>17.2D To what extent has participating in this activity* increased your identification of the particular needs of 'at-risk' students and work collaboratively to apply effective whole-school approaches that address these needs?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>17.3D To what extent has participating in this activity* increased your involvement of parents and families in the identification of student learning issues and the implementation of whole-school approaches required to address them?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>17.4D To what extent has participating in this activity* improved your practices to ensure that the wellbeing of all students is addressed through both whole school approaches and classroom pedagogies?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey to their principal or a member of the school's leadership team. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 18 -

Through participating in an AGQTP activity ...

Outcome 18: Teachers will have engaged with the wider community to provide authentic learning experiences that establish and maintain connections with the world beyond school

You should select this indicator if one of the primary aims of your AGQTP activity is to increase the capacity of teachers to engage with the wider community ... to provide authentic learning experiences that establish and maintain connections with the world beyond school.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
18. <i>To what extent has participating in this activity* increased your capacity to engage with the wider community to provide authentic learning experiences that establish and maintain connections with the world beyond school?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
18.D <i>To what extent has participating in this activity* enabled you to now engage with the wider community to provide authentic learning experiences that establish and maintain connections with the world beyond school?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for outside-school community member***	When to ask it?
18.SD <i>In your experience, to what extent would you say that this activity has enabled teachers to engage with the wider community to provide authentic learning experiences that establish and maintain connections with the world beyond school?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
18.1 <i>To what extent has participating in this activity* increased your capacity to incorporate authenticity of learning as an underlying concept in your professional practice?</i>	Immediately on completion of the participant's involvement in the activity.
18.2 <i>To what extent has participating in this activity* increased your capacity to develop and maintain partnerships with groups and organisations in the wider community to increase the authenticity of students' learning?</i>	Immediately on completion of the participant's involvement in the activity.
18.3 <i>To what extent has participating in this activity* increased your capacity to plan for and ensure the social participation and interaction of young people in all aspects of learning?</i>	Immediately on completion of the participant's involvement in the activity.
18.4 <i>To what extent has participating in this activity* increased your capacity to ensure that the outcomes of authentic learning and application are recognised and accredited in the reporting of learning outcomes?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
<i>18.1D To what extent has participating in this activity* increased your incorporation of authenticity of learning as an underlying concept in your professional practice?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>18.2D To what extent has participating in this activity* increased your development and maintenance of partnerships with groups and organisations in the wider community to increase the authenticity of students' learning?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>18.3D To what extent has participating in this activity* increased your planning for and ensuring of the social participation and interaction of young people in all aspects of learning?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>18.4D To what extent has participating in this activity* increased your ensuring that the outcomes of authentic learning and application are recognised and accredited in the reporting of learning outcomes?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey to their principal or a member of the school's leadership team. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 19 -

Through participating in an AGQTP activity ...

Outcome 19: Teachers will have engaged with the wider community to develop and support personalised learning pathways, including those that cover transitions across schooling stages and transition to work

You should select this indicator if one of the primary aims of your AGQTP activity is to increase the capacity of teachers to engage with the wider community ... to develop and support personalised learning pathways, including those that cover transitions across schooling stages and transition to work.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
19. <i>To what extent has participating in this activity* increased your capacity to engage with the wider community to develop and support personalised learning pathways, including those that cover transitions across schooling stages and transition to work?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
19.D <i>To what extent has participating in this activity* enabled you to now engage with the wider community to develop and support personalised learning pathways, including those that cover transitions across schooling stages and transition to work?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for outside-school community member***	When to ask it?
19.SD <i>In your experience, to what extent would you say that that this activity has enabled teachers to engage with the wider community to develop and support personalised learning pathways, including those that cover transitions across schooling stages and transition to work?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
19.1 <i>To what extent has participating in this activity* increased your capacity to contribute to the development and maintenance of learning pathways plans for each student?</i>	Immediately on completion of the participant's involvement in the activity.
19.2 <i>To what extent has participating in this activity* increased your capacity to adjust your approaches and pedagogies to support students' learning pathway plans?</i>	Immediately on completion of the participant's involvement in the activity.
19.3 <i>To what extent has participating in this activity* increased your capacity to engage parents in addressing the learning pathway plans for each student?</i>	Immediately on completion of the participant's involvement in the activity.
19.4 <i>To what extent has participating in this activity* increased your capacity to establish explicit approaches that support students at the key transition points across and from schooling?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
<i>19.1D To what extent has participating in this activity* increased your contribution to the development and maintenance of learning pathway plans for each student?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>19.2D To what extent has participating in this activity* increased the adjustment of your approaches and pedagogies to support students' learning pathway plans?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>19.3D To what extent has participating in this activity* increased your engagement with parents to address the learning pathway plans for each student?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>19.4D To what extent has participating in this activity* increased your establishment of explicit approaches that support students at the key transition points across and from schooling?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey an outside-school adult who can attest to their engagement with their community. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 20 -

Through participating in an AGQTP activity ...

Outcome 20: Teachers will have engaged with the wider community to develop relationships with families, groups and organisations through which knowledge is gained about diverse community values and priorities

You should select this indicator if one of the primary aims of your AGQTP activity is to increase the capacity of teachers to engage with the wider community ... to develop relationships with families, groups and organisations through which knowledge is gained about diverse community values and priorities.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
20. <i>To what extent has participating in this activity* increased your capacity to develop relationships with families, groups and organisations through which knowledge is gained about diverse community values and priorities?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
20.D <i>To what extent has participating in this activity* enabled you to now develop relationships with families, groups and organisations through which knowledge is gained about diverse community values and priorities?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for outside-school community member***	When to ask it?
20.SD <i>In your experience, to what extent would you say that this activity has enabled teachers to develop relationships with families, groups and organisations through which knowledge is gained about diverse community values and priorities?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
20.1 <i>To what extent has participating in this activity* increased your capacity to create or access opportunities to build knowledge about community values and priorities?</i>	Immediately on completion of the participant's involvement in the activity.
20.2 <i>To what extent has participating in this activity* increased your capacity to work within the community to build understanding and endorsement of the values you teach?</i>	Immediately on completion of the participant's involvement in the activity.
20.3 <i>To what extent has participating in this activity* increased your capacity to engage with the community to build understanding about the cultural contexts that influence how students learn?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
<i>20.4 To what extent has participating in this activity* increased your capacity to adjust your approaches and professional practices to ensure that students from diverse cultural and other backgrounds are engaged with learning?</i>	Immediately on completion of the participant's involvement in the activity.
<i>20.1D To what extent has participating in this activity* increased your creation or accessing of opportunities to build knowledge about community values and priorities?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>20.2D To what extent has participating in this activity* increased your engagement with the community to build understanding and endorsement of the values you teach?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>20.3D To what extent has participating in this activity* increased your engagement with the community to build understanding about the cultural contexts that influence how students learn?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>20.4D To what extent has participating in this activity* increased adjustment of your approaches and professional practices to ensure that students from diverse cultural and other backgrounds are engaged with learning?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey an outside-school adult who can attest to their engagement with their community. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 21 -

Through participating in an AGQTP activity ...

Outcome 21: Teachers will have engaged with the wider community to create and sustain active partnerships through which the school becomes part of community development

You should select this indicator if one of the primary aims of your AGQTP activity is to increase the capacity of teachers to engage with the wider community ... to create and sustain active partnerships through which the school becomes part of community development.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
21. <i>To what extent has participating in this activity* increased your capacity to create and sustain active partnerships through which the school becomes part of community development?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
21D. <i>To what extent has participating in this activity* enabled you to now create and sustain active partnerships through which the school becomes part of community development?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for outside-school community member***	When to ask it?
21SD. <i>In your experience, to what extent would you say that this activity has enabled teachers to create and sustain active partnerships through which the school becomes part of community development?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
21.1 <i>To what extent has participating in this activity* increased your capacity to identify opportunities and develop student learning programmes that contribute to community advancement?</i>	Immediately on completion of the participant's involvement in the activity.
21.2 <i>To what extent has participating in this activity* increased your capacity to acquire skills and knowledge through community partnerships that strengthen the relevance of student learning programmes?</i>	Immediately on completion of the participant's involvement in the activity.
21.3 <i>To what extent has participating in this activity* increased your capacity to develop joint initiatives and programmes with the community that contribute to both student learning and social, cultural and economic activity in the community?</i>	Immediately on completion of the participant's involvement in the activity.
21.4 <i>To what extent has participating in this activity* increased your capacity to engage the community in ways that support and build the school, and strengthen the authenticity of the learning environment for all students?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
<i>21.5 To what extent has participating in this activity* increased your capacity to establish a shared responsibility with community groups and organisations for the outcomes of student learning?</i>	Immediately on completion of the participant's involvement in the activity.
<i>21.1D To what extent has participating in this activity* increased your identification of opportunities and develop student learning programmes that contribute to community advancement?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>21.2D To what extent has participating in this activity* increased your acquisition of skills and knowledge through community partnerships that strengthen the relevance of student learning programmes?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>21.3D To what extent has participating in this activity* increased your development of joint initiatives and programmes with the community that contribute to both student learning and social, cultural and economic activity in the community?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>21.4D To what extent has participating in this activity* increased your engagement with the community in ways that support and build the school, and strengthen the authenticity of the learning environment for all students?</i>	Three to six months after the completion of the participant's involvement in the activity
<i>21.5D To what extent has participating in this activity* increased your establishment of a shared responsibility with community groups and organisations for the outcomes of student learning?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey an outside-school adult who can attest to their engagement with their community. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 22 -

Through participating in an AGQTP activity ...

Outcome 22: Teachers will have engaged with the wider community to develop learning programmes that respond to the current and future needs of the employment market and the ways in which the community generates wealth

You should select this indicator if one of the primary aims of your AGQTP activity is to increase the capacity of teachers to engage with the wider community ... to develop learning programmes that respond to the current and future needs of the employment market and the ways in which the community generates wealth.

If you select this indicator, you will include it in a survey of participating teachers in which:

- you must ask the mandatory question exactly as it is phrased here*,
- you can choose to ask some or all of the optional questions
- you can choose to ask related questions of your own
- you must invite respondents to give a written example of the impact of the activity.

Please remember that to minimise the burden on participating teachers, you should aim to gather meaningful and informative feedback through as few questions as possible.

Make sure you have read the section on Developing your survey before you go any further.

Mandatory questions for teachers	When to ask it?
22. <i>To what extent has participating in this activity* increased your capacity to develop learning programmes that respond to the current and future needs of the employment market and the ways in which the community generates wealth?</i>	Immediately on completion of the participant's involvement in the activity and in follow up surveys where conducted.**
22.D <i>To what extent has participating in this activity* enabled you to now develop learning programmes that respond to the current and future needs of the employment market and the ways in which the community generates wealth?</i>	Three to six months after the completion of the participant's involvement in the activity

Mandatory questions for outside-school community member***	When to ask it?
22.SD <i>In your experience, to what extent would you say that this activity has enabled teachers to develop learning programmes that respond to the current and future needs of the employment market and the ways in which the community generates wealth?</i>	Three to six months after the completion of the participant's involvement in the activity

Optional questions for teachers	When to ask it?
22.1 <i>To what extent has participating in this activity* increased your capacity to acquire local and wider knowledge about workforce opportunities and requirements?</i>	Immediately on completion of the participant's involvement in the activity.
22.2 <i>To what extent has participating in this activity* increased your capacity to work with training providers to develop innovative approaches to the integration of vocational learning into the curriculum?</i>	Immediately on completion of the participant's involvement in the activity.
22.3 <i>To what extent has participating in this activity* increased your capacity to adapt approaches and pedagogies to address skill needs and strengthen transition opportunities?</i>	Immediately on completion of the participant's involvement in the activity.

Optional questions for teachers	When to ask it?
22.4 <i>To what extent has participating in this activity* increased your capacity to adjust your learning programmes to ensure that generic employability skills are explicitly incorporated and addressed?</i>	Immediately on completion of the participant's involvement in the activity.
22.1D <i>To what extent has participating in this activity* increase your acquisition of local and wider knowledge about workforce opportunities and requirements?</i>	Three to six months after the completion of the participant's involvement in the activity
22.2D <i>To what extent has participating in this activity* increased your collaboration with training providers to develop innovative approaches to the integration of vocational learning into the curriculum?</i>	Three to six months after the completion of the participant's involvement in the activity
22.3D <i>To what extent has participating in this activity* increased your adaptation of approaches and pedagogies to address skill needs and strengthen transition opportunities?</i>	Three to six months after the completion of the participant's involvement in the activity
22.4D <i>To what extent has participating in this activity* increased your adjustment of learning programmes to ensure that generic employability skills are explicitly incorporated and addressed?</i>	Three to six months after the completion of the participant's involvement in the activity

* You may wish to replace the words 'participating in this activity' with 'undertaking this professional learning', 'reading the materials generated by this activity' or something more appropriate to the nature of your activity. Any change should not result in the question 'leading' teachers and other respondents to a particular rating. The rest of the question must remain the same.

** If your activity involves a follow up survey three to six months after the completion of the participant's involvement, you should ask this question again, to gauge the teacher's medium-term assessment of the impact of the AGQTP activity on their knowledge and skills.

*** The participating teacher should be asked to forward the survey an outside-school adult who can attest to their engagement with their community. If more than one staff member from the same school participated in the activity, and they have identified a common observer, this observer should only be asked to complete one survey covering the collective impact on the teaching practices of all these participants.

SECTION D

- Outcome Indicator 23 -

AGQTP projects provide leadership that increases the extent to which ...

Outcome 23: The teaching profession in Australia achieves excellence through collegiate and team-based practice.

You should select this indicator if one of the primary aims of your AGQTP project is to provide leadership that will result in ... the teaching profession in Australia achieving excellence through collegiate and team-based practice.

If you select this indicator, you will capture feedback from teachers and other stakeholders on the anticipated and demonstrated extent to which the AGQTP project results in the intended outcome.

- You must ask the mandatory question exactly as it is phrased here
- You can choose to ask some or all of the optional questions
- You can choose to ask related questions of your own
- You must invite respondents to give a written example of the impact of the project.

Please remember that to minimise the burden on respondents, you should aim to gather meaningful and informative feedback through as few questions as possible. The questions should be asked within three months of the completion of the respondent's involvement in the project, and ideally no more than three months after the completion of the project.

We suggest you read the section on Developing your survey before you go any further.

Mandatory question for teachers and other stakeholders

23. <i>Has this project increased the extent to which the teaching profession in Australia achieves excellence through collegiate and team-based practice?</i>
--

Optional questions for teachers and other stakeholders

23.1 <i>Has this project increased the extent to which the teaching profession in Australia strategically combines teachers' skill sets to cater for students' different learning styles and to achieve organisational goals?</i>

23.2 <i>Has this project increased the extent to which the teaching profession in Australia encourages and adopts mentoring as a means of nurturing teacher capability and professional leadership?</i>

23.3 <i>Has this project increased the extent to which the teaching profession in Australia promotes partnerships and collaboration between schools, professional associations and educational organisations as a means of enhancing and improving teaching practice?</i>

23.4 <i>Has this project increased the extent to which the teaching profession in Australia provides mechanisms to individually and collectively support teachers experiencing professional challenges?</i>

SECTION D

- Outcome Indicator 24 -

AGQTP projects provide leadership that increases the extent to which ...

Outcome 24: The teaching profession in Australia acknowledges and rewards excellence in teaching, management and administrative practice.

You should select this indicator if one of the primary aims of your AGQTP project is to provide leadership that will result in ... the teaching profession in Australia acknowledging and rewarding excellence in teaching, management and administrative practice.

If you select this indicator, you will capture feedback from teachers and other stakeholders on the anticipated and demonstrated extent to which the AGQTP project results in the intended outcome.

- You must ask the mandatory question exactly as it is phrased here
- You can choose to ask some or all of the optional questions
- You can choose to ask related questions of your own
- You must invite respondents to give a written example of the impact of the project.

Please remember that to minimise the burden on respondents, you should aim to gather meaningful and informative feedback through as few questions as possible. The questions should be asked within three months of the completion of the respondent's involvement in the project, and ideally no more than three months after the completion of the project.

We suggest you read the section on Developing your survey before you go any further.

Mandatory question for teachers and other stakeholders

24. <i>Has this project increased the extent to which the teaching profession in Australia acknowledges and rewards excellence in teaching, management and administrative practice?</i>

Optional questions for teachers and other stakeholders

24.1 <i>Has this project increased the extent to which the teaching profession in Australia showcases exemplary and innovative practices to teachers to stimulate improvements in teaching, management and administrative practice?</i>

24.2 <i>Has this project increased the extent to which the teaching profession in Australia encourages acknowledgement and affirmation within school communities of excellence in teaching, management and administrative practice?</i>

24.3 <i>Has this project increased the extent to which the teaching profession in Australia seeks to raise the profile and status of teachers and teaching in the community?</i>
--

24.4 <i>Has this project increased the extent to which the teaching profession in Australia facilitates provision of financial and non-financial recognition and rewards for excellence in teaching, management and administrative practice?</i>
--

SECTION D

- Outcome Indicator 25 -

AGQTP projects provide leadership that increases the extent to which ...

Outcome 25: The teaching profession in Australia is regulated by standards that are endorsed and enforced by the profession.

You should select this indicator if one of the primary aims of your AGQTP project is to provide leadership that will result in ... the teaching profession in Australia being regulated by standards that are endorsed and enforced by the profession.

If you select this indicator, you will capture feedback from teachers and other stakeholders on the anticipated and demonstrated extent to which the AGQTP project results in the intended outcome.

- You must ask the mandatory question exactly as it is phrased here
- You can choose to ask some or all of the optional questions
- You can choose to ask related questions of your own
- You must invite respondents to give a written example of the impact of the project.

Please remember that to minimise the burden on respondents, you should aim to gather meaningful and informative feedback through as few questions as possible. The questions should be asked within three months of the completion of the respondent's involvement in the project, and ideally no more than three months after the completion of the project.

We suggest you read the section on Developing your survey before you go any further.

Mandatory question for teachers and other stakeholders

25. <i>Has this project increased the extent to which the teaching profession in Australia is regulated by standards that are endorsed and enforced by the profession?</i>
--

Optional questions for teachers and other stakeholders

25.1 <i>Has this project increased the extent to which the teaching profession in Australia has ownership of and is responsible for the professional standards which teachers are expected to achieve?</i>
--

25.2 <i>Has this project increased the extent to which the teaching profession in Australia ensures that its professional standards are understood and accepted by all teachers and the community?</i>
--

25.3 <i>Has this project increased the extent to which the teaching profession in Australia upholds its integrity by holding teachers accountable to the accepted standards of professional practice and ethical behaviour?</i>

SECTION D

- Outcome Indicator 26 -

AGQTP projects provide leadership that increases the extent to which ...

Outcome 26: The teaching profession in Australia provides opportunities for career advancement that are varied and widely recognised.

You should select this indicator if one of the primary aims of your AGQTP project is to provide leadership that will result in ... the teaching profession in Australia providing opportunities for career advancement that are varied and widely recognised.

If you select this indicator, you will capture feedback from teachers and other stakeholders on the anticipated and demonstrated extent to which the AGQTP project results in the intended outcome.

- You must ask the mandatory question exactly as it is phrased here
- You can choose to ask some or all of the optional questions
- You can choose to ask related questions of your own
- You must invite respondents to give a written example of the impact of the project.

Please remember that to minimise the burden on respondents, you should aim to gather meaningful and informative feedback through as few questions as possible. The questions should be asked within three months of the completion of the respondent's involvement in the project, and ideally no more than three months after the completion of the project.

We suggest you read the section on Developing your survey before you go any further.

Mandatory question for teachers and other stakeholders

26. <i>Has this project increased the extent to which the teaching profession in Australia provides opportunities for career advancement that are varied and widely recognised?</i>

Optional questions for teachers and other stakeholders

26.1 <i>Has this project increased the extent to which the teaching profession in Australia allows for teachers with general and/or specialist skills to pursue careers that recognise and utilise these skills, enhance student learning and are personally fulfilling?</i>
--

26.2 <i>Has this project increased the extent to which the teaching profession in Australia provides structured and accessible career pathways that attract, stimulate, reward and retain quality teachers?</i>

26.3 <i>Has this project increased the extent to which the teaching profession in Australia promotes, facilitates and values continuous professional development for all teachers?</i>
--

SECTION D

- Outcome Indicator 27 -

AGQTP projects provide leadership that increases the extent to which ...

Outcome 27: The teaching profession in Australia fosters and welcomes rigorous intellectual inquiry into effective practice.

You should select this indicator if one of the primary aims of your AGQTP project is to provide leadership that will result in ... the teaching profession in Australia fostering and welcoming rigorous intellectual inquiry into effective practice.

If you select this indicator, you will capture feedback from teachers and other stakeholders on the anticipated and demonstrated extent to which the AGQTP project results in the intended outcome.

- You must ask the mandatory question exactly as it is phrased here
- You can choose to ask some or all of the optional questions
- You can choose to ask related questions of your own
- You must invite respondents to give a written example of the impact of the project.

Please remember that to minimise the burden on respondents, you should aim to gather meaningful and informative feedback through as few questions as possible. The questions should be asked within three months of the completion of the respondent's involvement in the project, and ideally no more than three months after the completion of the project.

We suggest you read the section on Developing your survey before you go any further.

Mandatory question for teachers and other stakeholders

27. <i>Has this project increased the extent to which the teaching profession in Australia fosters and welcomes rigorous intellectual inquiry into effective practice?</i>
--

Optional questions for teachers and other stakeholders

27.1 <i>Has this project increased the extent to which the teaching profession in Australia encourages and values evidence-based decision making in all areas of teaching, management and practice?</i>

27.2 <i>Has this project increased the extent to which the teaching profession in Australia encourages and values evidence-based decision making in development of educational policy?</i>
--

27.3 <i>Has this project increased the extent to which the teaching profession in Australia grows through broad-based pure and applied research that enhances teachers' knowledge and skills and improves student learning?</i>

27.4 <i>Has this project increased the extent to which the teaching profession in Australia stimulates and engages openly and vigorously in professional and public debate on educational policy and practice?</i>
--

SECTION E

- Pro forma performance report -

The performance report for each AGQTP activity will be completed in three parts, corresponding with separate time points in the life of the activity. You should work through the full list for each part before you start to make sure you have all the answers at hand before completing that part of the report.

PART 1 – Activity information (to be recorded at the commencement of the activity)

General activity information

1. Name of activity

2. State or territory

<input type="checkbox"/> Australian Capital Territory	<input type="checkbox"/> Tasmania
<input type="checkbox"/> New South Wales	<input type="checkbox"/> South Australia
<input type="checkbox"/> Northern Territory	<input type="checkbox"/> Victoria
<input type="checkbox"/> Queensland	<input type="checkbox"/> Western Australia

3. Activity provider organisation (if applicable)

4. Activity provider organisation type (tick one)

<input type="checkbox"/> Cross-sectoral	<input type="checkbox"/> Independent school
<input type="checkbox"/> Government school	<input type="checkbox"/> Regional education office
<input type="checkbox"/> Catholic school	<input type="checkbox"/> State/territory education authority
<input type="checkbox"/> Other (please describe)	<input style="width: 350px; height: 15px;" type="text"/>

5. Activity provider contact name

6. Activity provider contact email address

7. Delivery model (tick one)

<input type="checkbox"/> Single workshop	<input type="checkbox"/> School-based action research activity
<input type="checkbox"/> Multiple workshops	<input type="checkbox"/> Cross-school action research activity
<input type="checkbox"/> Formal higher education course	<input type="checkbox"/> Formal VET course
<input type="checkbox"/> Seminar	<input style="width: 350px; height: 15px;" type="text"/>
<input type="checkbox"/> Other (please describe)	<input style="width: 350px; height: 15px;" type="text"/>

8. Proposed commencement date for participant involvement

9. Proposed completion date for the whole activity

10. Does the activity target particular teacher groups? (tick as many as are appropriate)

<input type="checkbox"/> Particular geographic locations (please tick)	<input type="checkbox"/> Metro <input type="checkbox"/> Regional <input type="checkbox"/> Rural/Remote
<input type="checkbox"/> Specific curriculum areas (please describe)	<input style="width: 350px; height: 15px;" type="text"/>
<input type="checkbox"/> Teachers of students from NESB	<input style="width: 350px; height: 15px;" type="text"/>
<input type="checkbox"/> Teachers of Indigenous students	<input style="width: 350px; height: 15px;" type="text"/>
<input type="checkbox"/> Teachers of gifted and talented students	<input style="width: 350px; height: 15px;" type="text"/>
<input type="checkbox"/> Teachers of students with special needs	<input style="width: 350px; height: 15px;" type="text"/>
<input type="checkbox"/> Other (please describe)	<input style="width: 350px; height: 15px;" type="text"/>

11. Does the activity involve engagement with professional teacher associations or networks?

<input type="checkbox"/> Yes (please identify)	<input style="width: 350px; height: 15px;" type="text"/>
<input type="checkbox"/> No	<input style="width: 350px; height: 15px;" type="text"/>

12. Does the activity involve engagement with higher education institutions?

<input type="checkbox"/> Yes (please identify)	<input style="width: 350px; height: 15px;" type="text"/>
<input type="checkbox"/> No	<input style="width: 350px; height: 15px;" type="text"/>

Alignment to AGQTP priority areas (and topics)

13. Select one or more of the options below to indicate the alignment of the activity with the AGQTP priority areas.

Curriculum

- literacy/English
- numeracy/maths
- science
- civics and citizenship

- information and communications technology (ICT)
- health education
- languages
- vocational education and training (VET)

Targeted learning needs

- Boys
- Indigenous students
- Gifted and talented students
- Other (please describe)

- Students with disabilities and learning difficulties
- ESL students

Cross-curricular/whole school

- General pedagogy
- Innovative use of ICT across curriculum
- Professional standards and leadership
- National Safe Schools Framework
- Other (please describe)

- Student reporting
- Whole school innovative teaching approaches
- Values education
- Studies of Asia

14. Briefly describe how this activity contributes to achievement of the AGQTP objective of equipping teachers with the skills and knowledge needed for teaching in the 21st century.

Activity outcomes

15. Select between two and four outcomes from the 22 listed here that this activity is working to achieve.

Through participation in this AGQTP activity teachers will have ...

- 1. ... strengthened the currency and depth of their pedagogical knowledge and skills
- 2. ... strengthened the currency and depth of their learning area knowledge and understandings
- 3. ... strengthened their professional capacity to make connections across learning areas
- 4. ... engaged productively in collegial networks that extend and support knowledge and skills
- 5. ... applied professional standards to make judgements about the success of their practice and areas for future development
- 6. ... gained new knowledge and skills that contribute to a planned professional learning pathway

Through participation in this AGQTP activity teachers will, in their interactions with students, have an increased capacity to ...

- 7. ... provide inclusive learning environments within which all students can participate as active and engaged learners
- 8. ... engage with students in collaborative construction of learning area knowledge and understanding
- 9. ... engage with students in critical thinking and creative problem solving
- 10. ... provide all students with opportunities to access and apply relevant learning in literacy, numeracy and ICT
- 11. ... create safe, supportive and respectful learning environments through which students can become enterprising, self-directed and resilient
- 12. ... measure, analyse and report learning outcomes to build future learning directions

Through participation in this AGQTP activity teachers will, in their work with colleagues, have an increased capacity to ...

- 13. ... develop and support a whole school culture oriented to school improvement
- 14. ... create sustained interaction across learning areas to strengthen the relevance of learning for all students
- 15. ... develop and support a school ethos that gives importance to the role of the teacher as learner
- 16. ... strengthen continuity of curriculum within the school and between schools as students progress through the stages of schooling
- 17. ... lead and influence initiatives in the school community that promote the broader connectedness of all students, staff and parents

Through participation in this AGQTP activity teachers will have increased their commitment to engaging with the wider community to ...

- 18. ... provide authentic learning experiences that establish and maintain connections with the world beyond school
- 19. ... develop and support personalised student learning pathways, including those that cover transitions across schooling stages and transition to work
- 20. ... develop relationships with families, groups and organisations through which knowledge is gained about diverse community values and priorities
- 21. ... create and sustain active partnerships through which the school becomes part of community development
- 22. ... respond to the current and future needs of the employment market and the ways in which the community generates wealth

PART 2 – Participant information (to be recorded at the completion of the activity)

1. Total number of participants in the activity		
2. Number of participants by gender	Actual number	% of participants
Male		
Female		
3. Number of participants by length of service	Actual number	% of participants
Up to 5 years		
6 to 10 years		
11 to 20 years		
More than 20 years		
4. Number of participants by school role	Actual number	% of participants
Teacher		
Learning area coordinator		
Year level coordinator		
Member of school executive		
Deputy/Assistant principal		
Principal		
Other		
5. Number of participants by school location	Actual number	% of participants
Metropolitan		
Regional		
Rural/remote		
6. Number of participants by school sector	Actual number	% of participants
Government		
Catholic		
Independent		

7. Number of participants by school type

- P-12
- Early years
- Primary
- Middle
- Secondary
- Senior secondary
- Special

Actual number	% of participants

8. Briefly describe any other information about participants or the activity that is relevant to an understanding of the level and nature of participation in this AGQTP activity (e.g. comments about: average time spent by participants in engagement with the activity; distances traveled to participate; use of relief teachers; cost of travel; mode of travel; time away from school or class).

PART 3 – Outcome information (to be recorded when all survey responses have been collated)

Mandatory questions

Please complete this table for all of the mandatory questions you included in your survey(s). Include all of the mandatory questions from the surveys conducted immediately after the activity AND any follow-up surveys conducted three to six months after the activity was completed. You can put them in any order.

0 – Not at all	1 – To a little extent	2 – To some extent	3 – To a fair extent	4 – To a large extent	5 – To a great extent
----------------	------------------------	--------------------	----------------------	-----------------------	-----------------------

<i>Question Number</i>						
<i>Responses</i>	0	1	2	3	4	5
<i>Actual numbers</i>						
<i>%</i>						

<i>Question Number</i>						
<i>Responses</i>	0	1	2	3	4	5
<i>Actual numbers</i>						
<i>%</i>						

<i>Question Number</i>						
<i>Responses</i>	0	1	2	3	4	5
<i>Actual numbers</i>						
<i>%</i>						

<i>Question Number</i>						
<i>Responses</i>	0	1	2	3	4	5
<i>Actual numbers</i>						
<i>%</i>						

Optional questions

Please complete this table for all of the optional questions you included in your survey(s). Include all of the optional questions from the surveys conducted immediately after the activity AND any follow-up surveys conducted three to six months after the activity was completed. You can put them in any order.

0 – Not at all	1 – To a little extent	2 – To some extent	3 – To a fair extent	4 – To a large extent	5 – To a great extent
----------------	------------------------	--------------------	----------------------	-----------------------	-----------------------

<i>Question Number</i>						
<i>Responses</i>	0	1	2	3	4	5

<i>Actual numbers</i>						
<i>%</i>						

<i>Question Number</i>						
<i>Responses</i>	0	1	2	3	4	5
<i>Actual numbers</i>						
<i>%</i>						

<i>Question Number</i>						
<i>Responses</i>	0	1	2	3	4	5
<i>Actual numbers</i>						
<i>%</i>						

<i>Question Number</i>						
<i>Responses</i>	0	1	2	3	4	5
<i>Actual numbers</i>						
<i>%</i>						

Summary and qualitative assessment

Please provide an overall summary and assessment of the impact of this AGQTP activity on teachers' skills, knowledge and practices. You should start this part of your activity performance report by highlighting the high-level findings against the outcomes chosen for your project, accompanied by a short qualitative statement on outcomes. In particular you may wish to include anecdotes or quotes from participants about their experience of the activity. This information may be cited in publications, or shared with other activity leaders or state and territory education authorities. Please do not exceed 500 words.

SECTION E

- Sample post activity survey: One day seminar -

Scenario: This AGQTP activity was a seminar on the use of online technologies to expand curriculum offerings in rural and remote schools. The agenda included expert guest speakers, demonstration ‘classes’ using online resources, and small-group workshops on effective facilitation of ICT-based learning. The activity provider was a regional office of the state education authority, and teachers from rural and remote schools across the region were invited to attend.

The activity leader has collected all of the required participant demographic data (see Section A) through the seminar registration form.

The seminar was targeted at AGQTP framework outcomes 2, 10 and 18.

The evaluation survey for this activity might look like the one below. The sample survey has been colour coded to show the mandatory questions (blue), the optional questions (red) and the questions developed by the leader for their own purposes. Of course, the actual survey would be all one colour as the participants do not need to know how the survey was developed. The questions related to the outcome indicators are numbered to fit the sequence of the survey. The number in parentheses is the question number given in Section C of the manual.

SAMPLE SURVEY

1. How did you hear about this seminar? (tick one)
- | | |
|--|--|
| <input type="checkbox"/> Flier or poster | <input type="checkbox"/> Email notification |
| <input type="checkbox"/> Personally informed | <input type="checkbox"/> Newsletter/circular |
| <input type="checkbox"/> Other (please describe) | |

For the questions below, please note that your ‘learning area’ refers to **the use of ICT in primary education**. Please circle your response to the questions on a scale of 0 to 5.

2. (2) **To what extent has participating in this seminar strengthened the currency and depth of your learning area knowledge and understandings?** (select one)

Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
0	1	2	3	4	5

Comment:

3. (2.1) **To what extent has participating in this seminar increased your knowledge of contemporary research and understandings in your learning area?** (select one)

Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
0	1	2	3	4	5

Comment:

4. To what extent was the information in the seminar new to you? (select one)

Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
0	1	2	3	4	5

Comment:

5. (10)	To what extent has participating in this seminar increased your capacity to provide all students with opportunities to access and apply relevant learning in ICT? (select one)	Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
		0	1	2	3	4	5

Comment:

6. (10.3)	To what extent has participating in this seminar increased your capacity to create learning experiences in which students actively use ICT to access, organise, research, interpret, analyse, communicate, and represent knowledge within and across learning areas? (select one)	Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
		0	1	2	3	4	5

Comment:

7. (18)	To what extent has participating in this seminar increased your capacity to engage with the wider community to provide authentic learning experiences that establish and maintain connections with the world beyond school? (select one)	Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
		0	1	2	3	4	5

Comment:

8.	To what extent do you expect to use ICT in the coming year to connect your students with people outside the school as part of their learning programme? (select one)	Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
		0	1	2	3	4	5

Comment:

9. Do you propose to share the information from the seminar with your colleagues, either formally or informally?
 Yes No

10. If this seminar was repeated next year, would you recommend it to your colleagues?
 Yes No

11. Approximately how far have you travelled to attend the seminar?
 kilometres

12. Your school name

Thank you for completing this survey. Your feedback will be used to assist us to develop future professional learning opportunities, and will also contribute to the overall evaluation of the Australian Government Quality Teacher Programme.

Please note that we will be sending you a follow-up survey in three months' time to find out whether you have had an opportunity to put the learning from this seminar into practice. At that time, we will also send you two very brief surveys that we would like you to forward to your Principal and a community partner for completion.

SECTION E

- Sample follow-up survey: Action research -

Scenario: This AGQTP activity was an action research project involving one staff member from each secondary school in a regional ‘school cluster’. The teachers worked in a team to develop an approach to early identification of literacy problems in Year 7 students. The activity involved teachers developing approaches to the accurate identification of the nature of the literacy problems. Appropriate referral to school-based or external remedial literacy programmes was also part of the activity.

The team undertook a literature review, interviewed experts in middle years literacy, and collaborated to develop information kits and tools for Year 7 English teachers. The team developed a detailed referral protocol for locally accessible, remedial literacy programmes. The team gathered information about comparative class literacy standards at the end of Year 8, assessing the achievements of the trial cohort with the cohorts from the previous three years.

The activity leader collected all of the required participant demographic data (see Section A) from team members at the commencement of the activity. A previous survey was conducted to assess the immediate impact of the initial workshop in which all schools were represented.

The activity was targeted at AGQTP framework outcomes 2, 4, 10 and 12.

This sample survey is designed to measure the activity’s longer-term impact. The sample survey has been colour coded to show the mandatory questions (blue), the optional questions (red) and the questions developed by the activity leader for their own purposes. Of course, the actual survey would be all one colour as the participants do not need to know how the survey was developed. The questions related to the outcome indicators are numbered to fit the sequence of the survey. The number in parentheses is the question number given in Section C of the manual.

SAMPLE SURVEY

For the questions below, please note that your ‘learning area’ refers to **middle years literacy**. Please circle your response to the questions on a scale of 0 to 5.

1. (2) **To what extent has participating in this activity strengthened the currency and depth of your learning area knowledge and understandings? (select one)**

Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
0	1	2	3	4	5

Comment:

2. (4) **To what extent has participating in this activity encouraged you to in the future engage productively in collegial networks that extend and support knowledge and skills? (select one)**

Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
0	1	2	3	4	5

Comment:

3. (10) **To what extent has participating in this activity increased your capacity to provide all students with opportunities to access and apply relevant learning in literacy, numeracy and ICT? (select one)**

Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
0	1	2	3	4	5

Comment:

4. (10.D)	To what extent has participating in this activity enabled you to now provide all students with opportunities to access and apply relevant learning in literacy, numeracy and ICT? (select one)	Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
		0	1	2	3	4	5

Comment:

5. (10.1)	To what extent has participating in this activity enabled you to now assess and utilise student literacy or numeracy levels to plan teaching and learning programmes? (select one)	Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
		0	1	2	3	4	5

Comment:

6. (12)	To what extent has participating in this activity increased your capacity to measure, analyse and report learning outcomes to build future learning directions? (select one)	Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
		0	1	2	3	4	5

Comment:

7. (12.D)	To what extent has participating in this activity enabled you to now measure, analyse and report learning outcomes to build future learning directions? (select one)	Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
		0	1	2	3	4	5

Comment:

8. (12.1D)	To what extent has participating in this activity enabled you to now incorporate a repertoire of assessment strategies to inform judgements about student learning attainments? (select one)	Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
		0	1	2	3	4	5

Comment:

9.	To what extent do you feel you have had the support of your school leadership during your participation in this activity? (select one)	Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
		0	1	2	3	4	5

Comment:

10.	To what extent do you believe your school is committed to implementing the findings of this activity? (select one)	Not at all	To a little extent	To some extent	To a fair extent	To a large extent	To a great extent
		0	1	2	3	4	5

Comment:

11. Approximately how many working days (e.g. of approx. 7 hours) do you estimate you have spent on this activity?
 days

12. Your school name

Thank you for completing this follow-up survey. Your feedback will be used to assist us to develop future professional learning opportunities, and will also contribute to the overall evaluation of the Australian Government Quality Teacher Programme.

GLOSSARY

In reading this manual and reporting on the performance of AGQTP activities, the terms listed below have the following meaning.

<i>Activity</i>	<p>An AGQTP activity is a discrete set of targeted actions and events undertaken within a state and territory AGQTP project to support development of skills and knowledge for teaching in the 21st century. An activity could involve conduct of a seminar or workshop, action-research, or school-based collaborative efforts. Individual performance reports are to be produced for each AGQTP activity.</p> <p>For simplicity, in some parts of this manual an activity is also used to describe a national AGQTP project. This is where the term activity is used in a generic sense (for example, in parts of this glossary).</p>
<i>Activity leader</i>	<p>The person in a state or territory responsible for managing, implementing and reporting on an AGQTP activity.</p>
<i>Appropriateness</i>	<p>The extent to which the aims and objectives of an AGQTP activity are consistent with the aims and objectives of the AGQTP. An activity can be considered appropriate if there is an unambiguous connection between its aims and the AGQTP's stated objectives and priority areas.</p>
<i>Effectiveness</i>	<p>The extent to which an AGQTP activity is successful in meeting its stated aims and objectives, and therefore contributes to achievement of the aims and objectives of the AGQTP.</p>
<i>Efficiency</i>	<p>The extent to which an AGQTP activity uses financial, human and other resources to achieve an output or outcome. An activity can be considered efficient if it minimises the volume of resources required to produce an output or outcome.</p>
<i>Framework</i>	<p>The AGQTP Performance Reporting Framework has been developed by DEST to provide a consistent and practical means of measuring the performance of the AGQTP in supporting development of the skills and knowledge needed for teaching in the 21st century and providing leadership in national priority areas for the teaching profession. The Framework includes both the Framework diagram and the narrative describing its use in performance reporting.</p>
<i>Information</i>	<p>Includes both quantitative and qualitative information about the uptake, use and impact of the AGQTP on teaching practices and outcomes.</p>
<i>Outcome</i>	<p>The impact of the AGQTP, an AGQTP project or activity on the skills and knowledge needed for teaching in the 21st century and the provision of national leadership. Other impacts on teaching skills, knowledge, practices and relationships may be observed.</p>
<i>Output</i>	<p>The product of an AGQTP activity. This may include the conduct of a seminar or workshop, or a teaching or learning resource. A distinction can be made between the production of an output and the quality or impact of that output.</p>
<i>Participant</i>	<p>A teacher or school staff member seeking to enhance the skills and knowledge through involvement in an AGQTP activity.</p>
<i>Performance</i>	<p>The way in which the AGQTP, AGQTP projects and activities work to influence teaching in the 21st century. This includes both quantitative and qualitative aspects related to intent, participation, outputs and outcomes.</p>
<i>Programme</i>	<p>The Australian Government Quality Teacher Programme includes all aspects of the funding, planning for, conduct, management and reporting of the AGQTP. This includes action within DEST, by state and territory education authorities, by activity leaders and participants.</p>

<i>Project</i>	A state or territory AGQTP project is all activities and actions undertaken by a state and territory education authority in its planning for, conduct, management and reporting of AGQTP activities within its jurisdiction.
<i>Project manager</i>	The person responsible for managing, implementing and reporting on a national AGQTP project.

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