

Assignment One

**Literature Review**

by

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for

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EST 300 Researching Classroom Practice

### **The Conversation (14 Dec 2022)**

This article surveyed 900 Australian teachers, with questions focused on determining the extent they use evidence that informed their teaching practice. It concluded that most teachers use evidence-based practices, however there were some gaps in how they fully access and apply the evidence in the classroom. The most significant issues arose from lack of teacher time or competing demands and through the additional survey conducted with students.

The main concepts discussed in The Conversation article were the use of evidenced-based research to inform teacher professional practice, individual's ability to analyse, synthesise and the application of the evidence and the gaps in some teachers' ability to conduct further research, professional development and application of new teaching practices.

This article emphasises the criticality of teachers to continue evidenced-based teaching professional practice and development. In order to achieve this, teachers need to have a strong desire to conduct evidence-based research and the skills synthesise that research to critique and develop their teaching practice.

### **Mockler (2015)**

The article by Mockler (2015) provides discussion for a transfer from surveillance-based teacher assessment and development to a generative approach in the Australian education context. The current process of teacher assessment focuses on the assessment with a lack of professional development. Further, the assessment process has been further misused, as an accountability tool. Bartlett (1996) further discussed the managerial type of teacher performance appraisal that occurs in the United Kingdom, enforced from 1991.

Mockler (2015) highlights the three components of the Australian Institute for Teaching and School Leadership (AITSL) (2012): Reflection and goal setting, Professional practice

and learning, and Feedback and review. This requires teachers to follow and documents their practice, in accordance with the framework to then engage with an annual review process.

The key concept promoted by Mockler (2015) is the shift to a generative approach of professional practice and development. The generative approach to teacher performance highlights the need to build capacity and develop teacher practice, with evidence-based research and support, rather than for the purpose of evaluation and monitoring.

This article considers the criticality for teacher evaluation to be nested within a generative approach, rather than a managerial approach. This generative approach develops teacher professional practice by introducing relevant and evidence-based research for professional development. The article also cautions that educators implementing the Australian Teacher Performance and Development Framework must critically orient the process to achieve generative and formative teacher development.

### **Ryan and Bourke (2013)**

Ryan and Bourke (2013) argue that the teacher standards require the inclusion of “reflexivity” of teacher professional development. The reflexive professional approach includes critical reflection and engagement with previously excluded opinions, due to a variety of reasons, such as biases and context, in addition to the reflective process.

The article encourages this critical reflection to consider teachers’ beliefs and practices and challenges them to improve their teaching practice. This is further explored through discussion about teacher perceptions or the attitude and presumptions teachers have of their students, teaching methodologies, et cetera.

Ryan and Bourke (2015) also discuss the aspect of teacher well-being; emotional, physical and mental, and the negative impacts of teacher burnout to the individual and the profession, through increased workloads and accountability.

## **Autistic Students Transitions into Secondary Schools**

Callanan et al. (2021) discusses parents' skill development in response to difficult or developing behaviours with a child with developmental disabilities. The early intervention program designed for parents to develop methods and strategies to engage with the child and reduce stress of the parent. The methodology of enhancing the parents' capacity to better engage with their child can be transferred to generate professional practice development within teachers, as these students become more prevalent in mainstream schooling.

As more autistic students attend mainstream schools (Richter, et al., 2019) teachers will need to reconsider their understanding of student needs and their ability to access the curriculum. The article discusses the positive and negative emotions through the transition to secondary education, which is magnified with an autistic student, as many have difficulty coping with large changes to environment and routine. Therefore, it will be critical to reflexively assess teachers' pedagogies soon to incorporate strategies into mainstream schooling, such as the ones discussed by Callanan, et al. (2021). Sagers (2015) highlights the importance of autistic student relationships with teachers and staff. If a relationship is built on understanding, outcomes for the student can be improved, as they become comfortable with communicating misunderstanding or difficulties with staff.

## **Recommendations**

Teachers will need to reconsider how to better enable the transition into secondary education and continue to reevaluate the vehicles of support provided to all students, not only autistic students, to ensure their success. As is the transference of stress from child to parent, the same can occur from student to teacher. Therefore, teachers also need to explore their ability to suitably consider the difference, not deficit, of ASD students within their class and how to manage student and teacher behaviours.

Finally, to accept autistic students in mainstream schools, there must be an adequate voice to advocate for their needs (Saggers, 2015). The number of ASD students in secondary education is increasing, and teachers must rapidly consider future implications.

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