

Taking the TSAT as a group

The group Teacher Self-Assessment Tool (TSAT) report gives an aggregate overview of the professional knowledge, practice and engagement of a school's entire staff, or a cohort within that staff, such as a particular department or year level. The information is de-identified, and does not provide direct comment on an individual user's practice. However, the group functionality of the TSAT will help users determine areas for professional learning that will benefit the entire group. This will ensure that professional learning is targeted to add maximum value.

It will also help identify where there are areas of excellence amongst staff. In these areas, you may wish to consider sharing this expertise within or beyond the school.

The TSAT is not an accountability tool, and should not be used for performance management purposes. Taking the TSAT is not a requirement of any jurisdictional process; teachers may opt out of taking the TSAT, or sharing their individual results. Teachers' TSAT data is personal information protected by Australian Privacy Principles.

Tips for understanding your group results

Your school context will play a large part in determining where your group results need most consideration. For example, a large concentration of teachers self-assessing at the Graduate career stage for a particular focus area may be cause for concern in one school, but expected in another. Context may play a part here if there is little opportunity to engage with that particular focus area, or if there are a number of early career teachers at the school.

A concentration of teachers practicing at the Graduate career stage in a particular focus area may suggest that professional learning undertaken in this area would be valuable, if this concentration is greater than the actual graduate staff population within the school. A concentration of Proficient teachers may suggest a solid foundation of good practice, but potential for even further development of skills.

Concentrations of groups assessed at Highly Accomplished and Lead career stages in a particular focus area may suggest a high level of skill in these areas. Your staff may wish to consider leading initiatives to mentor others in these areas. However, there may also be scope for further learning to enhance existing skills.

What next?

As group leader, you are encouraged to reflect on the group report and what it means for your group or school. You are also encouraged to engage in a group discussion on the report results. These discussions will provide a valuable professional learning opportunity, as well as a forum to determine development goals for the group. It is recommended that groups discuss the report in detail to determine the impact of context on the results, and where the group will gain maximum value from targeted professional learning.

Using the report as the basis for discussion will help ground the conversation in the Australian Professional Standards for Teachers. The Standards are an evidence-based description of quality teaching that is focused on improving student outcomes.

The questions below are intended to act as a stimulus to reflect on and discuss your group TSAT report. Considering these questions should help you get the most out of your group report, as well as help you start planning professional learning.

Questions for group leaders

Contextual questions:

Do the results reflect what you expected to see, given your school context?

If the results are not as expected, consider why this might be the case. For example, are staff undervaluing or overestimating their levels of practice? Do you need to work on developing a common understanding of the Standards? Is there a need to unpack particular Focus Areas and Descriptors of the Standards?

How do the results align with other data and evidence collected within the school?

Development questions:

Does the report align with previously identified school priorities for improvement or professional learning?

Does the report suggest some alternative areas for improvement that may also be of value at this point in time?

If the group were to take the TSAT again in 6 months' time, what changes would you like to see reflected in the report?

Higher career stages:

If you have high percentages of Highly Accomplished and Lead practice, is this expertise being used effectively? For example, is mentoring or coaching part of your school's performance and development process? How could you make best use of this expertise?

If you have high percentages of Highly Accomplished and Lead practice, how will you continue to develop staff in those areas?

How could you support effective [classroom observation](#) practices to share expertise, and support teachers at all career stages?

Repeat groups:

If this cohort has completed the TSAT previously, what differences / improvements are reflected in the results? What developmental processes have the school or group engaged in that may account for this?

Are changes between the TSAT results also reflected in other evidence or impact measures gathered within the school?

Questions to guide discussion with group members

Are any of the results surprising?

What do you think may account for unexpected results?

Which Standards or focus areas do you think you should focus on as a group?

What do you see as the most important area of development for you and your group, given your context?

As a group, what professional learning is needed?

How do your individual professional learning goals align with those of the group?

How can the group draw on the expertise of colleagues to support learning?

In what areas of the Standards could you support your colleagues' development?

As a group, where do you want to see changes in six months' time?