



University of
**Southern
Queensland**

**AN EXPLORATORY CASE STUDY INVESTIGATING
OFFSHORE HIGH SCHOOL TEACHER PERSPECTIVES OF
THE DELIVERY OF TRANSNATIONAL CURRICULUM IN
SENIOR YEARS**

A Thesis submitted by

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ABSTRACT

This exploratory case study investigates offshore secondary school teacher experiences and perspectives of the delivery of Queensland's curriculum in a Queensland Recognised Offshore School. It explores the lived experiences of teachers at a school located in Taiwan. This study has provided new information and a contribution to the literature in the discourse of education, international schools and training and support for this context. Findings can inform an improvement agenda for providing products and services to offshore schools and makes recommendations about future research.

CERTIFICATION OF THESIS

I Jane Gado declare that the Masters Thesis entitled An Exploratory Case Study Investigating Offshore High School Teacher Perspectives of the Delivery of Transnational Curriculum in Senior Years is not more than 40,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references, and footnotes.

This Thesis is the work of Jane Gado except where otherwise acknowledged, with the majority of the contribution to the paper presented as a Thesis by Publication undertaken by the student. The work is original and has not previously been submitted for any other award, except where acknowledged.

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CHAPTER 1: INTRODUCTION

1.1 Context and Background

Chapter one describes the context and background to the study, the research questions, a review of the relevant literature and the research methodology adopted to answer the research questions.

Education is a significant export for Australia. Not only does it allow the nation to promote its brand internationally, but it has also benefits in soft-diplomacy, contributes billions to the Australian economy and is growing at a rapid pace (Ministers' Media Centre, 2019). Within the international education discourse, two issues have always held the spotlight, especially more recently with the fallout of the COVID-19 pandemic: international students who come to Australia to study, and tertiary institutions that have campuses or partnership arrangements with other offshore tertiary institutions. However, there is another small but fast emerging context; that is the export of Australian senior secondary education to international schools located in countries around the world.

The small amount of research dedicated to Australian senior secondary education offshore is outlined in this thesis and is predominantly high-level information about the quantity of offshore partnerships across Australian states and contains the data about potential markets for senior secondary offshore. The phenomenon is very much regarded as a commodity in the research available with little documented about the people who work in this context.

This study examines the perspectives and experiences of teachers located in an offshore senior secondary school that delivers the Queensland Certificate of Education (QCE). The QCE is the certificate usually awarded to students who finish high school in Queensland, to acknowledge the breadth and depth of learning completed in Years 11 and 12. The offshore senior secondary school at the centre of this study is in Taiwan. Taiwan has a small number of schools offering an international

program, and at the time of the study, this was the only school implementing Queensland's senior system (Burgess & Ziguras, 2021).

A review of literature offers some consistency in the definition of transnational education as it pertains to secondary schooling. Adick's (2018) article offers a clear and accurate definition for transnational education as a transaction between one country and another and the transmission of education. At its most rudimentary, this is a complete summary. Adick outlines the key participants in the transmission and also provides some possible and plausible explanations as to why there is so little research into transnational education in the senior secondary space. A comprehensive review of Adick's work as well as the current state of education export in secondary education is provided in the embedded publishable article, *Offshore High School Teacher Perspectives of the Delivery of Transnational Curriculum in Senior Years*.

Queensland has provided its products and services to offshore high schools through licensing arrangements since 2011. During this time, there has been no formal research conducted into its partnerships. This particular research project has occurred through the University of Southern Queensland's Masters of Professional Studies (Research) program whereby researcher is also practitioner, which has allowed the research to take place within one of the offshore schools, which has provided unique and focused insights.

1.2 Research Aims and Objectives

The primary purpose of this research is to investigate the experiences of teachers in the school in Taiwan to draw together a series of points and issues for contemplation, which potentially will result in improved products and services to offshore high schools. The Taiwanese school at the focus of this research is a Queensland Certificate of Education (QCE) school. The researcher works in partnership with this school to support the implementation of the QCE. Queensland currently sub-licenses products and services to five offshore senior secondary schools and supports two Kindergarten to Year 10 schools with

implementation of the Australian Curriculum across Asia, the Middle East and Oceania. Queensland is one of six Australian states and territories that has offshore secondary partnerships.

This study will focus on foregrounding teachers' voices and promoting the role of the teacher in the success of any international school and transnational education exchange. The key research questions for this study are:

- who are the teachers delivering the QCE; what are their experiences and observations about teaching a transnational curriculum in an international school in Taiwan;
- how do they describe their experiences and perspectives of delivering transnational education curriculum; and
- how can these descriptions of their experiences and perspectives be used to consider the effectiveness of the support mechanisms and professional learning provided to offshore secondary school teachers?

A qualitative study within the interpretivist paradigm will enable extrapolation of information from the research questions to provide key insights about teachers and teaching in a transnational education context. Three teachers self-identified voluntarily to participate in the research. Each provided pre-interview demographic information used to framework their responses for analysis, and each spent approximately thirty to sixty minutes responding to pre-designed interview questions used as a guide for dialogue. The method for data collection, analysis and synthesis is comprehensively outlined in this thesis.

1.3 Research Scope

Due to the lack of research into Australian jurisdictions' offshore partnerships in secondary education, this study had an exploratory approach with the aim to foreground the teachers' stories, guided by a defined set of interview questions. The three participating teachers representing a small selection of teachers from the school in Taiwan were

the extent of the scope of interviews. The researcher has a prior relationship with the school as a result of her employment and therefore understands that the teacher-workforce of the school, at the time of this study, comprises staff from different countries, including Taiwan and other nations. The demographic information collected from the three participants in this study indicates that their teaching qualifications, foundational teaching years and teaching experience were experienced in different countries: not just Queensland, Australia or Taiwan. While international secondary schools delivering the Queensland certificate have historically aimed to employ teachers from Queensland or with Queensland teaching experience, the coronavirus pandemic made this difficult to achieve.

Although there are other 'players' (Adick, 2018) within this partnership, such as Education Queensland International (EQi) this research only has scope to discover new information within the context of the teacher in the school. EQi plays a pivotal role in the partnership, managing all Queensland Recognised Offshore School (QROS) licensing arrangements. Queensland Curriculum and Assessment Authority (QCAA) provides the support for implementation of the QCE and works much more directly with the offshore school in the daily business of curriculum and assessment implementation. It should be noted that neither EQi nor QCAA are responsible for employing teachers to the schools. This is managed by the school itself. There are no conflicts of interest regarding teachers and EQi or QCAA in this study.

1.4 Problem/Issue

This study explores and describes the perspectives of classroom teachers located in the focus school in Taiwan based on their experience of delivering the Queensland senior secondary curriculum. Through the teachers' responses, the study explores the impact of contextual factors on their practice and experiences, such as the significance of geographical isolation, and the absence of prior exposure to and experience of the Queensland Certificate of Education system (curriculum, assessment,

quality assurance processes); that is, teaching or having been educated in a Queensland school. The teaching group at the school is predominantly Taiwanese nationals, some of whom have previous experience in American education programs and the International Baccalaureate (IB). At the time of the study, one teacher in the school out of all senior secondary teachers had previous experience teaching in a Queensland secondary school.

Further information about the focus school's demographic can be found in the embedded publishable article, *Offshore High School Teacher Perspectives of the Delivery of Transnational Curriculum in Senior Years*.

This thesis sets out the research purpose, method, findings including evidence from teacher interviews, recommendations with action steps and possible future research.

1.5 Researcher as Practitioner

The researcher has extensive teaching experience having taught in Queensland schools and as a guest teacher in a Japanese high school. Having moved from the school context to work with the Queensland Curriculum and Assessment Authority, the researcher has become increasingly competent at developing policy and procedures for the provision of education services to schools and teachers. The researcher has always been a strong advocate for the work of teachers and high quality professional learning opportunities. The researcher has experience in providing coaching and professional learning for teachers, having been heavily engaged in both state and national level teacher professional associations and Boards. Having managed a significant portfolio of work in the transition to the 2019 Queensland Certificate of Education system for senior secondary schools, the researcher has first-hand appreciation for the potential impacts of policy and procedures on teachers' work.

Insight to the research issue stems from the researcher's current work portfolio at the QCAA where she works directly with Queensland Recognised Offshore schools (QROS), including the school in Taiwan. In this role, the researcher has oversight of each QROS and their

participation in all aspects of the Queensland Certificate of Education system. The researcher leads QCAA teams in the development and delivery of professional learning for all QROS. The researcher's role is to provide professional and holistic advice about the implementation of the QCE. Generally, the researcher does not interact directly with teachers, therefore, there is limited to no existing relationship between researcher and participants. The researcher observed some specific gaps in knowledge and understandings about offshore schools, and a lack of information about the teachers to inform professional learning. While there are semi-regular professional learning opportunities with teachers to convey information and support the development of skills for teaching in the QCE system, these are not delivered by the researcher. This research has provided the opportunity to communicate with three teachers in a much more direct and targeted manner, exploring topics such as: daily experiences teaching the QCE, resources used, learning community and network support.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

A review of literature related to transnational education, teacher professional identity and self-efficacy has been analysed to inform this research project. The context in which this study occurs is transnational education. In scoping the research, the concept of teacher professional identity was identified as a potential significant contributing factor in how the teachers responded and why they responded as they did. Self-efficacy points to those attributes which may enhance or challenge a teacher's ability and capacity to teach within a transnational education context. This section will begin with an overview of the ideas presented by the relevant literature and place the study within it. Research undertaken indicates that there are multiple definitions of "transnational education", "international education" and "international schools". Transnational education is education that crosses borders, developed and provided by one nation or jurisdiction and implemented by another, that is, across national borders. International education is often used in the same way, however, may also be used in contexts where international students exist; such as those who leave their home nation to study abroad. An international school is a complex phenomenon but may be broadly represented as an education institution that delivers a particular curriculum, assessment and/or certificate from a jurisdiction other than the nation state. Literature explored, such as Adick (2018), Knight and McNamara (2015), Burgess and Ziguras commonly articulate a lack of specific definition around international schooling, a lack of publicly available data about transnational education programs both quantitative and qualitative, and lack of investigation into the ways in which transnational education manifests in different countries around the world (2021). The ability of the researcher in a professional practice context to be able to reach into an international school and interview directly

teachers in this context has transcended some of those barriers. This study has therefore filled an important gap in the existing canon.

2.2 Transnational Education

Transnational education references can be found across a body of literature, with a smaller number of these papers providing definitions for transnational education. The work of Christel Adick remains the most comprehensive in terms of coining definitions, however, she concludes that given the historical dominance of national sovereignty over compulsory education globally, there are still very few transnational education entities such as schools, in host nations (2018).

Bannier's contribution to the literature defines transnational education within its relationship to a mode of delivery; that is students can pursue a particular education in-country, without having to physically relocate to a particular place. Bannier sees transnational education as encompassing "...many educational platforms..." including "for-profit" education (2016). This conceptualisation recognises transnational education as "inherently international in scope" (p.80) with the basic conclusion that transnational education does not require international travel. Sobulis supports this definition stating that an international school is a school that offers an international curriculum, such as the International Baccalaureate (2019).

These theories of and definitions for transnational education are consistent with the context of this study. Although not the focus of the article, Adick also offers a definition of "international school" as one that offers a fully international curricula and certificates (2018). Thus, an international school operates within the context of transnational education.

Research indicates that teachers play a part in the success of the international school and its ability to market an English-speaking teaching medium, good student outcomes and sets of values (Burgess & Ziguras, 2021; Blake, n.d.). Recent surveys of teachers in international schools by the International School Consultancy (ISC) Research group conclude that

“international school[s] consider teachers an important influence towards change in teaching and learning...” (p. 5) and that “...teachers play an important part in influencing the decisions about teaching and learning models at many international schools” (p. 12); however, the primary focus of this research revolved around the impacts of coronavirus on schools and the ways in which teachers engaged students. The New South Wales Education Standards Authority (NESA) and Nous Final Report into the opportunities for Australian school curriculum, assessment and regulatory products defines international schooling as “schools and school systems that substantially adopt curriculum, assessment and regulatory products obtained from international providers and use these international products as a distinguishing feature to students and families” (2019, p. iii) which falls in line with other definitions provided by Adick and Bannier. Further, the NESA and NOUS report comments on the desirability for Australian education overseas and the benefits to Australia being revenue income, strengthened relationships and growing soft power (2019, p. 4); however, information about teachers or teachers within the transnational education space remains somewhat elusive.

A report on the impact of transnational education on the receiving country by Knight and McNamara of Canada may be the closest to this study, although situated within the higher education context and published results pertaining to the feedback from students in international higher education settings, more so than teachers. The writers define transnational education as “crossborder mobility of academic programs and providers” (2015, p. 2) and comment that transnational education widens access to academic programs globally. The writers state that to truly examine the impact of a transnational education service, the opinions of the people within the receiving/host country school must be understood (2015). These researchers disseminated surveys to a large-scale audience of students and teachers and others across multiple countries. The published outcomes of Knight and McNamara (2015) indicate that students perceive transnational education as important to

enhance career opportunities. In the transnational education secondary school space, an Australian high school certificate is perceived to be a more certain way of guaranteeing entrance to a top university in Australia. This was reflected in this study's responses; one participant defined an important purpose of their work as preparing students for the academic demands of Australian university. Finally, the Knight and McNamara study describes a lack of awareness about transnational education amongst people in the host/receiving country's school and even within the same institution. They write, "surveyed employers often expressed a lack of understanding or confusion about what actually constitutes a transnational educational experience. This revealing finding suggests that the full potential of these programs is not being realized..." (2015, pp. 4 - 5). This too, was explored in the research outlined in this thesis. Participant responses indicated that increased understanding of roles and responsibilities in the secondary school, especially for staff who were not timetabled to Queensland Certificate of Education classes could enhance the overall effectiveness of curriculum delivery by promoting greater understanding of pedagogical approaches and assessment practices.

Key resources such as staff development resources support the implementation of transnational education programs. The International Education Association of Australia's (IEAA) 2021 report authored by Burgess and Ziguras indicates that competitors to Australia in the offshore secondary education context such as the United States of America and the United Kingdom have a significant suite of resources that support teaching in international schools which includes staff development resources. The report also states that Australian curriculum authorities, such as the Queensland Curriculum and Assessment Authority, have sound understanding of the nuances of operations at offshore schools, with staffing and course delivery listed as aspects of this. Further, this understanding is important to the enactment of quality assurance and helps ensure quality outcomes for students in the offshore school (2021).

As understandings of school-based operations increase, so does the ability to effectively support the school and quality assure aspects of the course. However, understanding nuances and having clear visibility, particularly regarding staffing, staff management and the frequency and nature of school-provided professional development and networking opportunities is a continuing challenge. This study provides insights that will contribute to enhanced understandings about the nature of staff and course delivery.

Kesper-Biermann et al. (2018) defines transnational as emphasising "...the development of cross-border movements of people, institutions, systems and programs..." (p. 1) in their paper that examines the "intricate tapestry" (p. 1) of transnational education from an interdisciplinary approach. Their research discovered "...that in transnational affairs, despite transcending borders, the nation state still has a significant influence on the interactions of people and their resultant phenomena..." (p. 2). The influence of the nation state was a concept that surfaced in the research undertaken in the school in Taiwan. Some of the complexity of the implementation of the curriculum in the school. For example, some participant responses indicated that school-based factors can both positively and negatively impact their work as a teacher, such as locally embedded school leadership structures, traditional school-based routines that keep students at school for long hours on weekdays and the overlay of some or all of the national senior secondary qualification in addition to the transnational senior secondary certificate. Waters and Leung (2017) as discussed in Kesper-Biermann et al. describe "knowledge and related capital" (p. 3) (albeit in the higher education field) as "stickier than marketed and idealized by TNE [Transnational Education] providers..." and that the findings of Waters and Leung "...demonstrate the importance of space, place and temporalities (timing, rhythm, duration etc.) in knowledge mobility and production..." (p. 3). This is a credible description of the delicate nature of the relationship between the certifying jurisdiction and the offshore school, and the reason why studies such as the one outlined in this thesis are so important to the provision of high-

quality secondary school transnational education service. There is a very delicate balance to be achieved – across national borders, cultures, time differences, expectation.

Recognising the limited research on teacher perceptions of their role in offshore education contexts, Exley (2005) conducted a study that concluded that teacher experiences in offshore education have seldom been documented for reporting in literature. Exley uncovers that generally teachers draw on three knowledge bases: knowledge of content, knowledge of teaching processes and knowledge of their students. Although situated in the university context, the findings conclude that teachers drew on all three of these professional knowledge bases and that teachers must do this to be successful in their work. Exley (2015) highlights the need for further research into teaching in transnational education contexts, specifically focusing on teachers.

2.3 Teacher Professional Identity

The study conducted foregrounds the experiences of three teachers working at a school in Taiwan. Each of these teachers has a professional past, that is, they are not new or beginning teachers and have each taught in settings other than the transnational education school. The collective experiences of teachers' past professional lives contribute to their current experiences and perspectives of teaching the Queensland curriculum in Taiwan; this was indicated in their interview responses. How these teachers draw on previous experiences was explored in the study and therefore, teacher professional identity is the second key literature focus.

Tateo's (2015) research on the concept of teacher and teacher professional identity aims to describe what is meant by teacher and describes teacher professional identity as a theoretical construct within education, psychology and sociology. Tateo argues that the construction of teacher professional identity is influenced by teacher professional biography, teaching experience and teaching context. He also foregrounds the role that personal dimensions play in teacher professional identity,

such as care, empathy and courage as well as historical and social dimensions in the attitudes and skills of teaching. That is, the teacher brings their whole-self to the role of teaching, and personal dimensions, such as those outlined above, will manifest through their work. Tateo argues that training and a social and professional network are also factors in a teacher's professional identity.

Much of the literature about teacher professional identity published over the last two years has framed teacher professional identity within professional development (Hulbert et al., 2020) and/or for new and beginning teachers or in a specific learning area (Widodo & Allamnakhrah, 2020). These themes are reflected in the research coming out of the Australian context too, such as the Lucy Bailey (2015) study into the professional identity of ex-patriot teachers in an international school in Malaysia, teachers talk about their work, and the practical, cultural and professional challenges experienced. The paper identifies similar gaps in literature pertaining to documentation of the professional experiences of international school teachers. Bailey claims that a teacher's professional identity is complex, multi-faceted and constantly evolving and that curriculum, the organisation and cultural change can impact on professional identity (2015).

Teacher professional identity is shaped by a sense of self-efficacy. The research highlights that self-efficacy is impacted by the events, experiences and emotions being experienced or having been experienced by the teacher. Therefore, the final key literature focus for this study is self-efficacy.

2.4 Self-efficacy

There is a body of literature and various theories of self-efficacy and teacher self-efficacy, such as the seminal works of Bandura and Maddux. Maddux (2016) articulates the premise of self-efficacy is that one will start and persist at something only where one has determined value in the goal or output of the activity, how effective one is at it, and how successful one will be in the implementation of the actions required to

reach the goal. Bandura (1977) articulates that the stronger the perceived self-efficacy, the more active the coping efforts. That is, where a person can perceive achievement, satisfaction or joy within the completion or attainment of a task, the greater the motivation to persist on such task. This research confirms that teachers who take up teaching positions in an international school, whether the country is foreign or native to them, must exercise greater coping efforts to counter the impacts of teaching a foreign curriculum, the lack of a diverse or highly experienced and immediate network (that is, opportunities to engage with a well-established professional community) and a cohort of students with diverse nationalities.

Perhaps the most progressive article in this space is the work of Buric and Moe (2020) whose article examines the interplay between teacher enthusiasm, self-efficacy and job satisfaction based on researching hundreds of high school teachers in Croatia. The article makes a convincing progression from the literature about self-efficacy and places the concept of teacher enthusiasm "...within a larger frame of cognitive (beliefs), motivational (self-efficacy), and affective and health-related (emotional exhaustion, job satisfaction) teacher factors" (p. 1). Buric and Moe write that the greater the motivation in teachers to support students to achieve successful outcomes the more enthusiastic they feel and this will also be evidenced in their behaviours (2020). The study enacted by Buric and Moe discovered that one of the critical factors in promoting teacher enthusiasm, and therefore best outcomes for students and an impactful teaching staff, is for schools to create a "socially supportive" and "well-functioning" (p. 7) work community.

A study into teachers in an Asian International School (Tien & Manh, 2021) defines motivation as a driving force behind the self-volunteering to direct their efforts to achieve their own and the organisation's goals. This requires a significant effort on behalf of the school to understand and support the factors that contribute to teachers' motivations at work. This includes the school investing in the development of capabilities to perform

their work. The authors emphasise the role of the school in providing clear organisational objectives and strategies, solid organisational structures to support the operations of the school, working environment and conditions. The study identifies through an evaluation of the conditions at the Asian International School several factors that contribute to teacher motivation at the school, many extrinsic, such as salary and bonuses, insurance policy, working conditions of the physical environment and performance evaluation. A policy to encourage staff to be creative at work, underpinned by an onboarding process to identify teachers' strengths and abilities was described as contributing to high staff motivation in their work. The authors identified that a limitation to outcomes was training and investment in teachers, relying only on the experience that teachers gain through the actual work of teaching. A training and development policy was described as an outcome of the study.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This section outlines the research paradigm, the research design and rationale for the strategies chosen. Sub-sections detail how the research phenomenon was approached in terms of design, processes of data collection and analysis and ethical considerations. The purpose of this study was to enhance understandings about how offshore secondary teachers can be best supported by the offshore certifying jurisdiction and whether improvements to existing practice are possible, by reflecting on the efficacy of systems and processes already in place. The study aimed to provide recommendations for future studies.

3.2 Research Paradigm

This research sits within an interpretivist paradigm. This paradigm is more sensitive toward individual meanings and contribution and "...assumes that reality is subjective and can differ considering different individuals" (Alhararsheh & Pius, 2020, p. 42). A qualitative study within the interpretivist paradigm enables the researcher to gain new knowledge about teachers' experience as conveyed by the teachers participating in the study. Qualitative research enables specific understanding about a topic through the lens of the subject which provides great detail (Alhararsheh & Pius, 2020). The participants' conveyed experiences, articulated in their own words, foregrounds their experiences and honours this as central to the study.

The interviews enabled a first-hand account of teacher perspectives and experiences in teaching the Queensland curriculum offshore. These responses were then analysed by the researcher, using professional knowledge in the research domain and understanding of key literature to make connections to the research questions. The strategies of Braun and Clarke (2013) were employed to work through the interview data.

Interpretive qualitative analysis goes further than descriptive analysis... Asking questions like "What's going on here?" and "How can we

make sense of these accounts?” (2013, p.174). It tries to gain a deeper understanding of the data that have been gathered, and often looks beneath the surface to provide a conceptual account of the data, and/or some sort of theorising around this.

3.3 Research Design - Data collection

The researcher engaged secondary school teachers from one Queensland Recognised Offshore School in Taiwan. This was a single case study, specifically a type one case with the single school and three teachers from this school as a single unit of analysis. Type one cases are a common design for case studies (Yin, 2018). The three teachers who volunteered to participate in semi-structured interviews represented the sub-units of analysis in the study design. Sub-units can add significant opportunities for extensive analysis (Yin, 2018) given their unique and potentially disparate experiences. The questions used and the approach to analysis, using the steps of the Braun and Clarke strategy meant that the researcher could carefully investigate each of the sub-unit responses, to ensure that teachers are represented accurately and fairly (Yin, 2018). The following was explored:

- positive impact to teaching brought about by the support and resources provided by the certifying jurisdiction
- understandings of experiences
- understanding challenges to teaching a foreign curriculum to improve the effectiveness of products and services and strengthen relationships between the school and certifying jurisdiction.

To initiate this study all ethics protocols were followed as outlined by the School of Education at the University of Southern Queensland. The study was approved on the 13 December 2021 by the University of Southern Queensland Research Integrity and Ethics Unit as meeting the requirements of the 2007 National Statement on Ethical Conduct in Human Research, reference H21REA288. Further information about ethical considerations can be found in the following section of this paper.

To initiate the data gathering phase of this study, the researcher disseminated a survey, the first of two data collection activities in the study. The survey was completed by each participant, to collect their basic demographic information, such as where teacher qualification was gained, position at the school in Taiwan, other non-teaching roles in the school, number of years teaching senior QCE, other teaching experience including systems other than the QCE. This information is provided in this thesis and it provides contextual information which supported the analysis of interview responses and allows connections to be made between teacher background, and how they describe their experiences. Information was collected in written format via a simple templated questionnaire created by the researcher. The collection of this information before the interview expedited the introductory phase of the interview which was the second and final data collection activity of the study as the researcher had already ascertained demographic details relevant to the study.

The researcher scheduled one-to-one interviews with each of the three participants at a negotiated date and time suitable for each participant. Interview questions were determined by the researcher, carefully and methodically created as a set of conversation points, designed to elucidate responses within the discourse of the key research questions. The researcher designed questions using the advice of Braun and Clarke who state, "...qualitative research suits research questions based around the meaning of experiences, and questions concerned with broader meaning-making. It tends to ask 'how...?' rather than 'why...?' questions" (2003, p. 51). The questions used in the interviews are provided at the conclusion of this section. The same questions were used for each participant; however, perhaps not in the same order as the researcher asked extension questions to clarify or draw out further information.

Interviews were conducted via Microsoft Teams online web-conferencing technology which allowed the researcher and interviewee to

connect with spoken dialogue and use video to see each other's facial expressions and body language, which also contribute to meaning making in qualitative research (Braun and Clarke, 2013). This type of engagement between researcher and study participant is ideal (2013). Interviews were recorded with the participants' permission for the purposes of analysis.

The interview structure drew heavily on the advice and strategies provided by Braun and Clarke (2013). Interviews were semi-structured, which is common and usual for qualitative interviews (2013). As described earlier, the researcher prepared a set of interview questions aimed to elucidate responses to the key research questions and guide an exploratory conversation, but these were not strictly adhered to during the interviews, leaving space for the researcher to ask for elaboration or further explore a response provided (2013). Braun and Clarke refer to this as an "interview guide" (p. 81) for a *conversation*, a more adequate description than *interview*. Questions were open-ended and the respondent was able to choose how they responded with their own vocabulary and emphasis. Interview questions were loosely adhered to and based on the flow and direction of the conversation. As Braun and Clarke describe, "...the researcher asks the participant a series of (ideally) open-ended questions, and the participant responds *using their own words*." (2013, p. 79). The following set of questions was used for each of the three participants.

1. In your pre-interview questions you told me about your teaching background and experiences to [insert information from demographic survey]. *Clarify information as required.*
2. Tell me about your experience of teaching Queensland Certificate of Education at your school. What are some aspects you enjoy and would you say there are any challenges?
3. Which Queensland Curriculum and Assessment Authority provided resources have you used?

4. How suitable do you find Queensland Curriculum and Assessment Authority support?
5. How have Queensland Curriculum and Assessment Authority provided products and services been useful to your teaching the Queensland Certificate of Education?
6. Generally, do you feel well-supported by Queensland Curriculum and Assessment Authority to deliver the Queensland Certificate of Education?
7. How could Queensland Curriculum and Assessment Authority better support you?
8. Would you consider yourself as part of a professional learning community? If so, please describe the community/communities to me. If you are not, why is that so?
9. What sort of professional learning or development do you believe helps you the most as a Queensland Certificate of Education teacher? (Do you have an example of something you engaged with recently that you found to be impactful? How was it impactful to your teaching?)
10. Do you feel any connection to the Queensland teaching community or the Queensland system? If you do, please explain that. If not, why is that so?
11. Is there anything else that you would like to add?

Interviews were approximately thirty minutes to one hour in length, and recordings were transcribed to allow the researcher to thoroughly code and analyse. There were no impediments to the interviews nor the clarity of communication between the researcher and participants despite the significant physical distance between locations and online medium for communication.

3.4 Research Design – Data Analysis

The researcher drew on the strategies outlined in Braun and Clarke's (2013) guide, which provides clear, scaffolded processes for ensuring research data is systematically and thoroughly explored and

analysed. The researcher's strategy for data analysis was thematic analysis using complete coding, with researcher-driven codes. Complete coding means that any data that is of interest or relevant to the research is identified; all relevant data is coded and in the later analytical process is selected or not. Researcher-driven codes identify implicit meanings in the data and consider assumptions that underpin the data (2013).

According to the authors, a thematic analysis is "a method for identifying themes and patterns of meaning across a dataset in relation to a research question; possibly the most widely used qualitative method of data analysis, but not 'branded' as a specific method until recently" (2013, p. 174). Once all three interview transcripts were available, the researcher spent some time reading over the documented conversation to become familiarised with each of the responses, which Braun and Clarke argue is an important step in beginning analysis. During the process of familiarisation, the researcher intended on noticing those aspects of the participants' responses that were relevant to the research, significantly unique or similar to the other participant responses. The question guiding the researcher at this stage of data analysis was *what does this data mean?* and *what kind of world is revealed through their account?* Emerging themes helped to shape an understanding of the codes that the researcher would use in the following phase of analysis.

The following stage of data analysis required the researcher to engage in data coding. This was achieved by identifying any aspects of the responses that were relevant to the research questions. The researcher defined codes across the responses, adopting a "complete coding" approach at this stage to "provide a label for a feature of the data that is potentially relevant for answering your research question" (2013, p 207). Complete coding was chosen over *Selective coding*, as defined by Braun and Clarke, to ensure that all aspects of the participant responses were considered within the theory and scholarship of teaching, teacher-efficacy, curriculum and assessment; and to assist in developing an interpretative analysis which goes beyond the obvious (2013). Although

the transcripts became the main body of text for analysis, the researcher engaged with the videoed interviews to register the impact of intonation and emphasis during sections of the participants' responses. This gave further weight to aspects of the evidence collected from each participant, for example, where intonation indicated that the participant felt strongly about an issue or concerned about an issue.

Each interview transcript was carefully read, for codes to be applied to sections of the transcribed text. The researcher determined nine different codes to begin to categorise the participants' responses: School information, teacher background, American Program (i.e. the other qualification teachers may teach classes for in addition to the QCE), teacher professional identity, self-efficacy, QCAA resources used, QCAA resources desired, professional learning community, experience of the QCE. The coded data was then collated in a two-step process, which led to the selection of data. Firstly, all information belonging to each code was copied into an individual document. This gave the researcher an opportunity to consider each piece of information, providing a commentary for it that considered the implicit meanings and relevance within the literature and theory, as previously mentioned, and to draw out themes within the text. Braun and Clarke refer to this step as searching for themes (2013, p 223). Completion of this step in the process meant that the researcher had determined, and documented, the maximum amount of relevant interview data that was used for this study. The second step in its collation was the review and refinement of the data; Braun and Clarke refer to this as reviewing themes, and it was completed considering the key research questions:

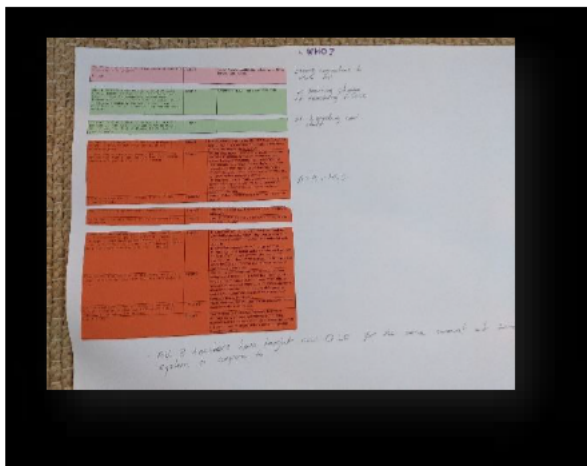
- who are the teachers delivering the QCE; what are their experiences and observations about teaching a transnational curriculum in an international school in Taiwan;
- how do they describe their experiences and perspectives of delivering transnational education curriculum; and

- how can these descriptions of their experiences and perspectives be used to consider the effectiveness of the support mechanisms and professional learning provided to offshore secondary school teachers?

The researcher combed each code's document for the responses that illustrated information relevant to the key research questions. To organise the information in this way, the researcher posterised responses that thematically connected with the research question. A visual demonstration of this work is provided in figures 1, 2 and 3 below.

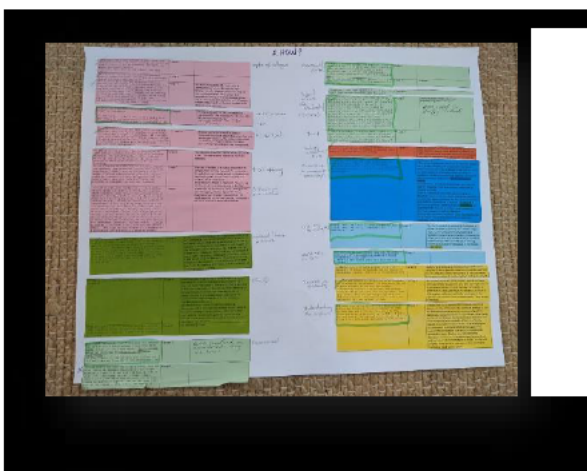
Data gathered into more specific thematic groups for research question 1.

Figure 1. Thematic analysis of research question 1



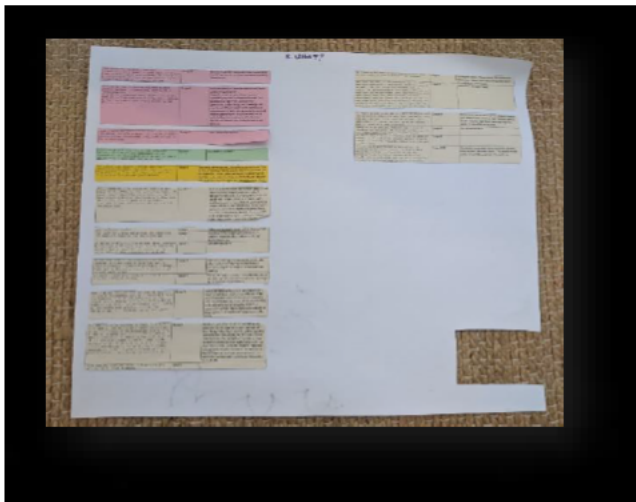
Data gathered into more specific thematic groups for research question 2.

Figure 2. Thematic analysis of research question 2



Data gathered into more specific thematic groups for research question 3.

Figure 3. Thematic analysis of research question 3



Once data had been collated within the scope of each of the research questions, the researcher could define and name the specific data that provides answers to the research questions. This process, per Braun and Clarke, concluded with “distinctive coherent themes, and a sense of how they fit together and the overall story they tell about the data” (2013, p. 236). The researcher was able to begin the process of writing the findings of the research.

3.5 Participants

The participants were teaching senior secondary in a Queensland Recognised Offshore School, located in New Taipei, Taiwan. The participating teachers’ responses provided insight to the research questions enabling greater understanding of the context of offshore education.

To initiate this study and find volunteer participants, correspondence was sent from the researcher to the school’s Principal, providing an overview of the research, its aims, duration and expectations and requesting the Principal’s agreement for teachers at the school to be involved. The correspondence requested the names of teachers who were willing to participate in the study. It was made clear that teachers were to participate voluntarily and could not be chosen by the Principal. The Principal provided written consent. The Deputy Principal then circulated

the research brief to all senior secondary teachers and those who volunteered contacted the researcher, independently, via email. Three teachers, representing three different learning areas (also known as subject or teaching faculties) volunteered their time and expertise. These teachers were not chosen by the Principal or Deputy Principal but were willing to contribute to the study in their own time and per the protocols set out in the University of Southern Queensland (UniSQ) *Participant Information Sheet* (refer Appendix A) via the researcher and USQ Ethics committee. Three participants was an appropriate number to gather a satisfactory data bank to explore the research questions for a Masters level study. Braun and Clarke state the impact of smaller samples in qualitative research: "...you often only need a small number of interviews to generate adequate data" (2013, p. 79). The researcher collected, collated, analysed and synthesised responses of three participants, which provided data as presented in this exegesis to respond to the key questions of the study.

Participants understood the scope of the research and their role in it as outlined in the initial correspondence from the researcher to the school's Principal, and in the *Participant Information Sheet*. Each participant provided a signed consent form. They were advised by the researcher, that participation was entirely voluntary; and that they were free to withdraw from the project. Participants were aware that any decision to participate or withdraw from the study would not in any way adversely affect their employment or relationship with the Queensland Curriculum and Assessment Authority.

3.6 Ethical Considerations

Notable ethical issues include the dual role of the researcher in the study as an insider-researcher, and in the role of Manager, International Education at the QCAA. In this role, the researcher has access to information about the school's senior subjects, their assessment and student result data, and other information about the school. To uphold the integrity of the study and maintain the confidentiality of the data, the

researcher did not access or use any of this information within the scope of this research. At the commencement of the interviews, the researcher addressed the issue of dual role and encouraged participants to consider the interview as a conversation with a researcher.

Further, there could be a perceived conflict of interest if the researcher engaged teachers to whom the researcher was known. Each teacher involved was known to the researcher given it is a work-based project; however, teachers were only known in terms of their name and which subject they teach in the QCE classroom. The researcher was mindful of the potential bias, therefore, and worked to eliminate this from impacting the research by designing unbiased interview questions and managing any assumed outcomes by paying attention to this concern throughout the project (Yin, 2018) and bracketing off one's own assumptions (Braun & Clarke, 2013). Each participant had previously engaged with their senior secondary school colleagues in professional learning programs delivered by the researcher's work teams. The researcher had not engaged in any one-on-one conversations or one-on-one training with any of the participants previously.

As part of this process, consent forms were developed and completed by participants. The study's information sheet also outlined that participating in the study would not have any adverse effect on the teacher's relationship to the QCAA, and that teachers were able to review and provide redactions to their interview transcript, as well as withdraw completely from the study within the defined timeframe.

3.7 Conclusion

This chapter aimed to outline the research paradigm for this study, the research design and rationale for the strategies chosen. An outline of the processes of data collection and analysis was provided. Information regarding the participants and ethical considerations provides further insight to the research context. The design and enactment of this research addressed a research gap by discovering information about offshore secondary teachers which can lead to the consideration of

appropriateness of resources and support. For this to be achieved, the researcher determined that a qualitative, exploratory case study was the most suitable to enable thorough and valid exploration of the phenomenon.

CHAPTER 4: RESULTS AND PUBLICATION

4.1 Introduction

This chapter presents the analysis of qualitative data collected via interview and the results of the study. Following Braun and Clark's (2013) thematic analysis approach, the researcher considered the responses of the teachers within the professional knowledge domain and as such outlines answers to the key research questions in this exegesis. The results shown in the next section have been analysed by using a range of codes that emerged from the interview data and that have been listed in section 3.4. The following section provides the response to the first key research question.

4.2 Who are the teachers delivering the QCE? What are their experiences and observations about teaching a transnational curriculum in an international school in Taiwan?

The purpose of the research aimed at foregrounding the voices of teachers within an international secondary school setting. At the heart of the study was an intention to understand more about the teachers delivering the Queensland Certificate of Education in the international school in Taiwan by providing this space to discover and unpack the issues they describe as pertinent to their teaching experiences. An important part of this was to be able to reflect on the adequacy of the support provided to the teachers which can inform real professional practice. Research questions 2 and 3 provide an overview of their perspectives and experiences as described by each teacher in their interview. The demographic summary for each teacher participant presents relevant information to support the contextualisation of responses to research questions 1 and 2.

There were three teachers from the senior secondary school in Taiwan interviewed. Each teaches at least one senior subject at the school. As the following demographic information conveys, they are all experienced teachers but have only taught the curriculum of the

Queensland system at the school in Taiwan, and only for the last three years (approximately, at the time of this study); the school otherwise implements Taiwanese and American curriculums. The teachers represent three different curriculum learning areas (English, Mathematics and Science) to gain a broader perspective across the range of teaching areas in the school. A comparative analysis is not provided in terms of responses from a particular curriculum learning area as this was not within the scope of study. Teachers have been de-identified within this exegesis. They will be referred to as Teacher A, Teacher B and Teacher C.

Teacher A gained their teaching qualification in Taiwan and has twenty-six years teaching experience. All this experience, except for the most recent years, is within non-Queensland curriculums, such as the Taiwanese high school program, the American Program and the International Baccalaureate (taught in Taiwanese high schools). Teacher A began teaching the Queensland Certificate of Education approximately three years ago, at the time that Queensland was ceasing the previous system and introducing the current Queensland Certificate of Education system. Teacher A was educated in Taiwan and their highest level of education is a Doctorate in the field of Science.

Teacher B has extensive teaching experience in Taiwan and the United States of America (USA). Teacher B was a student both in Taiwan and the United States of America and therefore claimed to be very familiar with the USA education system. Teacher B's teaching experience extends to the Taiwanese high school curriculum and the American Program (taught in Taiwanese high schools). Teacher B has also taught the Queensland certificate for approximately three years. Their highest level of education is a Doctorate in Education, achieved in the United States of America.

Teacher C gained their teaching qualification in Queensland and has some teaching experience in Queensland. In the international school, Teacher C only teaches the Queensland certificate and has done so for approximately three and a half years at the time of writing this research.

Teacher C also has middle years teaching experience in Queensland. They have not had other international school teaching experience.

It is notable that at the time of this study, the Queensland Certificate of Education was a relatively new system of education in the Taiwanese senior secondary school, and therefore, the teachers interviewed were limited to that extent of time and experience in the system. This will have naturally shaped their responses; literature indicates that teaching experiences (teacher "biography") shapes professional identity (Tateo, 2012). This may also explain why the researcher determined high levels of perseverance in each of the teachers in managing and coping with the demands of teaching in the system.

4.3 How do they describe their experiences and perspectives of delivering transnational education curriculum?

Participant responses for the second key research question can be summarised into the following themes:

- i. Context-influencing factors; experiences and perspectives that are shaped by:
 - o school structures, staffing and students
 - o the observation that belonging to a professional learning community (school-based and other) benefits practice
- ii. Curriculum and assessment development and delivery; and communication to students about curriculum and assessment within the QCE system
- iii. Suitability of provided resources; human and static artefacts
- iv. Significance of Teacher Professional Identity
- v. Teacher self-efficacy

4.3.1 *Context-influencing Factors: School Structures, Staffing and Students*

Participants all indicated that school-based factors have an impact on their work as a teacher, such as the degree of success felt in delivering effective learning and assessment experiences, as well as the perceived level of support provided by the school. Managerial processes embedded

in the system are pertinent to Queensland schools and a common hierarchy of leadership roles within the senior school exist in the Queensland context. However, as evidenced by the comments below, this study reveals that these processes cannot necessarily be easily transposed in an international school.

Teacher C indicated that staffing structures do not mirror the common structure within Queensland schools where an experienced subject teacher will lead a faculty of staff under the title of Head of Department within a learning area.

Teacher C's observation of the role of the Head of Department indicates that the personnel in this position has a different set of skills and competencies than Heads of Departments in Queensland:

The Head of Department setup is a bit different to how it is in Australia. Unlike my experience in Australia where the Head of the Department is someone who's had a lot of experience and training... Here Head of Department are more, it's more of an admin role. They don't have any say over curriculum or interpreting curriculum... (Teacher C).

This point of difference was described by Teacher C as a challenge because, in their previous experience, the Head of Department would usually take a leading role in the school-based professional learning community, providing curriculum and teaching expertise and support. Teacher C commented, "...you know the Head of Departments [in Queensland] taught many years in English or many years in Mathematics or Chemistry or whatever it is. So they have a lot of, a lot of on the ground experience teaching the content" (Teacher C). They went on to recommend that this situation can be improved with targeted training for staff in these roles, "So training for Head of Departments to make them be more aware of what's required and standard [would help manage staff expectations]" (Teacher C). This point was raised only by the teacher with Queensland teaching experience in their professional history. They perceive this as a point of difference and having an impact on their professional experience. This data indicates that an examination of the

schooling structures to ensure that all staff have access to the training they need to be impactful in their respective role.

Impacting on the experience of teaching the Queensland Certificate of Education was the students, in particular the nature of the learners who have English as an additional language. The teaching of the Queensland Certificate of Education must be delivered in English, as all assessment is also completed in English, except for components of Language assessments. Teacher C articulates how this has an impact on teaching strategies and planning for curriculum delivery, "...it takes them longer because [the subject matter] is in their second language" and "it takes them longer to process a text" (Teacher C). This places an additional responsibility on the teacher to ensure that students have grasped concepts thoroughly for the necessary cognitive processing to occur "...different languages make you think differently... it's just not as easy as transposing one to the other... There's the carryover of the internal logic that's inherent in each language-..." (Teacher C). Further, Teacher C also cites this as the reason that they tend to develop their own teaching and learning support resources, rather than using the resources provided, as bespoke pieces can be effectively targeted to the skill and knowledge acquisition level of the student and in a way that will interest and engage them.

While the lesson time per week at the school is comparable to standard senior secondary allocation of time in a Queensland school, the students require more time for cognitive processing of information in English than English-speaking students studying in Queensland, according to Teacher C. Further, students have extra curricula commitments which impact on homework, study and extra time to synthesise information and texts. While not ideal, these commitments are common in the weekly high school routine for the students at this high school and were notable for Teacher C in describing their experiences and perspectives about teaching the Queensland Certificate of Education.

Another key theme was student outcomes. This was central to the conveyed experiences on the interviewed teachers. Teachers indicated that students' understanding and mastery of the subject matter demonstrated through positive assessment outcomes is their motivation to deliver highly effective instruction in the classroom. Teachers' responses to interview questions demonstrated a high degree of self-efficacy. Teacher A indicated that their main goal is to teach with precision according to the curriculum described in the syllabus so that students understand the subject matter and can demonstrate this through their assessment; "I think success [sic] is defined by my students... I think my success [sic] is defined by them" (Teacher A). Teacher C also defined their success by the "incremental change" in the quality of the output of the students' work in their subject, such as when the student has understood feedback and has been able to apply the feedback to improve their work. Teacher C illustrated this with an example about the use of feedback by students when they have understood a necessary addition or edit to their writing, "I feel successful if the next week or the next time they do this task that it's there and that it stays there. So I can see that real, that real improvement..." (Teacher C). And finally, Teacher C commented on their responsibility to help ensure that by the end of Year 12 students can go on to university and experience success due to the solid foundation their high school study has provided them. "I do think of it that way, like I'm sending students to Queensland and other universities hopefully in the best shape as they can be" (Teacher C). Teachers conveyed that student outcomes were central to their motivation and teaching practice.

4.3.2 Professional Learning Community (School-based and Other)

In a small school context, and as the only school delivering the Queensland certificate in Taiwan, it was evident from the teachers' responses that they drew on the collective wisdom of their Queensland Certificate of Education colleagues. According to Stoll et al. (2006) a

group of teachers who come together to support each other in a reflective, collaborative and inclusive way can be defined as a professional learning community (PLC).

All three participants spoke of their experience about meeting regularly with other staff of the school who teach the Queensland certificate. Each spoke positively of the opportunities those meetings afforded them to engage in professional dialogue with their colleagues. For Teacher A, the opportunity to discuss lesson planning, teaching strategies and share impactful classroom ideas is valuable to their learning journey as a teacher in the slightly less-familiar QCE system. "...the community with the teachers... to discuss or share information... I think it's very... useful to improve our idea[s]" (Teacher A).

Teacher C indicated that there is value in staff meetings where teachers can dialogue about teaching, but there are also limitations. Shared knowledge and experiences about pedagogy and school-wide teaching and learning practices occurs, however, when it comes to the nuances of curriculum within a subject syllabus some teachers are without a colleague who can act as a subject matter expert. "We can only ever talk about things we share in common. Maybe students' writing proficiency, how to, or maybe how to motivate or various ways of practicing, little bits of class management..." (Teacher C). Teacher B also commented on the nature of the professional learning community amongst the secondary schooling staff, "...we do have regular meetings... We gather together. And of course, we're all new so we do need to talk... because we need to be consistent with our students" (Teacher B). Limitations for a small staff body were also perceived as a challenge for Teacher B, "I'm the only Physics teacher... So sometimes it's a little bit difficult for me to – because other teachers, even though they are professional teachers, but they don't quite know Physics" (Teacher B).

Despite the challenges, Teacher B described the scenario where staff meetings would be used to share marked student work and compare and discuss grades. This was especially important to Teacher B to develop

their assessment literacy for evidence-based assessment and written standards descriptors in the Queensland system.

"We have regular meetings and we actually compare our gradings, our standards, and we discuss with each other. When I give my students a letter grade, I always consult other teachers. Do you think my judgement is okay, is appropriate?" (Teacher B). However, this is not adequate for Teacher B to feel fully satisfied about being supported (and supporting in return) in their teaching as they indicated a feeling of isolation, "I'm on my own..., so that's – but it's not the school's fault. It's just we just started this program so I understand why I'm the only Physics teacher" (Teacher B). A common response emerging from teachers' interviews was a sense of isolation from other QCE schools and teachers / experts in their teaching area. Being the only teacher in the school responsible for teaching a senior QCE subject is a challenge. At the time of this study, Teacher C was the only teacher in the secondary school from Queensland with some familiarity with the previous QCE curriculum and assessment system. Despite having Queensland Certificate of Education experience in their professional history, Teacher C expressed similar sentiment. "I haven't got another English teacher beside me so we can get into deeper things on how would we approach this piece of text or the theme or whatever it may be" (Teacher C). Despite teachers indicating genuine collegial support within their secondary schooling teacher meetings, the impact of being the sole teacher, geographically distanced from other subject matter expert colleagues creates some reservations about how accurate or impactful their teaching is. "...I always keep that little bit of doubt in your [sic] mind, keep you on your toes but it would be nice to have maybe that opportunity to speak to an English teacher, just to have that option" (Teacher C).

Each teacher was asked whether they had any connection to a Queensland-based professional learning community. Some professional learning is provided by the Queensland Curriculum and Assessment Authority, and Education Queensland International provide offshore

programs, so offshore teachers can have opportunities to engage with teachers from Queensland. However, these offer limited opportunities to work in a one-to-one, intensive mentoring relationship. Interviewed teachers' responses also demonstrate that these opportunities have not yet provided them with a professional learning community context that absolutely meets their needs. The responses indicated that the teachers do not feel connected to teachers in their fields in Queensland and are unsure as to how a connection to a Queensland professional learning community could be established. Teacher A indicated that information about professional learning community is an information gap within the information available to offshore teachers about the Queensland system. "I have very few information [sic] about that, but I have lots of [information]... about your program. ...if there is some opportunity... I think I will join the community for QCE" (Teacher A). Teacher B also indicated that there had not been opportunity to connect with Queensland teachers, but that the Science officer employed by the Queensland Curriculum and Assessment Authority is their closest support. "I don't feel like I really have any chance to actually build a relationship with [Queensland teachers]. Probably [the Science Principal Education Officer], I really appreciate my PEO...[the Principal Education Officer] has been super helpful" (Teacher B).

Follow up questions to the teachers ascertained and confirmed their willingness to strengthen professional relationships with Queensland teachers. Participants expressed enthusiasm for engaging with teachers of the Queensland system as part of a professional learning community. "I will love to join it, to be connected." (Teacher A). Teacher B indicated that a stronger professional learning community experience would be supportive to their practice and developing assessment literacy in the Queensland Certificate of Education.

If I get to talk to some experienced teacher, Physics teachers in Queensland, that would be really helpful. So I get to learn from them.

Maybe I get to get some advice from them when I teach, when I design [my school-based assessment], my teaching plan... (Teacher B).

Lastly, Teacher C affirmed that a teacher with subject matter expertise as a mentor or guide would be beneficial to their teaching. "Just me being able to ask an Australian, an experienced Australian teacher in their field could really help clarify a lot of things" (Teacher C). Responses indicate that teachers' self-efficacy would be enhanced by further collegial support from teacher networks, such as being connected to a subject-matter expert in Queensland.

4.3.3 Curriculum and Assessment

Experience of and perspectives about curriculum and assessment were a key aspect of each participant's conversation. Teachers indicated that to effectively teach they needed to develop and enact a different set of teaching skills or styles; therefore, the way they would approach teaching for the American Program, for example, could not be replicated in the Queensland Certificate of Education classroom for different reasons, such as difference in assessment styles, difference in syllabus requirements for skills and knowledge development in students, preparation for assessment strategies and reliance on text-book teaching. Backward-mapping, a planning technique promoted by the QCAA seemed to be a particularly new teaching skill for one of the interviewed teachers. The Queensland curriculum in the Queensland Curriculum and Assessment Authority syllabuses provides subject matter that must be enlivened into learning experiences for students. The assessment program across the suite of senior secondary syllabuses requires students to demonstrate their knowledge and skills in a variety of assessment techniques, in project work, performance and extended response, for example. Most of the assessment completed across Year 11 and Year 12 is school-based and completed in non-examination context, except for the summative external assessment.

Teacher A describes the curriculum as, "More flexible... [than the American program] sometimes we have to [in the American program] be

focussed on the skill of test. And skill of answer [sic] the questions and the skill of how to get a high score in SAT..." (Teacher A). Teacher B referred to backward mapping which is encouraged by the Queensland Curriculum and Assessment Authority for developing teaching, learning and assessment plans. Teacher B had received professional development from the Queensland Curriculum and Assessment Authority specifically targeted at improvement teachers' ability to successfully backward map. Teacher B commented, "I think the most challenging part is [backward mapping]. I'm not familiar with [it]..." (Teacher B). Additionally, Teacher B's comment indicates how they relied on knowledge and skills from the American program to develop school-based assessment in the QCE, and the shortfall felt when it came to feedback on assessment design. The feedback being referred to may be from a QCAA subject matter expert, or from the Endorsement process, Queensland's quality assurance process for school-based assessment implemented in the summative year (Year 12) (QCAA, 2022a) whereby assessments are reviewed for accessibility and validity against a set of assessment practices and priorities and endorsed before use with students.

I have to design the assessments. So I remember the first assignment that – the first assessment that I designed, my feedback was a little bit scary because I was like oh my gosh, I'm not on the right track. Because I was using my knowledge based on my US education background. (Teacher B)

The comment speaks to the need for initial and ongoing professional development of the syllabus curriculum, and for the skills and knowledge to develop valid and accessible assessment tasks for students. It connects to the recommendations made about professional learning communities in the final section of this exegesis.

Teachers commented on the benefits of having high-definition standards to use to make judgments about students' assessment, and about the challenge in applying written descriptors. Teacher B's experience in using the written standards is positive as they make clear

the assessment expectations for students: “I really appreciate ISMG (instrument-specific marking guides) [written standards]. I really like that because students can’t argue because I will just highlight what you’ve achieved over here, over there, so then this is the five that you deserve” (Teacher B). Further, “And I actually show my students ISMG before I gave them their assessments so that they know what I’m looking for...” (Teacher B). It is common and assumed good practice in secondary schools to provide the assessment task with the standards to students and ‘unpack’ the standards with students. This may not be as common in other education systems, especially where the assessment predominantly uses examinations as the assessment technique. The greatest challenge for the teacher, however, is developing a clear understanding of the match of evidence in student assessments to the written assessment standards. This is a complex and well-researched issue, as described by Sadler (2009), Bloxham, et al. (2016) and Harlen (2004), for example. In the Queensland Certificate of Education, teachers use the written descriptors provided in each senior syllabus to make judgments about Year 11 assessment. Teacher B commented,

I understand it [the standards] and I think I did my best... I still think it’s a little bit vague for me to – what is the standard to give it an A, B, C, D, or E. I know there’s description in the curriculum... when the standards are in descriptions, I think it’s a little bit hard for me to comprehend. (Teacher B)

The reference to this activity as “vague” is not uncommon or surprising. Research (Meiers et al., 2007) indicates that it takes many exposures, over many years for teachers to ‘internalise’ the accurate match of student assessment response to written standards and to feel confident about their accuracy. Further, the objective nature of written standards that are interpreted in teachers’ use is a complex activity. Many teachers in Queensland make use of professional networks (professional learning communities) to informally share and critique assessment, both for design and for judgments about student work. This common practice allows

teacher confidence and skills to improve over time, and at a greater rate than if working alone. The situation of the offshore teacher means that these professional networks and learning communities are not easily accessed. Teachers have ad-hoc access to Communities of Practice forums through the QCAA, or bespoke one-off professional learning where they are connected with a QCAA Principal Education Officer or Queensland teacher. However, data indicates that something more sustainable and regular should be established.

Additionally, interview data indicated that teachers consider the work they do in careful alignment with setting students up for success with their future goals. Teacher C commented that a positive for them is the flexibility of the curriculum to cater for their student clientele and prepare them for tertiary study. Teacher C commented on the use of curriculum to design meaningful learning experiences, "...to tailor what they engage with... to choose what you think might engage [students] a little bit more." And

...you can focus on those things, the things that you want to do as a teacher. Connecting text and themes and messages and what else to the lives of students and then arming them with those skills as they move onto year 12 and into University, into the world.

(Teacher C)

Teacher C also commented, "I like how we're setting them up for doing University, that's how I try and approach the whole thing. We're guiding you and training you and teaching you to do well at University."

4.3.4 Suitability of Provided Resources

In their interviews, teachers were asked about which, if any, resources supported them in their teaching, and what might be useful in future. Teachers commented that generally they feel well-supported to deliver the senior curriculum and two of the three teachers described their reliance on provided resources for teaching and assessment support. "I think I am well supported by the QCAA to deliver... the [curriculum of the]

syllabus” (Teacher A). This question elucidated responses that connected the concept of resource to professional learning community.

Teachers expressed that samples of school-based (“internal”) assessments provided for each senior syllabus were helpful indicators for both quality of assessment and in curriculum planning, but more are required. Teacher A stated that samples of assessments were useful guides in their own development of assessment, and that having these samples was vital, “It’s very important for me, it’s very important...” (Teacher A). Teacher B commented,

I try to use all the resources on the portal, especially when I’m designing the [Year 11 and 12 assessments]. As I said, because I had no idea what these assessments should look like. So that’s really helpful, to see some samples... (Teacher B)

These statements highlight a lack of ability in developing quality assessment instruments and the necessity to lean on examples of quality to model one’s own work.

Teachers also commented that what would effectively further support them is new or updated samples and continuing advice regarding sample learning experiences through reference links. Teacher A commented, “because my major purpose is for assessment [sic]... if they can update [the sample assessments] more frequently. I think they will be more useful or more supportive...” (Teacher A). Teacher B also expressed frustration about the number of examples of assessment questions currently available.

When I’m designing the new [school-based assessments] for the new year, for the coming year students, I still struggle a lot... still sometimes I feel very frustrated and I feel like I don’t have enough resources from the portal. Because I only have one set of sample questions... (Teacher B)

Interviews indicated that the subject matter expert (referred to as the PEO) employed by the Queensland Curriculum and Assessment Authority is the most helpful resource provided. Considering the previously

documented comments regarding professional learning community it can be assumed that beyond any school colleagues, the Queensland Curriculum and Assessment Authority subject matter expert is the extent of the teachers' professional learning community. Queensland Curriculum and Assessment Authority officers provide syllabus advice and provide targeted feedback about assessments. Teacher A commented that the subject matter expert's feedback on assessment is "very useful", and Teacher B describes the learning gained from feedback and the impact of one-to-one advice has greater impact than a webinar session that provides general feedback across subjects.

I think I learn the most from my PEO's [Principal Education Officers]. When they give me feedback I started to know, okay, so this is what this verb means... So then I guess that's even more helpful than the webinar sessions because it's one on one, I get to ask questions directly, and when I design the assessment, they can give me spot on feedback. (Teacher B)

Further, the importance of subject-specific training and advice was reiterated by Teacher C in their comment, "...in some of the PD [professional development] it would be really nice to have English focused examples like when you're addressing the various things that you want us to think about and I know that's not possible because you're talking to Biology teachers, you're talking to Physics and whoever else..." (Teacher C).

One of the teachers described their access to video demonstrations of teaching practice via networks for the American Program. They indicated that teaching practice videos, such as those that can be accessed for the American Program, would be helpful. "...recording videos ... it is good, it's good way to, to help us, to help me to improve..." (Teacher A). Teacher A explained how they create videos of their own lessons as a teaching tool and reflective measure but would like to see other examples of Queensland teachers engaged in teaching and learning in their classroom.

In interview responses teachers commented about having more clarity in regard to student progress measures through assessment in the formative learning units (generally Year 11 in Queensland). Teacher B referred to a “vagueness” around the A to E standards for the formative year, as these are defined written standards rather than numerical scores equating to a numerical cut-off. Teacher B commented, “...and when students ask me what’s a pass, I’ll tell them C, above, that’s pass. But what’s a C?” Teacher C indicated that a quality assurance process for the formative learning units will ensure greater confidence in teachers.

I would however like it... where year 11 work was also moderated or validated... So that helps the teachers keep on track. Oh my teachings on the right level and my markings are on the right level and therefore when they enter year 12, you have a little bit more confidence... (Teacher C).

4.3.5 Significance of Teacher Professional Identity

Within the research domain of teacher professional identity, it was noted that according to Tateo’s (2012) definition, contributions from teachers in this study foregrounded the personal dimensions that Tateo describes, such as care and courage. Despite having many years teaching experience, two of the teachers interviewed described the learning required as an important part of the teaching journey for the Queensland system. Both teachers, without any previous Queensland curriculum experience, demonstrated a significant growth mindset towards the challenges presented by teaching in geographical isolation and without an expert peer in the same teaching area. Teacher B articulated their lack of familiarity with education in Australia as a challenge, “...I’ve never, ever studied in Australia, my whole life. And I’m not familiar with the curriculum at all.” (Teacher B). They go on to describe themselves as a “rookie of a QCE teacher”. In describing the challenges of understanding the curriculum organisation within one of the syllabuses and planning for teaching, Teacher B mused, “But it’s a fun thing to actually try something new.” (Teacher B) Teacher A described a similar sentiment, “I would like

to learn more [about teaching in the Queensland system]... provide more information for me, I would like to learn” (Teacher A). And to support their own learning, teachers indicated that in addition to the school-based professional learning community, they have engaged with Queensland Curriculum and Assessment Authority webinars, subject reports and other resources in the Queensland Curriculum and Assessment Authority Portal. This demonstrates Täteo’s personal dimensions within teacher professional identity.

Teacher C describes a practical and professional explanation of the purpose of their work and integrity in upholding the standards described by the curriculum, “I have to keep things very, to a high level of integrity... I really like how... they [the students] can see the checks and balances in the curriculum with regard to keeping the standard and having integrity towards those standards.” The cultural significance of the work is also important to the teacher,

...not only is it an amazing thing that the [Queensland] syllabus is taught in these other countries but it’s a bit of a source of pride, and I think it should be. People want to come and study in Australia and for plenty of good reasons but at the same time Australia wants students that are capable of entering into their universities, they want quality students. You’re contributing to a sound standard and a good standard and that inspires us teachers who see it that way. I do think of it that way, like I’m sending students to Queensland and other universities hopefully in the best shape as they can be.
(Teacher C).

4.3.6 Teacher efficacy

This section outlines teacher responses to questions about their experiences and perspectives teaching the Queensland Certificate of Education. In summary, the most significant themes emerging were factors affected by context, such as school structures, staffing and student clientele, professional learning community, curriculum and

assessment, suitability of provided resources and the significance of Teacher Professional Identity and Teacher self-efficacy.

Teachers' responses demonstrated that they perceive teaching in the system as a learning journey. They also communicated a high amount of self-efficacy and resilience regarding their potential for learning, improvement and having a fuller understanding of the system. Teacher A indicated that the most challenging aspect of the teaching is the pedagogical adjustments to teaching practice within this system, "I think the major challenge is I have to adjust..." (Teacher A). But that this challenge will be overcome in time, "I'm still learning... completely new experience for me... because I have taught almost 20 years... for the American Program. ...this is my first time [teaching the QCE], I'm enjoying it" and "I love the spaces to improve" (Teacher A).

One teacher also mentioned that the scope of resources to support teachers was important to support teacher understanding of the system, beyond their own subject area. This enhances a broader understanding of the Queensland senior schooling system. Teacher B commented, in regard to a professional learning session on Queensland Certificate of Education (QCE) eligibility,

because I did not study in Australia. So that's really helpful for me because I don't understand the education system and that one gives me a clearer picture about what the high school program looks like for students. Not only helpful for my students, but really helpful for me as well to get a big picture about the program.

(Teacher B).

Teachers were asked about how they measure their success in the QCE classroom and responses indicated that it is defined in terms of students' outcomes. Teacher A commented that success is "...defined by my students..." (Teacher A) when they achieve good assessment and learning outcomes. This was echoed by Teacher C, who commented that success is measured by the successful autonomy in the mastery of the skills and knowledge of the syllabus.

I feel successful if the next week or the next time they do this task that it's there and that it stays there. So I can see that real, that real improvement and that's how I judge it... soon enough they begin to use it with a degree of dexterity then, then I know what I'm doing is working. (Teacher C).

Ideas about network and community were explored with the teacher participants in this international school context and aligned with Tateo's research as teachers' responses indicated a strong sense of personal accountability to 'get it right'. The participants conveyed a high level of care for their professional work, specifically for the success of their students, evidenced in their comments about being on a learning journey of improvement teaching the Queensland Certificate of Education, creation of bespoke learning support materials and high regard for resources provided and their professional network.

4.4 How can these descriptions of their experiences and perspectives be used to consider the effectiveness of the support mechanisms and professional learning provided to offshore schools?

The third and final research question can be answered through the resulting analysis of teachers' responses and drawing on key information as outlined in research question 1 and question 2. The following provides a summary of key findings. There were four major themes emerging from this research:

- **Differing schooling contexts.** Offshore schools may not have the same administrative (executive and middle leadership) structures as Queensland schools, as such, further investigation is required to determine how school structures will impact on the transnational partnerships; and how an offshore system will impact on it. Training and support mechanisms must therefore be considered.
- **Professional learning community.** Professional learning community was referenced heavily both directly and indirectly in participants' responses and they consider professional learning

community an important aspect for alignment between pedagogy and curriculum and teacher growth. Further scoping of the possibility for support for the school-based Professional learning community and beyond the school context is required.

- **Professional development and using written standards.**

Professional development must provide a solid base for the demonstration of the match of student assessment responses to the written standards. A review of how offshore teachers are supported to understand and use their syllabuses' written standards is required, with particular attention to the ways in which English as a second language teachers are best supported.

4.4.1 Differing schooling contexts

Interview data indicated that school structures do have an impact on teacher experience. It was revealed that in the study school the Head of Department may not have had a lot of experience in teaching, leading learning or education management. Based on interview responses from this study, it could be assumed that the Head of Department position in the offshore school may be more a managerial role, perhaps aligned to an administrative support role. The learning is two-fold. Firstly, the nature of the hierarchy of roles and leadership in the school should be transparent for all stakeholders at the commencement of the partnership, and secondly it cannot be assumed that offshore school structures mirror those in Queensland schools, meaning that processes cannot be simply transposed on the offshore school. Personnel in teaching and middle leadership roles, such as the Head of Department, may or may not have the skills or dispositions expected for those in the same roles in Queensland schools.

The assumption cannot be made that the hierarchy of staff roles common in Queensland – classroom teacher, who is led by a Head of Department, who is led by a senior schooling Head of Department and/or Deputy Principal, will transpose simply or easily for offshore schools. The data gathered in this study indicates that this requires further analysis

and a differentiated framework for understanding how expected roles and responsibilities for a system will transpose into the school. The issue identified is that without a Head of Department with some superior experience in the subject or learning area and in pedagogy, the teacher is required to make their own decisions about practice and processes, or if they have a teaching colleague in the same learning area, with another teacher. The outcome of this situation may be less consistency in the execution of pedagogy and the way students are experiencing the curriculum across their suite of subjects. It may also amount to less consistency in processes such as those outlined in the school's assessment policy for assessment submission, marking and moderation, for example. This lack of consistency is a risk for schools if individual teachers are decision-making at the subject level.

An implicit consequence of this discovery is that training artefacts must be considered. Training provided to offshore schools must meet their needs and this can only be possible once training artefacts produced specifically for offshore schools are reviewed with an appreciation of the first learning articulated in this section, which is to have determined the scope of roles and responsibilities, the 'staffing hierarchy' of personnel at the school. In addition to this, staff of the certifying jurisdiction will need to consider how to support, adapt and/or context-translate training and resources accessed by offshore schools, but designed for onshore schools.

4.4.2 Professional Learning Community

Data from this research indicates that teachers are proactive in a school-based professional learning community. Stoll et al (2006) define professional learning community as "... a group whose members share and analyse their own practice and develop competencies through continuous interaction" (p. 1). This study discovered that senior schooling teachers are active in their meeting with colleagues where they discuss teaching, learning and assessment across different subjects and learning areas. As stated by Goddard et. al (2007), "Teacher collaboration is one of the crucial factors of improving quality of school education and thus

student achievement” (p. 1, as cited in Ninković, et al., 2022). Interview responses revealed that this school-based professional learning community meets some of the needs of the teachers but has limitations in regard to accessing subject matter expertise and a developed knowledge of the Queensland Certificate of Education system. As expressed in interviews, the subject-matter officers employed to the certifying jurisdiction are the most significant extension of the professional learning community beyond the school context. Participants in this study with teaching experience in another system indicated they could, to an extent, draw on knowledge and pedagogy from it; however, that has limitations. For example, another education system that values examination assessment techniques does not necessarily require teachers to develop and use teaching and learning strategies that support students to respond to assessment outside the examination context.

The reach beyond the school context to find professional learning community support for teachers has emerged as a significant finding of this research. As each teacher expressed a desire to learn more in the system, and receive subject-specific support and advice, further work should be done to determine the strengths and gaps or limitations of the school-based professional learning community to determine how to extend support for teachers. A teacher’s sense of their professional community is important to their professional identity, since it is the group with which a teacher can identify (Bailey, 2015).

4.4.3 Professional Development and Using Written Standards

Interview responses indicated that teachers have a clear understanding of the purpose and nature of assessment for this system; however, there was less familiarity and comfort with the use of the written standards for making assessment judgments, particularly in the formative assessment context. While professional development is available to support teachers in this space, interview data suggests that a review of the content and an exploration of whether other resources or support mechanisms would enhance teacher confidence in using written

assessment standards would be beneficial. This should be couched within a broader support framework that considers the syllabus and assessment development, as well as teacher-based considerations, such as background and English as a second language. This exploration should consider the support, the provision of assessment samples and the touchpoints of teacher engagement in a professional learning community.

The importance of the accuracy of judgments using written standards, even in the formative learning context is integral to accurate reporting of results to students, their parent/carers and for the accurate awarding of credit towards senior secondary certification. It is recommended that further exploration of strategies to support offshore teacher familiarisation with Queensland senior syllabus standards is undertaken.

In conclusion, organisations that provide the curriculum, certification and support to offshore schools, must consider any adaptation requirements of senior secondary procedures necessary for onshore schools. Protocols and/or procedural paradigms that are used commonly in professional learning and training resources may not 'fit' in the offshore school. It is recommended that the certifying jurisdiction has a complete understanding of the hierarchy of roles within the school at the commencement of the system, and where possible, provide support and training for staff in roles other than teaching roles. Consideration needs to be given to the degree to which processes requiring staff in particular roles can be automatically adopted by the international school. Certifying jurisdictions also need to determine whether the school has the capacity to implement changes to accommodate required system processes and protocols; where this is not possible, the certifying jurisdiction needs to ensure they are aware of any difficulties and enable alternative organisation of staff that will support the implementation of the required systems in the school.

4.5 Publishable Article

The following publishable article has been developed as an output of this study for publishing in The Australian Educational Researcher. It contains a summary of the concept of transnational education and literature review, the problem/issue which was catalyst for this study, an outline of the research methodology and design and a discussion of the findings.

Offshore High School Teacher Perspectives of the Delivery of Transnational Curriculum in Senior Years

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Abstract

Introduction

This study investigates offshore high school teacher experiences and perspectives of the delivery of the Queensland Certificate of Education in senior years. It explores the lived experiences of teachers who, through physical location, are geographically isolated from the Queensland teaching context and communities of practice.

Method

This article is the culminative output of an exploratory, qualitative case study that aimed to discover more about the context of international education through interviewing teachers located in the offshore school.

Results

The results have identified aspects of teachers lived experiences that are important to them in their work. These results can be used by education providers to determine the usefulness and impact of current support mechanisms and to consider future action.

Conclusion

It can be concluded that some fundamental differences between the construct, staffing and context of offshore schools to Queensland schools impacts on the school's delivery of the Queensland Certificate of Education system. Teacher-to-teacher connections and context-appropriate, high quality training are a priority for offshore teachers and the sustainability of the program.

Key words

Education, senior secondary, teacher, offshore, training, professional learning community.

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Title: *Offshore High School Teacher Perspectives of the Delivery of Transnational Curriculum in Senior Years.*

Introduction

Teachers are the backbone of schools. It is teachers who breathe knowledge and wisdom into the otherwise empty corridors and classrooms, and it is teachers who make learning happen and school a great place to be for young people, which are the key functions of school. The importance of teachers' work is immeasurable and the contexts in which teachers do this work can be significantly different in locations around the world. This research aims to uncover information about a group of teachers working in a minority context - examining the perspectives and experiences of teachers located in Taiwan, who teach the curriculum of the Queensland Certificate of Education in the senior (Year 11 and 12) years. The Queensland Certificate of Education is Queensland's senior schooling qualification which is internationally recognised and is used to provide evidence of senior schooling achievements (QCAA, 2022).

The school at the centre of this research is, at the time of this study, the only school in Taiwan that offers the Queensland certificate as a high school pathway. It is one of only five senior secondary schools located outside of Australia that deliver the Queensland Certificate of Education. According to the study by the International Education Association of Australia (IEAA), (Burgess and Ziguras, 2021) this school is the only in Taiwan offering a transnational education for students from an Australian education provider.

Transnational education takes place in "educational spaces organised on a private... basis across national borders... for the purpose of gaining or transmitting education" (Adick, 2018, p. 126). In Australia, six of eight states and territories currently have arrangements to provide senior schooling products and services to schools offshore. The IEAA

report indicates that there are approximately one hundred schools in offshore locations that deliver an Australian Certificate of Education; however, the market potential is high and it can be expected that Australian jurisdictions will benefit from the post-COVID-19 're-opening' of global borders and partnerships with schools in offshore locations and the education market will see significant expansion in the coming years. Australia saw a 28% growth in transnational education between 2016 and 2020 (Burgess and Ziguras, 2021) and in a period of ten years between 2011 and 2021 there has been 62% growth in international schools globally (ISC research, 2021). The IEAA report articulates the problematic situation of limited data availability about most aspects of transnational education, in particular Australia's role as a provider. This study's purpose was to foreground secondary school teachers' voices and promote the importance of engaging with teachers with clear purpose and intent, in deeply reflective conversations to enhance the delivery of transnational education products and services. The throughput of this is strengthened relationships that underpin transnational education partnerships and a significant contribution to research.

There is significant published research within about transnational tertiary education such as Bannier (2016), Lee and Gough (2020) and Smith (2020). However, there is far less in the context of secondary schools; despite Australia having been engaged in offshore education for a long time; and being at the very beginning of a significant period of growth and expansion of this sector (Burgess & Ziguras, 2021; NESA and Nous, 2019; ISC Research 2021). With increased globalisation, and a transnational education market driven by increasing demand for education options due the increasing movement of people across transnational borders (Sobulis, 2019), transnational education is becoming a more common and desirable pathway for students. The perceived benefit of the transnational secondary school certificate is university placement at a desired institution, anywhere in the world. In Australia, research is naturally limited due to the smaller number of

partnerships between Australian education providers and schools offshore in comparison to universities that operate offshore. Additionally, it may be because in the secondary education context, Australian state and territories have unique legislation for offshore partnerships and operationalise differently. Despite the conjecture for the lack of data, what is necessary for solid and secure growth and expansion in transnational secondary school education is quality partnerships and support from the Australian jurisdiction. Quality partnerships must be underpinned by a complete and accurate understanding of:

- how the education program can be systematised by the offshore school
- what training programs are required
- how the offshore school can be supported to manage their own systems of delivery of curriculum and assessment.

To achieve this, it is the partnership and the people who are most important.

Research scope

The context for this study is an offshore school in Taiwan that is licensed to deliver the Queensland Certificate of Education (QCE) for the final two years of schooling in an “international program”. In Queensland the Minister for Education delegates responsibility of the initiation and management of contracts and licensing for offshore schools to Education Queensland International (EQi). The Queensland Curriculum and Assessment Authority (QCAA) is the statutory body of the Queensland Government responsible for kindergarten to Year 12 syllabuses, guidelines, assessment, reporting, testing and certification services (QCAA, 2022). The QCAA and EQi work in partnership to support all processes of the internationalisation of the Queensland high school certificate. Schools licensed to deliver the QCE are Queensland Recognised Offshore Schools. In this article, they will be referred to as offshore schools.

Teachers at Queensland Recognised Offshore Schools are recruited by the school, they are not employed by EQi or QCAA. Teachers do not have to be employed from Queensland; in fact, due to the COVID-19 pandemic, offshore schools have a record low number of Queensland (or Australian) qualified teachers on staff. At the time of publication, the school at the centre of this study is relatively new to the Queensland Certificate of Education system, having begun implementation in 2019. Queensland introduced a new senior secondary system for all schools from 2019, with offshore secondary schools transitioning to the new system from 2021. Therefore, in a relatively short number of years, the school introduced a new education system, and then prepared for and implemented the new system. At the time of this study, the teachers involved had completed the first units of senior secondary (Year 11) and were within the teaching phase of the summative (Year 12) year. Results should be considered in light of this.

The school nominates itself as a bilingual school; however, the Queensland Certificate of Education classes are facilitated in English. The promotion of the Queensland Certificate of Education system for students in Year 11 and 12 is firmly grounded in the tertiary opportunities that exist post-high schooling. At the time of the study, the school has small cohorts of students, with approximately 10 students in an average size class.

Problem/Issue

Teachers at this school, as well as other offshore teachers, are supported with resources from Queensland Curriculum and Assessment Authority in their implementation of the Queensland Certificate of Education. What this study set out to discover was the extent of the effectiveness, usefulness, and impact of these resources on teaching and learning outcomes. If transnational education is a “transaction” of education service between one jurisdiction and the offshore secondary school, it is vital that the service meet the needs of the school. The study’s carefully orchestrated research methodology has resulted in its

ability to fill a gap in knowledge and understanding about the work of offshore secondary school teachers and this information was used to determine how they may be best supported.

To date, there are limited published studies into offshore teacher experiences and perspectives within the Australian context and especially from Queensland. Insights from this research will contribute to understandings about the offshore teachers and inform the development and transaction of products and services. A set of recommendations are available to inform an improvement agenda for providing products and services to offshore secondary schools. From this research, considerations for further investigation have emerged and are also outlined in this article.

Literature Review

One possible explanation for a lack of information about senior secondary transnational education is the level of difficulty of the research itself; which, according to Adick in her 2018 article, must span private, non-governmental, non-state “actors” who operate across borders; thus “there are far less cohesive and openly accessible collections of hard facts and data on which to build research questions and hypothesis” (p. 127). Burgess also states that there is very little data about transnational education in the Australian school sector and aims to provide an overview of what Australian curricula and certificates are delivered outside of Australia (2016). This is echoed in the 2021 paper by Burgess and Ziguras; which states that there is very little available data about Australian offshore delivery of its curriculum. In this study, the practitioner researcher is situated uniquely to be able to access the participants within an offshore school delivering the senior secondary certificate of Queensland.

Literature reveals that increasing globalisation means that transnational education and international schools are burgeoning and that there has been significant growth in the number of schools, students and staff numbers over the last decade. Now is the very beginning of a

significant period of growth and expansion of this sector (Burgess and Ziguras, 2021; NESAs and Nous, 2019; ISC Research 2021). Very little of the research places the voices of the teachers in the foreground of the discourse. International schools may be perceived as vehicles for investors and other 'actors' (Adick, 2018) to further financial, political or other gain; however, rarely does literature focus on the students who attend these schools, or, as central to this study, on the experiences of teachers. Odland & Ruzicka outline in their investigation into teacher turnover in international schools that teachers who can stay on in the international school for an extended period of time are more likely to have that long term impact which includes better student attainment of the curriculum and achievement result (2007). This outcome is important for the students but is also the main promotional vehicle for international schools – publishing and promoting the students' results (Burgess & Ziguras, 2021) that are likely to secure them into courses at leading universities. The downstream benefits of teacher retention in offshore schools and high achievement outcomes are also relevant to the international certifying jurisdiction/licensor. This study, foregrounding experiences and perspectives of teachers is important in potentially securing teachers for longer at the school.

Research indicates a significant body of work within the discourse of transnational higher education such as Bannier (2016), Lee and Gough (2020) and the work undertaken by Smith (2020). Further, there are several reports about models of transnational education, sector value, governmental policy and quality assurance (or lack thereof). The small number of studies 'about' transnational education teachers generates an unfortunate positioning and perception of transnational teachers as merely a commodity in the sector. This research has provided a platform to be able to share important considerations about supporting offshore secondary school teachers through a qualitative, exploratory research framework.

Christel Adick's (2018) article provides a clear conceptualisation of and definition for transnational education. It provides the most analytical and theoretical conceptualisations of transnational education. Adick elaborates that transnational education takes place in "educational spaces organised on a private... basis across national borders in which people meet [sic] and act for the purpose of gaining or transmitting education" (p. 126). Adick concludes that education must be the core focus of the activity in the space, the "ownership" and "accountability" of the space is "private" and there must be an interaction across national borders (p. 126). Adick states that transnational education "...is conceptualized, issued and marketed...by a non-national organisation" (pp. 129 - 130). Adick's article also affirms the existence of a "global market" for "educational or pedagogical services" and the transnational education school as a commodity within it (p. 125).

In Queensland, an offshore school enters a contract with the state education sector, specifically Education Queensland International, who sub-license the senior secondary products and services owned and managed by the Queensland Curriculum and Assessment Authority. The Queensland Curriculum and Assessment Authority does not have oversight of the business operations of the school. Operational aspects such as the employment of staff sits with the school, that is, in this study, the secondary school in Taiwan.

Methodology

The study foregrounds teachers' perspectives and experiences through their spoken word and recount and explanations of their experiences, as understanding the experience of people can be accessed through language completely (Madill et al., 2000). For this to be achieved a qualitative, exploratory case study enabled thorough and valid exploration of the phenomenon. This method of study seeks to understand experiences through the interpretation of people's views of their experiences (Creswell, 2003). The case study methodology was the most suitable method as the research context was contemporary, behaviour of

the participants could not be controlled, and interviews were the main source of information gathering (Yin, 2009). Additionally, this approach was appropriate as there is little research that has been previously conducted specifically within this domain.

Three teacher participants, all employees of the offshore school in Taiwan were voluntarily involved in this study. All three were teaching senior secondary Queensland Certificate of Education at the time of the study.

Ethical approval was obtained from the university ethics committee. Initially, all senior secondary teachers were invited to volunteer for participation through the school's Principal and Queensland Certificate of Education Program Principal. Three teachers communicated their willingness to participate in interviews of one hour, at a suitable time for them. Prior to their interviews, consent forms were disseminated and obtained.

Interviews were semi-structured, allowing for exploratory conversation around the interview questions. The interview questions allowed participants to reflect on their experience of teaching the Queensland Certificate of Education in terms of aspects of the curriculum or system that they enjoy teaching and aspects that they find more challenging. The questions supported a conversation around whether the teacher engaged with support resources, which resources they used if so, and whether these resources enabled them to feel well-supported in the system. It asked for their ideas about whether and how they could be better supported to teach an international curriculum. The questions guided a conversation that extended to the concept of professional learning community as a type of support. Teachers were asked if they considered themselves part of a professional learning community, and if yes, how that community supports their work. To directly connect with the intention of this study, teachers were asked about any connection to a Queensland-based professional learning community.

Recorded and transcribed interview data was systematically explored and analysed using Braun and Clarke's thematic analysis using complete coding, with researcher-driven codes. This included processes of familiarisation where broad themes emerged, complete coding of data to identify key response items that were relevant to the research questions, collation of coded data to determine themes and review of these within the research questions:

- who are the teachers delivering the Queensland Certificate of Education (QCE); what are their experiences and observations about teaching a transnational curriculum in an international school in Taiwan;
- how do they describe their experiences and perspectives of delivering transnational education curriculum; and
- how can these descriptions of their experiences and perspectives be used to consider the effectiveness of the support mechanisms and professional learning provided to offshore secondary school teachers?

At the completion of data analysis, identified themes, justifiable through the spoken words of the interviewees were able to be extrapolated into findings and results for this research. The common, broad themes that emerged from the information conveyed by each participant:

- a strong sense of self-efficacy as a teacher of the QCE; strong identification with the concept of *QCE English teacher*, *QCE Mathematics teacher* and *QCE Science teacher* and a strong desire to be masterful at teaching the curriculum of their syllabus, and designing effective assessment, for the success of their students
- resources provided to them are useful, some resources more than others
- to attain greater self-efficacy they engage in substantial amount of self-teaching in regard to curriculum, assessment and pedagogy
- a desire to have a stronger connection to a professional learning community for advice and conversation about the curriculum and

assessment; and immersion in illustrations of student work to increase familiarisation and expertise

- personal and professional background, including their own high school and tertiary education and previous teaching experiences have an impact on their teaching of the Queensland Certificate of Education.

Points of difference between aspects of responses of the three participants:

- the perceived effectiveness and impact of the school-based professional learning community to support their teaching practice
- frequency of engagement with resources and support provided by the certifying jurisdiction.

Results and discussion

The emergent themes from this study and interviewee responses were documented in full in a research exegesis. Demographic information for each teacher was used to contextualise responses. Research question one, in addition to demographic information, revealed that for this sample, Queensland Certificate of Education teachers have broad experiences in terms of their professional identity. They also demonstrate high levels of self-efficacy within their unique teaching context, perhaps as a direct result of their having less experience with the Queensland Certificate of Education and geographical isolation to Queensland teacher colleagues and the Queensland Curriculum and Assessment Authority. Broadly, teacher experiences and perspectives can be summarised by the following themes: Context-influencing factors such as school structures and staffing, the perceived benefit of professional learning community to practice and curriculum and assessment.

The study has revealed that offshore teachers have a genuine sense of enjoyment and challenge in teaching the Queensland Certificate of Education in their school, and that support and resources available to them go some way in effectively supporting their work. However, there are key insights from this study that can be used to respond to the third

and final research question, whereby support mechanisms and professional learning provided to offshore secondary school teachers are considered for their effectiveness. Professional learning community emerged as a significant finding of this study.

Context-influencing factors such as school structures and staffing

This research has found that senior schooling staffing structures commonly found in Queensland schools do not apply in this context and this has an impact on teachers' work. For example, the common hierarchy of roles in Queensland school, beginning with teacher, who is led by a learning area Head of Department or subject leader who generally has greater experience or mastery in teaching is not applicable in the focus school. Teachers commented that the Head of Department role at the school has more of an administrative role and no role in curriculum, which can sometimes lead to unrealistic expectations of the teacher. Another impact in this situation, despite operational alignment across learning areas in the senior school, is the potential for lack of consistency of teacher pedagogy, which has downstream impacts potentially on student outcomes.

The teacher interview data indicates that this is not an aspect of the school-structure that can be changed and is also likely due to the smaller size of the senior school. However, one teacher response indicated that training (from Queensland Curriculum and Assessment Authority) would be beneficial to the Head of Departments to raise awareness about the Queensland Certificate of Education system requirements, and the standard (of student work) expected.

This finding is significant in that it challenges assumptions about the transposability of Queensland system processes, and roles and responsibilities, to an offshore school. Firstly, if the aim is to better support teachers, then the offshore education provider should seek to understand the senior schooling structures at the commencement of the partnership, which then contextualises how curriculum, assessment and quality assurance processes could be enacted in the school. It will also

support the determination of what training for staff will be needed. Implicitly, existing training and support resources should be considered for how they context-translate to offshore schools.

In summary, teacher experience of their relationship to their Head of Department identified a difference to the Queensland system, and there is a responsibility on the education provider to build methods in which to understand the local staffing arrangement of the school, provide guidance for the implementation of the system for the local context and provide training relevant to the specific needs of offshore school staff.

The perceived benefit of Professional Learning Community to practice

Interviewed teachers spoke strongly and at length about professional learning community for their context. A professional learning community is where a group of teachers gather together to support each other in a reflective, collaborative and inclusive way (Stoll et al., 2006). Each spoke about the regular meetings of senior schooling teachers in their school and spoke positively to the opportunities and outcome from these meetings. The benefits from these opportunities are to share lesson planning ideas, teaching strategies and engage in marking moderation activities, such as cross-marking to give reassurance that the teacher has awarded an accurate result. The positive outcomes from the school-based professional learning community are more consistency of teacher practice and expectations for students, new ideas for classroom practice and intra-marker confidence. The teachers indicated that the meeting of the community of senior schooling teachers is useful to share and improve, and to dialogue about aspects of teaching that are shared, for example, writing proficiency, classroom practice and how to motivate and manage students in the classroom.

However, all three teachers spoke to the perceived limitations of the school-based professional learning community and that as an offshore teacher there is a lack of information about how to connect with a broader, Queensland-based professional learning community. The theme

emerging from the professional learning community limitations was, as the solo specialty teacher, an inability to work closely with another subject-matter expert within the subject-area; for example, English teacher to English teacher. This is seen as important for reassurance about assessment (design of school-based assessment and marking of assessment) but also to help develop a more holistic understanding of the curriculum and teaching pedagogy. Only having access to a small school-based professional learning community elicits doubt for the teacher about how accurate or impactful their teaching methodologies are, teachers commented. Despite this, teacher response also recognised that the small school-based PLC, despite its weaknesses is an unavoidable part of teaching an international system in an offshore location.

Teachers were invited to consider the professional learning community more broadly and whether they would consider any connection to Queensland as part of a professional learning community. For example, teachers have access to a subject-matter (syllabus) expert at the Queensland Curriculum and Assessment Authority, and opportunities to engage with training to support their teaching practice, also through the Queensland Curriculum and Assessment Authority. Additionally, Education Queensland International offer online programs for teachers to connect with other teachers in specific ways with the aim of increasing global awareness and capabilities. Teachers commented on their gratefulness for the Queensland Curriculum and Assessment Authority subject-matter expert and identified this officer as the extent to which they feel professional support for their subject teaching from Queensland. One teacher commented that they did not feel there had been any opportunity to build relationships with Queensland teachers. All teachers indicated that they are seeking to make connections to other subject experts in Queensland and that learning from these teachers would benefit their teaching through clarification of subject matter and assessment practice.

Exploring a way forward for supporting teachers' professional learning community connections has emerged as a strong finding of the research. This should not exclude acknowledgment of and support for the school-based professional learning community. This finding connects strongly to the third theme outlined in this article.

Curriculum and assessment

It comes as no surprise that aspects of curriculum and assessment featured heavily in teachers' responses to interview questions about their experience of the Queensland Certificate of Education system. This research found that teachers perceive a uniqueness in the Queensland Certificate of Education curriculum which requires them to adapt and develop new and differentiated teaching strategies to those they use or have used in different education systems. This is perceived as a challenge, but in a way that requires them to be positively building a repertoire of teaching skills. The greatest point of difference is the school-based assessment component and the implications to planning and understanding of standards-based assessment.

The research indicates that teachers have engaged in a significant amount of autonomous learning to self-teach around the assessment standards, beyond the training and resources provided by the Queensland Curriculum and Assessment Authority. Written standards that need to be understood, and understood in comparison to other performance levels, and their application to student work are perceived as a significant challenge for teachers. Teachers indicated that this understanding impacts on their ability to backward map their teaching strategy from assessment, and to design assessment that meets the requirements for the Queensland Certificate of Education syllabuses. One teacher indicated that initially they were relying on knowledge from their teaching experience in a different education system, but this was not producing accurate results.

Teachers perceive the high-definition assessment standards as beneficial for the explicit indication of the quality of work required at each

standard. Teachers were able to use this, to a degree, in their conversations with students about the work and their mark. However, teachers indicated that developing a mastery of the interpretation of standards to student work is difficult and hard to comprehend, a little bit “vague”. To mitigate this challenge, teachers commented that QCAA subject-matter officers were helpful supports to provide guidance for assessment development and standards interpretation. Stiggins article remains a seminal work in defining teacher assessment literacy. He defined the dimensions of an assessment-literate person as, *understanding the full range of possible achievement targets possible for students (i.e. subject matter, thinking skills, behaviours, and products); (b) have the ability to carry out assessment methods (e.g. paper–pencil performance, and communication)*. (1991, as cited in Coombs & DeLuca, 2022).

In summary, offshore teachers, given the immediate geographical challenge to adopting a professional learning community, require explicit support for the use of curriculum and assessment materials. Teachers have indicated that skills and knowledges developed as a teacher in a different education system were not always transferable for the current system. Written assessment standards provide depth in terms of expectations for student work but are challenging to understand and apply to student work without impactful and ongoing training and support. Finally, features of ongoing work in this space with offshore schools might also consider usability of resources for teachers who have English as a second language.

Conclusion

This article has presented some key notions about teacher perspectives and experiences in senior secondary in the transnational education setting. The findings of this research have contributed to knowledge about the work of teachers in offshore schools and, from their own perspectives, have defined areas for consideration by how education providers who want to improve those partnerships. The study confirms

that teachers in the offshore school, despite the challenges of geography and local context, demonstrate a high amount of self-efficacy in pursuit of excellent outcomes for their students.

The findings can be extrapolated for other contexts. First and foremost, knowing the teachers in offshore schools is so important, and no conclusions about the usefulness and impact of systems to support them can truly be made until there is a relationship to underpin the partnership. Their descriptions of their work revealed the answers to the questions this study asked and can be used to consider the effectiveness of multiple components of the work of the Queensland Curriculum and Assessment Authority to support offshore schools.

Results indicate that there is further work to do to improve the product and service delivery for offshore schools, especially in regard to clarity around offshore school structures and a framework to allow a functioning transposition of system processes, roles and responsibilities and training. Also, further research into professional learning communities for offshore teachers and the development of a sustainable, impactful participation model would benefit teachers and help sustain the Queensland Certificate of Education offshore.

Finally, the findings of this exploratory case study are limited by the research context and number of participants. Future studies may gather information more broadly to further investigate this phenomenon.

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CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 Introduction

This study has made a significant contribution to theory, practice and the researcher's own professional practice: the triple dividend. It offers insight to the lived experiences of offshore senior secondary teachers through their unique voices. It has uncovered findings that can shape practice for how certifying jurisdictions can best support the offshore senior secondary school and its staff to deliver the transnational curriculum.

The contribution of knowledge to the discipline includes a clearer understanding of the lived experiences of teaching in an offshore context. There is a gap in the literature around the experiences of teachers in offshore schools teaching a transnational curriculum. Research into transnational education, often framed within the higher education context, addresses it within an economic discourse; however, this study focused on foregrounding teachers' voices and promotes the role of the teacher in the success of any offshore school and its delivery of transnational education.

The study explored key resources that teachers engage with to support their practice, including Queensland Curriculum and Assessment Authority provided resources and other resources accessible by the teacher due to their previous teaching experience. It discovered the criticality of professional learning community for these teachers within their school and their enthusiasm and positivity about the potentiality of broadening this community. This information enables the researcher to draw conclusions about the current effectiveness of provided resources and supports, and a determination of future directions. Findings can be exploited by other Australian jurisdictions, or other international curriculum and certification providers that provide support for teachers working in an international or remote context. In November 2022, Tertiary Education Quality and Standards Agency (TEQSA) released their

Transnational Education Toolkit which aims to "... provide practical support for Australian higher education institutions to understand, assess and mitigate the risks and complexities associated with third-party offshore arrangements" (Foreword, p. 1). It describes in detail, for phases of the "transnational education lifecycle" the baseline roles and responsibilities for institutions and for education providers to work in an effective partnership and provides practical actions for best practice. This study indicates that a toolkit for the secondary education sector, despite the variance in transnational education partnerships across Australian jurisdictions and offshore schools, would be beneficial to the sector. Further research could potentially fill this gap for senior secondary transnational education partnerships between curriculum authorities and offshore schools.

Finally, for the researcher, this study has provided the opportunity to explore seminal works relevant in international education. This has significantly developed professional knowledge and understandings of interrelated disciplines, such as transnational education, teacher professional identity, self-efficacy and professional learning communities. The greatest contribution to professional knowledge was the enhanced understandings of the practicalities of teaching the Queensland Certificate of Education as verbalised by the teachers. In day-to-day work, the researcher would not have come to the same depth of understanding had the opportunity not been purposefully constructed through interviews in this study. This has been possibly the most fulfilling aspect of the entire project – to know the teachers and to know how they can be best supported and to develop strategies at the workplace based on the recommendations.

5.2 Recommendations

This research has provided an authentic context for which to discover the existing state of experience of the offshore teacher. The study concludes with the following recommendations for the Queensland Curriculum and Assessment Authority.

Recommendation 1: A transposable framework for Queensland Certificate of Education system roles and how they will be enacted in the offshore school.

Possible future actions:

- i. Creation of a framework to explain and represent the roles inherent in system processes and how this will transpose to the offshore school
- ii. Investigation and understanding of the staffing structure of the senior secondary school at the point of contractual initiation
- iii. Review of onboarding training to explicitly address the roles and responsibilities required to successfully manage the system
- iv. Development of training materials when gaps are identified.

Recommendation 2: Further investigation into offshore schools' school-based professional learning community activities to understand how this can be supported and lifted.

Possible future actions:

- i. Observe the school-based professional learning community and record the protocols, dialogue and outcomes, by involving a larger group of teachers
- ii. Identify strengths and deficits of the professional learning community
- iii. Plan for meaningful support and training for offshore schools to have improved experiences in school-based professional learning community.

Recommendation 3: Formulate and action a plan for the extension of the professional learning community experience for offshore teachers to involve Queensland-based practitioners.

Possible future actions:

- i. Undertake further research in models
- ii. Determine possibilities for the authentic and sustainable connection of offshore and Queensland-based practitioners, and concept for

one-to-one teacher mentoring program to increase the frequency of opportunities for teacher dialoging.

Recommendation 4: Review how offshore teachers are supported at initial training and ongoing to understand and use their syllabuses written standards (Recommendations 1, 2 and 3 impact this recommendation).

Possible future actions:

- i. Develop a research plan to explicitly understand the impact of onboarding and initial training
- ii. Review initial teacher professional development; examination of timing, mode and method are required.

5.3 Limitations

The aim of this study was to explore teachers' perspectives and experiences of teaching the Queensland senior secondary curriculum in an offshore school. This aim has been achieved through the enactment of the research and analysis of findings. The results of this study, however, should be considered in-light of its limitations in terms of scope.

The research undertaken has provided new knowledge within this professional domain and has helped fill a gap in literature about the experiences and perspectives of teachers who work in an offshore senior secondary school teaching an international curriculum. The scope of this Masters level study means that the findings may not be representative of all teachers who work in an international school context teaching the Queensland Certificate of Education, or those who teach within a transnational education context. Further, the research findings may have been limited by the sample size of teachers and self-selection bias can affect the validity and generalisability of the research findings because the self-selected group may not be representative of the larger population.

Lastly, the researcher as practitioner means that there is a potential bias inherent in the study, however, the researcher worked to eliminate any impact to the research by designing unbiased interview questions and managing any assumed outcomes throughout the project (Yin, 2018),

however, there may be inherent subjectivity that cannot be excluded altogether. Braun and Clarke (2013) also refer to this as bracketing off one's own assumptions.

Despite these limitations, this study has provided an authentic contribution to literature, and has provided information that is essential to partnerships between the certifying jurisdiction and the offshore school. The outcomes, as outlined in this paper, call for further research to continue to explore this context.

5.4 Future Research

This research has uncovered the need for further and ongoing research within the offshore secondary schools, transnational education context. Firstly, future research may be focused on the development of teacher capacity in offshore locations.

Data gathered in this research indicates there are some perceived gaps in the professional learning community of the offshore teacher and this can be further explored. All three participants communicated that they believed they would professionally benefit from the opportunity to connect with teachers of their subjects in Queensland. Therefore, this study supports further research into how professional learning community might be established in a meaningful and sustainable way between teachers in Queensland and international school teachers. Darling Hammond et al. (2017) state in regard to professional learning community that the use of coaches, models and modelling of effective practice and giving teachers space for feedback and reflection contribute to positive impacts for the teacher (cited in Gore & Rosser, 2022). Research should endeavor to discover how offshore teachers can make authentic, ongoing and sustainable connections with Queensland teachers and/or other offshore teachers in meaningful ways to support their pedagogical capabilities in the QCE.

5.5 Conclusion

This research aimed to uncover information about a group of teachers working in a minority context - examining the perspectives and

experiences of teachers located in Taiwan, who teach the curriculum of the Queensland Certificate of Education in the senior (Year 11 and 12) years. The analysis of the interview data provided an insight to the experiences and perspectives of offshore senior secondary teachers. The information provided answers to the key research questions and revealed the complexities of the context in which they teach.

This research has confirmed the importance of the support and training provided by the certifying jurisdiction, and the need for further reflection, investigation and evaluation of aspects of the partnership. Additionally, Queensland Certificate of Education senior secondary teachers have a strong sense of self-efficacy and a strong desire to be masterful at teaching the curriculum of their syllabus, and designing effective assessment, for the success of their students. Teachers confirmed that the resources, human and static, provided to them by the certifying jurisdiction are useful, some more than others. Teachers engage in a substantial amount of self-teaching in regard to curriculum, assessment and pedagogy, as a means to bridge the divide between themselves and subject matter expert colleagues and to help ensure good outcomes for students.

Teachers indicated that they believed they would benefit from a stronger connection to a professional learning community for advice and conversation about the curriculum and assessment; and that further illustrations of student work to increase familiarisation and expertise would benefit their teaching experiences.

Although indicated that this study has limitations, it has produced a body of work and focus for ongoing research to benefit partnerships in offshore senior secondary education. As stated at the outset of this exegesis, quality partnerships are the foundation for solid and secure growth and expansion in transnational secondary schooling and this study's throughput is in support of better-quality partnerships. Quality partnerships are underpinned by a complete and accurate understanding of how the education program can be systematised by the offshore

school, training and how the offshore school can be supported to manage their own systems of delivery of curriculum and assessment.

This study foregrounded teachers' voices and promotes the importance of engaging with clear purpose and intent, in deep, reflective and critical conversations with people and using qualitative research methods to enhance the delivery of transnational education.

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APPENDIX A

Appendix A: Participant Information Form

	University of Southern Queensland Participant Information Sheet Interview
USQ HREC Approval number: H21REA288	

Project Title

An Exploratory Case Study Investigating Offshore High School Teacher Perspectives of the Delivery of Transnational Curriculum in Senior Years

Research team contact details

Principal Investigator Details

Mrs Jane Gado

Supervisor

Prof Karen Trimmer

Description

This project is being undertaken as part of a Masters project (Professional Studies - Research) through the University of Southern Queensland.

The purpose of this project is to fill a gap in the literature about how Australian states and territories might put into place meaningful and impactful measures to support staff working in international high schools.

Participation

Your participation will involve an online questionnaire prior to partaking in an interview that will take approximately 1 to 2 hours of your time.

Questions will include, for example:

- About your teaching background and experiences
- Which, if any, QCAA provided products and services are useful to your teaching the QCE?
- What are your teaching strengths that you bring to the classroom that you believe enables you to support students to success in this system?
- Would you consider yourself as part of a professional learning community? If so, please describe the community/communities to me. If you are not, why is that so?

Your participation in this project is entirely voluntary. If you do not wish to take part, you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project. You may also request that any data collected about you be withdrawn and confidentially destroyed; however, data can be withdrawn only up to the time that it has been analysed as it cannot be withdrawn when de-identified and collated.

If you do wish to withdraw from this project or withdraw data collected about yourself, please contact the Research Team (contact details at the top of this form).

Your decision whether you take part, do not take part, or take part and then withdraw, will in no way impact your current or future relationship with the University of Southern Queensland or the Queensland Curriculum and Assessment Authority (QCAA).

Expected benefits

It is expected that this project will directly benefit you as it may enable me to focus resources to assist offshore school teachers as part of my role at the QCAA, assist in understandings about teachers' capacities to deliver an international system and identify where future support may be required, including direct support for the school.

Risks

In participating in the interview, there are minimal risks such as:

- the potential for negative comment around your employer, the QCAA, and/or the Department of Education, International and therefore potential reputational impact for those parties; and
- despite the researcher making the school and participants anonymous in the study, that you and/or the school will be able to be identified.

These risks will be minimised through the design of the research questions, and you will have the opportunity to review your responses and request redaction of any content contributed. You are also free to withdraw from the study prior to the analysis of the interview data.

Privacy and confidentiality

All comments and responses are confidential unless required by law.

- The interviews will be audio and/or video recorded for later analysis by the researcher e.g. for transcription
- A copy of your individual interview transcript will be provided for review, redaction of any comments and endorsement prior to inclusion in the project data
- You will have approximately two weeks to review and request any changes to the transcript before the data is included in the project for analysis
- The recording will be used for no other purpose other than to inform this project
- The recording will be transcribed by a person or persons outside of those listed as investigators for this project; this person will be accessed via University of Southern Queensland
- It is possible to participate in the project without being recorded.

Your data will not be made available for future research purposes.

You will be provided with a summary of the outcomes of the study and also a link to, or details of any publication.

Any data collected as a part of this project will be stored securely, as per University of Southern Queensland's Research Data and Primary Materials Management Procedure.

Consent to participate

We would like to ask you to sign a written consent form (enclosed) to confirm your agreement to participate in this project. Please return your signed consent form to a member of the Research team prior to participating in your interview.

Questions

Please refer to the Research team contact details at the top of the form to have any questions answered or to request further information about this project.


Concerns or complaints

If you have any concerns or complaints about the ethical conduct of the project, you may contact the University of Southern Queensland, Manager of Research Integrity and Ethics on +61 7 4631 1839 or email researchintegrity@usq.edu.au. The Manager of Research Integrity and Ethics is not connected with the research project and can address your concern in an unbiased manner.

Thank you for taking the time to help with this research project. Please keep this document for your information.

APPENDIX B

Appendix B: Consent Form

	University of Southern Queensland Consent form Interview
USQ HREC Approval number: HR21REA288	

Project Title

An Exploratory Case Study Investigating Offshore High School Teacher Perspectives of the Delivery of Transnational Curriculum in Senior Years

Research team contact details

Principal Investigator Details

Mrs Jane Gado



Supervisor

Prof Karen Trimmer



Statement of consent

By signing below, you are indicating that you:

- Have read and understood the information document regarding this project. Yes / No
- Have had any questions answered to your satisfaction. Yes / No
- Understand that if you have any additional questions, you can contact the research team. Yes / No
- Understand that the interview will be audio / video recorded Yes / No
 - Understand that you can participate in the interview without being audio/ video recorded Yes / No
 - If you do not want to the audio/ video recorded during the interview, please initial here: Yes / No
- Agree to participate in the project. Yes / No

Name (first & last)			
Signature		Date	

Please return this document to a research team member before undertaking the interview.

APPENDIX C

Appendix C: Full capture of coded information

Data	Teacher and page no.	Notes / researcher analysis (<i>pretend you're explaining what this means to someone outside of the education context</i>)
CODE: AP PROGRAM		
I found that it's quite a - it that is quite large difference between the QCAA program and the AP American program.	A page 2	1 Teachers have the cognitive demand within their daily task of teaching to be switching between high school programs. For example, teacher A may spend his morning teaching American program mathematics and then move into afternoon classes teaching QCE mathematics syllabuses. In order to do this successfully, the teacher needs an ingrained understanding of both curriculums and to be able to draw upon the best methods of teaching to impart the subject matter required. Does the fact that Teacher A identifies the curriculums as having a large difference make this any easier? Or perhaps more difficult if the difference requires different approaches to teaching and learning, providing feedback and assessment.
... program sometimes we have to be focussed on the skill of test. And skill of answer the questions and the skill of how to get a high score in SAT	A page 2	2 The teacher is articulating his experience of the AP, perhaps drawing comparisons between it and the QCE. According to the teacher, AP is assessment and outcomes focussed. The QCE curriculum focuses on pedagogy and backward mapping, and using outcomes and assessment as a guide for the development of quality learning, which is integral to students building the skills they require for post-schooling pathways. The conclusion could be drawn that QCE requires a different approach from the teacher. A unique approach. The teacher cannot adapt AP strategies (easily) for the QCE classroom. This means more planning time is required, and additional thought about the execution of the required learning in each class. Do we need to learn more about the AP in order to identify similarities? Would this support the teachers?
a huge difference between the two	A page 3	See comment 1

<p>for the American program it just, they just, sometimes they move onto the target or the goal to stretch you.</p>	<p>A page 3</p>	
<p>as I said, because I have taught AP program so long time, so I just get used to use them the method to teach. But for me I think major challenge is I have to change or I have adjust my, my attitude and the ... to teach the QSAA program more properly</p>	<p>A page 3</p>	<p>See comment 2. 3 The teacher is making the connection between the program and a method of teaching. He is used to the way he can deliver teaching in AP to feel as though he has been successful and allow students to demonstrate their best effort in assessment. His AP classroom efforts constitute the majority of his experiences in terms of his teacher professional identity. <i>Interesting question: are teaching methods universal or do different programs (/curriculums) require unique (set of) teaching methods?</i> Teacher A identifies a major challenge in changing, or adjusting his approach to teaching in order to be successful in the QCE. His response identifies that this is a journey for him, and something he continues to work on. This aptitude of persistence speaks to Teacher As sense of self-efficacy and the ongoing development of ability to enact appropriate teaching strategies for their QCE classroom. What is also noticeable is Teacher A’s clear identification that something is required from themselves in order to be successful (“more properly”).</p>
<p>So do you have a lot of connection to the America program teaching community?</p> <p>A: Yeah sure, because ... they had provide lots of community, especially from AP program. So I just join there, and sometimes I just, I just watch, I just watch the message, and the conversation they talk about. Some specific topics, I want to talk about, want to see about. Sometimes I also present some opinion about a similar issue, issue like.</p>	<p>A page 8</p>	<p>4 Professional Learning Community Teacher A identifies a strong sense of connection to the AP teaching community. This would come with the length of time that they have been teaching the AP. Based on the teacher’s comment, the AP PLC provides teachers an opportunity to post messages and reply to others about specific topics. Teacher A describes their interest in these topics and in this online teaching community. Teacher A describes their active participation by presenting their own</p>

		thoughts on topics that are being discussed in the online AP PLC. This comment indicates a) the existence of PLC in other quals, b) the nature of the PLC, c) that it is a valued and important aspect of Teacher A's work that he participates in this PLC.
I just log into the website and they have the chatting rooms it's a proper AP website? A: Yeah. Q: And they have chat rooms? A: Yeah so they have chat rooms, they have chat rooms, they have chat rooms for the basic subjects.	A page 8	4 Professional Learning Community AP provides it's teachers an interactive PLC experience with the ability to log into a website to access chat rooms which are specific to subjects. The ability to live chat with teachers provides Teacher A with a sense of connection to a body of other professionals.
because you have to log into the website So basically and for educator only, so basically it is very helpful for us to, to just discuss something about the teaching.	A page 8	See comment 4
I think the thing that I enjoy the most is I get to teach a lot of topics because from the US track, because I also teach the US track in The US track, basically we focus on kinematics, dynamics, the first semester and then E and M the second semester, which is from my point of view, is just solid. But at the same time, students don't get the chance to learn things about waves, heat, or modern physics.	B page 3	AP = US track 5 Teacher B also teaches the American qualification at the school. They identify a sense of familiarity and comfort with the way the curriculum is structured but can see some of the gaps in terms of topics.
It's grade 10, US track is grade 10 to grade 12. In the US, it's grade 11 and 12.	B page 4	Explanation of AP / US track.

Data	Teacher and page no.	Notes / researcher analysis (<i>pretend you're explaining what this means to someone outside of the education context</i>)
CODE: <i>experience of the QCE</i> (in pencil on transcripts)		
Well I think because... because this is my first time to teach, I think I, I would like to learn more, to give the Queensland provide more information for me, I would like to learn. But I think after probably few years later, I can provide more, better suggestion for you for that system.	A page 9	So new to the system, not sure what he needs
the first assessment that I designed, my feedback was a little bit scary because I was like oh my gosh, I'm not on the right track. Because I was using my knowledge based on my US education background. So then I guess it did not meet the standard at all and I did not know what those characters stand for.	B page 2	
they actually went to a training, but I did not because then he left. So I was newly on board. So that was the first challenge I felt when I was just on board	B page 2	
But for me, especially the textbook and the curriculum, sometimes I feel like it's jumping around.	B page 2	
But then, in the QCAA, in the QCE curriculum, it started with thermodynamics and then electricity. I was actually shocked when I saw the curriculum because I was like how am I supposed to teach current,	B page 2	
I just feel I do not know how to do that at all. So then I decided to write to QCAA an email, asking that can I rearrange the order? So I actually did unit 2 first, and then unit 1. But in a way, I still feel weird with the spiral thing	B page 3	Exp of planning for and teaching the senior curriculum Pedagogy

because that's unit 1 and 2, and then after that, unit 3 and 4, we're coming back to electromagnetism again, deeper and in more details. I appreciate it but a part of me, I still don't get it. I don't get why students get to learn a little bit of it and then the next year, they get deeper. From my point of view is that they already forget a lot of things, so that when I come back, I still have to spend a lot of time to review what I taught in the previous year.		
I think that's the most challenging part. And the other thing is, another challenging part is QCE curriculum tends to cover a lot of topics, like a whole lot. The range is pretty broad. And I think it's a good thing that students get to have access to different topics. Yet at the same time, none of the topics I feel like I can really go deep.	B page 3	
so that they understand what this topic is about, they understand all the fundamental theories and then they can go ahead and conduct, design their experiment to learn how to derive all these equations and how to apply all these equations, and then they can do all the evaluation and prediction, something like that. But from my experience, it's a little bit difficult to do that with the QCE curriculum.	B page 3	
But in Australian track I really enjoy introducing the modern physics part, especially relativity. I did cosmology for my master degree, so I was so excited..	B page 3	
So that's the most enjoyable part, I get to introduce the new stuff, the modern physics part to my students. And also the experiment part as well.	B page 3	
For me, it's a little bit weird that they actually did data test before experiment	B page 3	
So timewise, it's challenging		

they have to try to learn all these topics at the same time. Sometimes I feel like they need to learn multitask in this curriculum.	B page 3 / 4	
Because I'm so used to the 100% standard. I've never used ISMG. I've never seen ISMG in my whole life. So then that's really ... and I really appreciate ISMG. I really like that because students can't argue because I will just highlight what...	B page 4	
And I actually show my students ISMG before I gave them their assessments so that they know what I'm looking for,	B page 5	Pedagogy
sometimes I feel very frustrated and I feel like I don't have enough resources from the portal.	B page 5	
Sometimes it's really hard to find data sets online. It's either too complicated or too simplified. So what I mean is if we get to have a sea of data, a data bank that we can use.	B page 5	Data bank vs test bank?
Yeah, the subject reports. For year 11, we're supposed to report with A, B, C, D, and E. And we are asked specifically that do not just translate the percentage into A, B, C, D, and E. I understand it and I think I did my best to understand it, but in a way, I still think it's a little bit vague for me to - what is the standard to give it an A, B, C, D, or E. I know there's description in the curriculum, but those descriptions to me - I guess it's because I am a physics person, I tend to rely on numbers a lot. So when the standards are in descriptions, I think it's a little bit hard for me to comprehend and also	B page 6	Desired support and QCE experience Understanding written descriptors
I think it's vague. I have no idea. I don't know, because I don't think I can try to change the system. I don't want to change the system, by the way. But I think the vagueness is the thing that bothers me the most with year 11 students.	B page 6	

It's leaps and bounds ahead to the 2010 and yeah I, yeah I think it's a very useable, very easy document overall.	C page 8	
the syllabus it's very specific and tailored for each area and that's, and the assessment is really quite different.	C page 8	
PURPOSE		
them arming them with those skills as they move onto year 12 and into University, into the world. just to tailor what they engage with for the personnel in the class,	C page 1	
I like how we're setting them up for doing University, that's how I try and approach the whole thing. We're guiding you and training you and teaching you to do well at University.	C page 2	Purpose – university output
hopefully they can tap and do something that's passionate, that they're passionate about and then once they've got that interest level then you can build their skills from there. They can see how this is a lot better and how it's relevant to them and their potential career paths.	C page 2	Greater purpose, university career paths
he wants to be an Architect so he's doing an issue of urbanisation.	C page 2	

Data	Teacher and page no.	Notes
CODE: professional learning community		
<p>you're part of a learning, a professional learning community in AP program.</p> <p>A: Yeah.</p>	A page 5	Teacher A easily identifies their belonging to a PLC in the American program.
<p>Sometimes I will just discuss it with, make some communication with the other teachers who teach in similar field, like the chemistry, the maths and physic and something else.</p> <p>They also, they teach in our school, the same school.</p>	A page 6	
<p>we will have the meeting for all the teachers probably maybe one times, two month, one month per time or six weeks per time as well.</p>	A page 6	
<p>same syllabus part for the different teachers. And then we can compare the difference between the A and B the two different teachers, what is the sequence, or what is the progress they show up during this syllabus. For example for me and you, we have, we are both chemist teacher but we teach the syllabus, but definitely we will have different pathway or different progress to deliver the information from the QSAA I think.</p>	A page 7	Comment acknowledges the importance of opportunities for, and professional dialogue between teachers. Even for teachers teaching the same subject, using the same syllabus, their approach to teaching is different. Dialogue allows teachers to consider the similarities and differences in their strategies and therefore still maintain some consistencies in approach.
<p>change or the difference between the two teachers to find the suitable way or suitable teaching method to help student I think. We can compare different teachers I think.</p>	A page 7	Professional dialogue between teachers means that they can discuss pedagogy and what is most impactful for students.
<p>the Queensland teaching community? I have very few information about that, but I have lots of like ... about your program. So this is so I, if you have, if there is some opportunity so I think I will join the community for QCE.</p>	A page 8	Teacher A says they have a lot of information about the QCE system, but not about professional learning communities.
<p>Yeah I think because it is my first time to teach the QCE or the QCAA program. So I think if there is any similar connections I will love to join it, to be connected.</p>	A page 8	Importance of connection

My answer is yes and no. Yes is because we do have regular meetings for the Australian programs teachers. We gather together. And of course, we're all new so we do need to talk about how, because we need to be consistent with our students.	B page 7	PLC extends only to other teachers of the QCE at the school. This ensures some aligned approaches in pedagogy.
We have regular meetings and we actually compare our gradings, our standards, and we discuss with each other. When I give my students a letter grade, I always consult other teachers. Do you think my judgement is okay, is appropriate? So that's why I said yes. And also Jamie, she gathered us regularly to hear our feedback.	B page 7	Meetings of teachers at the school allows them to compare their marking, the results for assessments through discussion. Teacher B feels it is important to have 'letter grade' decisions discussed with other teachers. This is moderation. The principal's delegate is responsible for gathering teachers to discuss matters relating to the QCE.
I'm the only physics teacher at So sometimes it's a little bit difficult for me to - because other teachers, even though they are professional teachers, but they don't quite know physics. And sometimes I don't quite know - I don't know about biology at all. So when we check each other's assessments, I can only do my best to understand his assessments. But there is a limit because I don't know the subject. So when we check each other's assessments, I feel like I hope there is another physics teacher in our school so that we get to discuss, we get to look at each other's grading, or we get to discuss, we can even design the assessment together. But not really. I'm on my own in ..., so that's - but it's not the school's fault. It's just we just started this program so I understand why I'm the only physics teacher.	B page 7	Teacher B is the only Physics teacher. Dialogue with teachers is good, but not able to offer what a conversation with a subject specialist can. This 'single specialist teacher' concern about moderation etc is also common in Queensland schools.
whether you feel any connection to the Queensland teaching community? A: Not really. I don't feel like I really have	B page 9	Teacher B does not feel any connection to a Queensland PLC. The PEO plays the sole role of the PLC for the offshore teacher.

<p>any chance to actually build a relationship with. Probably Amber Salmon, I really appreciate my PEO.</p>		
<p>If I get to talk to some experienced teacher, physics teachers in Queensland, that would be really helpful. So I get to learn from them. Maybe I get to get some advice from them when I teach, when I design, my teaching plan or even when I design all the FA's and IA's.</p>	<p>B page 9</p>	<p>Seeks opportunity to speak to experienced Physics teachers in Queensland. Maybe IEU could set up a offshore teachers networking day with Queensland teachers? This could be a half day where selected expert Queensland teachers bring their knowledge and expertise of different aspects of the syllabus, as practical ideas to share with the other Queensland teachers attending and the offshore teacher. It would be like a very low key mini-conference. Consider the activities that could precede it, and follow up.</p>
<p>because there's only one here, only one English teacher, only one Physics teacher, only a couple of Maths and a couple of Economics. We can only ever talk about things we share in common. Maybe students writing proficiency, how to, or maybe how to motivate or various ways of practicing, little bits of class management...</p>	<p>C page 10</p>	<p>Teacher C gives examples of the types of conversations that can occur between teachers who are the only teachers of the subject at the school. For example, writing proficiency, motivation, practise/rehearsal strategies, class management.</p>
<p>yeah because we're sort of friends yeah to talk, to talk shop with them it's sort of like we don't want to just not school, please anything but school. Yeah and if you're from a difficult school let's say yeah you end up talking about classroom management more than anything.</p>	<p>C page 10</p>	<p>Teacher C has some colleagues in Queensland, but conversations usually do not extend to work.</p>

Data	Teacher and page no.	Notes // researcher analysis (<i>pretend you're explaining what this means to someone outside of the education context</i>)
CODE: QCAA Resources DESIRED		
Well, sometimes I was search for some the test paper for the ATAR, for the examination paper. So some ... some ... just like the worksheet or the - some reference book or some resource linkage from the portal, from the QSAA as a reference, sometimes besides the samples, the syllabus and something else.	A PAGE 3	Teacher A indicates that external exam papers – past papers or mock (sample) exams are useful, in addition worksheets to accompany these. Teacher A would find a reference book – text book – with teaching support resources helpful. While QCAA has a responsibility to demonstrate how the curriculum and assessment can be enacted, resources beyond this such as textbooks are beyond the responsibility of the organisation. Efforts could be put toward supporting a teacher community of practice.
if they can just provide or update the, the sample, that piece for assessment because my major purpose is for assessment, ... definitely for the reference of the books or the use for linkage, if they can update more frequently. I think they will be more useful or more supportive of us to, to teach I guess.	A page 4	Sample assessments are published by QCAA, and to ensure that these remain accurate and current, and therefore useful to teachers, they should be reviewed regularly.
more reference linkage	A page 4	References to teaching texts and teaching examples
Just like the ... they can provide the video from the senior AP teachers for the AP program.	A page 5	Teacher A refers to video demonstrations of teachers engaging a class to demonstrate high quality instruction.
So basically they will put on some video, recorded by some senior AP teachers and to show what's the content, how to teach for the younger or the higher and the junior teachers how to teach...	A page 5	See comment above
they provide this kind of video of a linkage, you can just log in and check.	A page 5	
we can make some on the community with the teachers as video types or make some meeting regular probably 2 weeks for one times, 4 months ...	A page 6	Interest in creating a community of practice with other teachers, whether by sharing videos of

times and to discuss or share information we got or some ideas we got.		practice or regular meetings to discuss and share meetings.
if there is some opportunity so I think I will join the community for QCE.	A page 8	Teacher A's response demonstrates that they do not yet feel a part of a community of practice, but would like to seek out this opportunity.
When I am not familiar with the type of questions or type of assessments that we're supposed to give our students, I think test banks will be very helpful for us because I literally spent a lot of hours to just design the assessments and to modify my assessments back and forth with my PEO. for me to get, to understand, to get the system.	B page 5	Teacher B indicates that a test bank ("assessment bank") would be a useful resource. The use of the assessments from the bank would be for learning, not necessarily for direct copy, as the concern tends to be with such assessment banks. Designing assessment, and then the conference (via email) has been significant in this teacher's experience to this point.
For external, I think past papers are good enough.	B page 5	External assessment past papers are useful.
internal assessments, what I'm saying is that if I don't need to design every single question from scratch, myself, that would be really helpful. Especially for data test	B page 5	An assessment bank for internal assessments would help teachers to create questions – the example is from Science where perhaps the questions could be similar task to task but the stimulus (the data) different, or vice versa.
Because if we only have to do modification, that would be a lot more easier for us to design these data tests.	B page 5	The use of assessments from the test bank would allow teachers to modify them to suit their purpose.
For year 11, we're supposed to report with A, B, C, D, and E. And we are asked specifically that do not just translate the percentage into A, B, C, D, and E. I understand it and I think I did my best to understand it, but in a way, I still think it's a little bit vague for me to - what is the	B page 6	Need to support teachers in the decision making where written descriptors are used, especially for Year 11 where the school uses the written reporting standards from the syllabus. For Maths and Science teachers who often use ('rely on') numbers, these

standard to give it an A, B, C, D, or E. I know there's description in the curriculum, but those descriptions to me - I guess it's because I am a physics person, I tend to rely on numbers a lot.		illustrations of the match of student work to written descriptors is vital. Due to the flexibility in the way that Queensland syllabuses can be used for Year 11, the QCAA has not produced any examples of this. And in Year 12, instrument-specific marking guides must be used.
More samples, question banks. And also for year 11, the letter grade standard.	B page 6	
QCE can explain it in a more clear way or give us some actual examples to see how they translate the grade into letter grade.	B page 7	See comment above
I feel like if we get to do a video session so that we can talk in person, I think that would be a little bit more clear why the student's grade is raised a little bit or why that student's grade is lowered a little bit.	B page 10	Video sessions with subject experts / the people who are making the confirmation decisions about marks; to be clear why a student's mark is what it is.
So training for Head of Departments to make them be more aware of what's required and standard.	C page 4	Training for Heads of Department. This could only occur where further exploration of how the role is enacted at the school occurs.
you know the 2010 curriculum where year 11 work was also moderated or validated, sorry for year 11 as well. So that helps the teachers keep on track. Oh my teachings on the right level and my markings are on the right level and therefore when they enter year, you have a little bit more confidence when you enter year 10 that you are on the right path yourself and therefore keeping the students on the right level. So I hope they can bring, you know QCAA can bring that in for year 11	C page 6	Moderation for Year 11 work.
it would help the teachers and students feel comfortable where they sat with regards to the proper standards.	C page 6	Moderation of student work is beneficial for students too.
the PD it would be really nice to have English focused examples	C page 8	Subject specific

PD being able to be tailored to English, to Maths I would be nice-		
it would be nice to be able to talk in person with our contact at times and have them available, not, not only for year 11 but sort of on hand, by appointment of course, on hand as we go through I mean to speak with them in person.	C page 9	Online meetings person to person between teacher and subject expert, such as PEO. "To have them on hand" indicates that regular meetings would be useful for the offshore teachers.
speaking to an English, someone experienced at teaching the syllabus, the English syllabus would be, I mean like I say it's the ideal world,	C page 9	See comment above.
So that's why talking to someone, another English teacher or for a Physics teacher another Physics teacher or whatever would be, could really be good in that sense.	C page 9	
Just me being able to ask an Australian, an experienced Australian teacher in their field could really help clarify a lot of things. Speaking to an Economics teacher on how they should make a particular part of their assessment or teach a particular part of their assessment	C page 9/10	Connection to an experienced Australian teacher who teaches the same subject. This would provide clarity around the nuances of the syllabus.

Data	Teacher and page no.	Notes / researcher analysis (<i>pretend you're explaining what this means to someone outside of the education context</i>)
<u>CODE: QCAA Resources used</u>		
they can save my life... I use the reference as a syllabus. The sample about each internal assessment and to guide me to how to write out and how to develop what is suitable	A page 3	Teacher A referred to their use of the syllabus and the sample internal assessments. These are useful in very practical terms in that samples demonstrate high quality assessment, i.e. the expectations of the system on teachers and on what students should be able to demonstrate in their subject. ESL teacher and understanding written standards
Well for, I think is, 100% will be useful but I think because when I have said it, because I use the samples and reference and syllabus from there.	A page 4	See comment above Link between resources and self-efficacy
, but majorly for the assessment part of it.	A page 4	Use of Portal for materials other than teaching tools. Mostly accesses Portal for assessment guidance
Yeah sure I think I am well supported by the QCAA to deliver the message or deliver the syllabus...	A page 4	Teacher A generally feels well supported by the QCAA in teaching the curriculum
I just use, I just use the assessment task. So probably I just use the assessment instrument for me, not use the student...	A page 7	
Denise Crook is my PEO... I just tried to fix my formative assessment 1... very useful opinion for my ... I want to thank him,	A page 10	Teacher A has communicated with the Principal Education Officer, for their subject for advice and guidance.
So then I decided to write to QCAA an email, asking that can I rearrange the order	B page 3	Email correspondence
Yes, I did attend all the webinar sessions. And I try to use all the resources on the portal, especially when I'm designing the FA's and IA's.	B page 4	Teacher B has attended all of the webinars provided specifically for offshore schools by the international education unit.
So that's really helpful, to see some samples	B page 4	Sample assessments
also the PEO's, they are super helpful. I think I learn the most from my PEO's. When they give me feedback I started to know, okay, so this is what this verb means, this is what IP means, this is what EC means	B page 4	PEOs are able to help explain the specifics

that's even more helpful than the webinar sessions because it's one on one, I get to ask questions directly, and when I design the assessment, they can give me spot on feedback. I really appreciate that.	B page 4	PEOs are more helpful than webinar sessions for the fact that there is one-to-one dialogue and specific feedback
also the resources, the sample questions, that's really helpful as well because I get to know this is the form that QCAA is looking for or this is the kind of question, this is the difficulty level that they are expecting.	B page 4	Sample assessments
also the standard, I also read the reports from the previous years, what's a standard A, what's a standard B on average, from what percentage to what percentage is an A, B, C, D, or E for physics. Because I'm so used to the 100% standard. I've never used ISMG.	B page 4	Subject / scaling report. This information is important as it gives context to the letter grades and percentages. And this is what is most unfamiliar about marking student work for this teacher in the QCE.
Well I, to be honest I haven't used any of them.	C page 6	Teacher C, on the other hand, indicated that they have not used any of the QCAA resources, but they have attended webinars for offshore schools.
if I see someone else's resources I often find that they might not fit as tightly to the class I have in front of me as I would need and so often I find it quick enough to do something myself or I would end up taking an example and adjusting it quite a bit	C page 7	Teacher C sees that there are barriers to using existing resources, mainly around it 'fitting' with the context of his school and students. Taking an existing resource also does not allow them to do the 'thinking steps' outlined in a previous response.
So what about resources that aren't for your students but resources that are there to help you fulfill the things that you need to do as the teacher? I have yes briefly... That's usually pretty clear even without looking at other models or whatever.	C page 7	"What are the skills" and backward mapping
I think though that they are helpful, they have been helpful to other teachers from what I've heard in various ways. I mean there are people who really enjoy working with and seeing examples and models and where they're headed.	C page 8	

How could QCAA better support you? it might not be possible but-	C page 8	
We have our contacts that helps us through year 11.	C page 9	Being able to contact PEOs for advice is the best way that QCAA can support the teacher. Communication with them via email is fairly effective, but not as effective as being able to talk via telephone or virtually.
I mean communicating by email that's good and overall effective, pretty effective	C page 9	

Data	Teacher and page no.	Notes / researcher analysis (<i>pretend you're explaining what this means to someone outside of the education context</i>)
CODE: SELF EFFICACY – <i>I persist where I see value in the goal/activity; I believe I will be successful in reaching the goal</i>		
I have to adjust, or I have to just make some, some change for my attitude or my mind to face or to understand that the main point of what QCAA want to	A PAGE 3	Teacher A explains the adjustments they have had to make to their attitude and understandings (“my mind”) to teach the QCE. This indicates that there is a significant step for offshore teachers who have experience in teaching a different program, and come to teach the QCE to understand the system, the syllabus and its curriculum and assessment. Teacher A’s comment also indicates that understanding the “main point” means that the approach to understanding the QCE may be a holistic one as well as understanding the intricacies of subject matter and skills within the curriculum.
So I have to follow that, to make sure the properly or the validity or the guidelines for alignment to the syllabus, this is for me, this is for me.	A page 4	Teacher A comments on the importance of following the syllabus specifications and the sample assessments provided by QCAA to ensure that their assessment is appropriate, valid and aligns to the syllabus. The final part of their statement reinforces how important this is to the teacher. From this it could be concluded that QCAA resources are important in bench-marking quality and alignment and are exemplars for teachers to be able to better understand interpretations of curriculum into assessment.

		Teacher A demonstrates a high level of self-efficacy in regard to their developing understanding of the QCE.
I think this is my major purpose to use the - because the portal to maintain and my quality of assessment I guess. And this is my major purpose	A page 4	Teacher A uses purpose to describe a responsibility to be using the QCAA sample assessments to ensure the quality of their assessments. Further, the purpose of the assessments is to support teachers in developing high quality assessment.
you always some space you can improve	A page 9	Teacher A is describing here a growth mindset (see Dweck / Seligman) from their experiences of teaching the QCE.
I always just learning about the new information to improve myself. To show a better way for student, because I think it is my responsibility for student in my mind anyway. so I love the spaces to be improve.	A page 9	Teacher A demonstrates a learning disposition and a willingness to learn new information to improve teaching. This goal is clearly defined by a desire to support their students. Although Teacher A very much considers themselves to be new to the system, they articulate a personal and professional sense of joy in the learning.
I think the successful is defined by my students, by my students, my student. If they think you are a great teacher, to deliver the correct information, correct, the content, the correct code, in the purpose and from the syllabus. And just make - they realise everything, what the syllabus require. And they think, I think I am successful by them defined by them.	A page 9	The question posed to Teacher A was, "how do you know when you've been successful in your QCE teaching?" and the response was that success is defined by the students. A great teacher is one who knows the content, can deliver it with purpose and impact within the parameters of the syllabus. This leads to student understanding – "they realise everything"
my feedback was a little bit scary because I was like oh my gosh, I'm not on the right track. Because I was using my knowledge based on my US education background.	B page 2	The feedback that Teacher B is referring to is the feedback provided on Year 12 assessment instruments. It is a supportive process in which QCAA works with the teacher to ensure the validity and accessibility of the assessment. The teacher indicates in this statement that they had been using their knowledge of the subject domain based on previously internalised information belonging to the US education system, and this had let her down in this instance.

<p>I think the most challenging part is the spiral thing. I'm not familiar with the spiral way of teaching, which I think during the meeting it's called backward mapping</p>	<p>B page 2</p>	<p>Teacher B's comment in regard to backward mapping is one of the most intriguing comments from the interview data. The QCAA promotes backward mapping as the approach to unit planning, which at its simplest begins with a timeframe, and maps the teaching the learning from the development of assessment to the planning of learning episodes. Pedagogy, curriculum and assessment are connected. Teacher B found this approach to teaching and learning challenging. They have no previous exposure or context in which this approach has been adopted.</p>
<p>But when they ask me why do I get an A, it's a little bit difficult for me to explain to them. Or when they get a 75% and they get a B, they would ask me is it because I got a 75% so I get a B? Not really. Let me explain it to you. I think it's a little bit confusing to them as well.</p>	<p>B page 6</p>	<p>Teacher B has had to develop their understanding of the standards in the QCE system. This comment connects to the fact that achievement decisions are made using written descriptors, not purely mathematical formulas. What stands out here is that Teacher B is communicating both that they were confused by the standard and that they can now explain the standard to the students. The feedback here is that more work needs to be done to investigate what support offshore teachers may need to understand the written descriptors. Teacher understanding of the descriptors as evidenced in student work develops slowly and over time. Teachers who have an English as a Second Language background or a very new to the Queensland system may need further support.</p>
<p>And before that session I had no idea how to answer to my students. But after that, I can be very specific. I can tell them at the end, you have to have five courses that's passed.</p>	<p>B page 8</p>	<p>Teacher B referred to the QCAA training session about QCEs as one of the most helpful sessions they have attended. This demonstrates that an understanding of the greater system structures is important to them, and then they can describe how results within the subject contributes to the certificate.</p>

one's obviously not about physics, but that webinar was giving you a broader understanding of how the whole system works	B page 8	See comment above
I think I can do a better job the next time, so that I know what's a more appropriate way to give a letter grade or to give a final score to my students.	B page 10	
all of my lessons are in English. I do, when we're, when I can see some maybe blank faces or a little bit of confusion when I'm trying to explain a concept or there's a particular vocabulary that's come up here and there in a text or even just a singular experience but it's an important word in a text or something and I'm not getting it across. I can see how I'm explaining it is not coming across on their faces so I might	C page 3	QCE lessons are delivered in English. Teacher C uses body language and facial expression of the students to ascertain their understanding of vocabulary and topics. Teacher C can determine when vocab or a topic has not been understood by a student using this method.
I ask them the question and they can explain it back to me in a good way for the rest of the class and then I ask him can you explain it further to your class mates.	C page 3	
I get them to explain it in Chinese, then I'll get someone who looked confused before once they've heard it in Chinese to then try and put it back to me in English so, just to make sure that they are understanding what's happening.	C page 3	Students may explain topics that have been hard to grasp to each other in Chinese. They then articulate the topic in English back to the teacher and the teacher can ascertain whether the student now understands the vocab or topic.
Here Head of Department are more, it's more of an admin role. They don't have any say over curriculum or interpreting curriculum or anything like that and they don't appear to have any experience teaching what we're required to teach or anything close to that yeah.	C page 4	Teacher C describes the Head of Department role as an administrative role at the school, which is significantly different to the way the role is intended to support the teaching, learning and QCAA processes. Heads of Department are the curriculum experts in their Learning Area in the school in Queensland. The absence of this role means that a lot of the training provided by QCAA doesn't fit well in alignment to roles and responsibilities at the school. Teachers may take on more responsibilities that usually lie with the Head of Department. There are significant

		implications for training and the management of QCE processes where the Head of Department is not a teacher or curriculum leader.
yes their understand of what's required can be either simplistic or wrong in some cases so that can be challenging because you don't always have time to sit down and talk everyone through. Maybe there's misunderstandings or simplistic view of what the students have to achieve and what you have to do to get them there. So that's a challenge.	C page 4	Teacher C describes a work context in which the Head of Department does not have typical HoD skills and aptitudes as challenging. There is a "simplistic view" of the work of a teacher and what the students have to achieve, which is a potentially highly problematic situation where the expected outcome would be that students experience success in their study.
I'm - my teaching is really start from where they're at and I start with the basics and I need to find it because I think it's my response to them learning in a second language I really need to know where they're at and what they know and then I just build from there and I, I even make my own checks.	C page 7	The baseline from which students learn into unit 1 of the senior system may be different to the baseline for Queensland students or where the student has English as a first language. This puts extra demands on the teachers to support them and in this instance, develop literacy skills. Teacher C develops their own "checks" to determine language proficiency to then be able to put in the correct types of supports.
I like to tailor things according to where they're at you know-	C page 7	Teacher C spoke often to the development of their own resources for the students. This allows them to "tailor" resources for the specific needs of the student.
I like to also build from scratch as a teacher because that helps me teach it better... this is where we're going, okay that's fine.	C page 7	Teacher C indicated that they prefer to make their own resources rather than use ones provided by QCAA. The thinking process that goes into its development ensures that they are considering all of the processes the student will need to consider and practice in developing skills in the cognitive verbs and actions of the syllabus.
I know the details and often if I have to even, again as part of going back having to make little resources it makes me break down the cognitive steps in more finer detail and oh I've got to remember to make the students think about this at this stage.	C page 7	See comment above

<p>I can see that incremental change. So keep a real simple case I asked them to write in the way that they need to write an analytical essay. So a paragraph should have a topic sentence that introduces what they're going to write about below. It's a very simple thing. I mean most of my year 12's remember to do it now automatically but seeing that, that's why I put feedback you need a topic sentence to include what you've stated below in your paragraph I feel successful if the next week or the next time they do this task that it's there and that it stays there. So I can see that real, that real improvement and that's how I judge it.</p>	<p>C page 11</p>	<p>The question posed to Teacher C was, "how do you know when you've been successful in your QCE teaching?" and the response was when they observe "incremental change" in the quality of the output of the students' work. This means that the student has understood feedback and been able to apply the feedback in a way to improve their work. Teacher C, like teacher A, measures their success in the success of the students.</p>
<p>but if I can see it soon enough they begin to use it with a degree of dexterity then, then I know what I'm doing it working and if it's not then yeah okay I have to review what I'm doing</p>	<p>C page 11</p>	<p>The responses demonstrate a great amount of intrinsic motivation to do well as a teacher (for the benefit of the students) There is not much external input used by this teacher.</p>
<p>Yeah, but yeah real world application or real task application and improvement over time in those little skills that add up to the big success.</p>	<p>C page 11</p>	<p>Further to – " how do you know when you've been successful?"</p>
<p>Themes from this section:</p> <ul style="list-style-type: none"> - Teacher understanding the <u>whole</u> system, being able to explain it - Wanting to do things 'properly' - Having a purpose - Teacher improvement - "I can still do better" - Seeing understanding / improvement in the students 		

Data	Teacher and page no.	Notes / researcher analysis (<i>pretend you're explaining what this means to someone outside of the education context</i>)
CODE: STUDENTS		
a private school currently so students are a lot better behaved	C page 1	1 The school is a private school that has an application and entrance procedure for eligible students. The standard of behaviour of the students is high.
And to people who English is their second language a number of them have electronic dictionaries	C page 1	2 All students are English as a second language
we all speak in English.	C page 3	3 Students use language dictionaries to support their understanding of the work required of them. 4 The teachers speak in English; lesson delivery is in English. Communication with students studying the QCE is in English and students are expected to use English when engaging in lessons and with their teachers.
a lot of student here don't get the same amount of time to sit and process texts and do the reading and the working through as maybe Australian students do. Students here, you're probably aware of this from Japan and I'm sure it's quite similar they're in class from 8 through until 5:30 non-stop apart from lunch time and then some of them will go to, or most of them will go to after school study	C page 4	5 Time is a challenge for students. In addition to working in a second language, there is the challenge of the expectations of the school system - students engage in school studies for a long part of the day, for example, from 8am until 5:30pm each day. At the conclusion of the school day, students may then engage in more study, with their school day not ending until late at night. The challenge articulated by Teacher C is where in that sort of a day does the student have the physical and mental space to contemplate the learning required of them? Specifically, the challenge is to "sit with" texts to understand them and interpret meaning.
it takes them longer because it is in their second language	C page 4	6 Learning takes longer for these students who may not be operating at a proficient language level, and are having to interpret ideas from English to Taiwanese to then make sense of these back into English to then be expressed verbally or in writing. This places an additional responsibility on the offshore teacher to ensure that students have grasped

		<p>concepts in thorough enough detail for the necessary cognitive processing to occur.</p> <p>Marzano & Kendall – levels of cognitive processing</p> <p>Who is responsible for supporting teachers to teach students in a second language? For the demonstration of effective approaches to the skills and cognitions required for ESL learners? Is it an appropriate assumption that teachers even need support in this space?</p>
it takes them longer to process the text because often they're looking up words on their electronic dictionary or if they don't have one in the paper dictionary	C page 4	See comment 5 above
that physical time that they need to make their way through.	C page 4/5	See comment 5 above
I see them 45 minute periods, 6 of those	C page 5	Class time for each QCE subject is equivalent to Queensland, if not slightly more in the offshore school. The recommended hours per unit is described by the syllabuses and the school is meeting, if not slightly exceeding that. According to Teacher C, even a small excess of time does not feel as though there is adequate time for students to fully absorb the learning.
they also have to do 1 or 2 Taiwanese curriculum courses as well as the Australian curriculum to meet Taiwanese education standards... additional homework and additional energy	C page 5	Students completing the QCE also study one or two Taiwanese curriculum subjects to be able to meet Taiwanese education standards. This is additional to their QCE. It is imagined that students have to do this in the case that they do not achieve a QCE.
a lot of students ask me questions like how can I pass? Can I pass? Or what's the standard?	B page 8	

CODE: TEACHER BACKGROUND		
So basically I have joined the QCAA program for 3 years. I have taught about the maths and chemistry both	A page 2	Teacher A started teaching the QCE 3 years ago. Teach A has taught in both the Science and Mathematics leaning areas; in particular Chemistry in the Sciences.
I have taught almost 20 years ... for in teaching. But most of them I just for the American Program. Sometimes I get also teach in IB system	A page 2	Teacher A has approximately 20 years teaching experience. Teacher A's experience is with the Taiwanese education system, the American Program and some International Baccalaureate. In the length of this teacher's career, they have relatively short experience with teaching the QCE. Teacher A has a significant number of past experiences that contribute to their professional identity. Teacher A must have been able to demonstrate self-efficacy in terms of being able to adapt to the requirements of different curriculums across their experiences in four different curriculums.
because for my doctor ... because I work on the science field.	A page 10	Teacher A's level of education is a Doctorate in the field of Science.
When I was doing my doctorate dissertation	B page 1	Teacher B's level of education is a Doctorate in the field of education.
My master's is in physics but my doctorate is in education.	B page 1	Teacher B also holds a masters in Physics, the subject area they teach in the QCE.
I was born and raised in Taiwan, but then I spent my kindergarten years in the States. After college, I went back to the States. I will say that half of my life I spent in the United States. So I was super familiar with the US system.	B page 2	Teacher B has spent half of their life in Taiwan, and the other half in the United States. They have therefore been immersed in the education systems (as a student) of both countries. Teacher B has experienced the American system of education both as a student and as a teacher which explains her familiarity and often referencing it throughout the interview. For this teacher, this curriculum is the base line on

		which the QCE and the newer experiences are compared, contrasted and evaluated.
I've never, ever studied in Australia, my whole life. And I'm not familiar with the curriculum at all.	B page 2	This comment contemplates the relationship between having been a student in the system in which you teach and how that might interpret a greater sense of self-efficacy . What are the aspects of teaching that become easier due to a teacher's internalised understanding of the purpose, context, operational functions etc of the curriculum you have experienced as a student?
And also, because I did not study in Australia. So that's really helpful for me because I don't understand the education system	B page 8/9	The teacher describes that they have no prior exposure to or experience of the QCE system.
August 2019.	B page 9	Teacher B has taught the QCE for nearly three years. Although highly educated and with years of teaching experience, there are some aspects of this scenario in which the teacher may be categorised as a new and beginning Queensland teacher.
That's North Rockhampton, anyway I'm trying not to go back there	C page 1	Teacher C has teaching experience in a Queensland state high school.
Yes so I guess it's just a tiny little amount of Mandarin, the small role that it plays just in clarification here and there if needed.	C page 3	Teacher C is a native speaker of the English language, and speaks minimal Mandarin. Teacher C uses a small repertoire of Mandarin in classes when required, however, it would be to their detriment to use more as they teach English.
One is that unlike my experience in Australia where the Head of the Department is someone who's had a lot of experience and training	C page 3	Teacher C's observation of the role of the Head of Department indicates that the personnel in this position has a different set of skills and competencies than to his experience with Heads of Departments in Queensland. They indicate that HoD may not have had a lot of experience in teaching in a particular learning area, nor training in the skills of management and leadership that are required to be successful in the role. The role in the offshore school may require a more managerial approach, closer to a Principal's delegate or what we would call an administrative support role in a Queensland school. What this

		<p>means is that different school structures, as well as the skills and dispositions we might expect to find in middle leaders in offshore schools may not be found in offshore schools. We make an assumption that the hierarchy of staff roles – teacher, HoD, senior schooling HoD, Deputy / Principal’s delegate and the skills and attitudes of the staff that fill these roles are similar to what we would find in majority of Queensland schools; however, this is not the case.</p> <p>In turn, this impacts how the teachers must operate. Where there is no Head of Department role with superior experience in the learning area / subject and in the wisdoms of teaching, the teacher is then left to make decisions about their practice and processes themselves, or if they have a teaching colleague in the same learning area, with another teacher. This is extra pressure and responsibility for the classroom teacher. It may also equate to less consistency across the learning areas where teachers are taking on some of the decision making of a Head of Department. For the organisations that provide the curriculum and support to the offshore school, it means that they cannot always encourage the use of particular procedures as we might for Queensland high schools, or, we must be more mindful that particular protocols and/or procedural paradigms that are used commonly in professional learning and training resources may not ‘fit’ in the offshore school.</p>
<p>Yeah it’s only because these teachers here I’m the only one from Australia, having taught in Australia so I have a little bit of influence and this new syllabus was just coming in as I was, about the time I was sort of leaving</p>	<p>C page 9</p>	<p>Teacher C identifies themselves as the only teacher from Australia in the school. Teacher C is also the only teacher with experience in an Australian school. Teacher C was engaged with the new QCE system and 2019 syllabuses when teaching at a senior secondary high school in Queensland. The teacher equates this with having influence within the teaching group at the offshore school, in regard to understanding the purpose and intent of the syllabuses, teaching requirements and assessment.</p>

		It is interesting to draw conclusions in regard to this and their use of QCAA provided resources – or lack thereof. Are they not used due to their perceived experience?
Born in New Zealand and family is from New Zealand.	C page 12	
		Other notes: Teacher C can compare to his previous experiences of teaching in Queensland, this explains the difference in opinion between Teachers A and B and Teacher C about the effectiveness of the school structures, i.e. not having a HoD in the Queensland sense of the role, and the support of the Principal's delegate.

Data	Teacher and page no.	Notes / researcher analysis (<i>pretend you're explaining what this means to someone outside of the education context</i>)
CODE: TEACHER PROFESSIONAL IDENTITY "who I am as a teacher, my past, my present, my emotion"		
I still learning, I'm still learning for the QCAA, I still learning ... story, completely new experience for me	A page 2	Teacher A continued to emphasise his newness to the QCE and that he was very much still learning in regard to the curriculum. He described it as a "completely new experience" perhaps indicating the differences in the requirements of QCE to AP and IB. Teacher A demonstrates an attitude of learning, which is an indication of persistence in the concept of self-efficacy .
I'm enjoying it, I'm enjoying, to teach that and learning sure.	A page 2	Teacher A expressed his personal satisfaction in teaching the QCE, another indicator that this was part of his developing sense of identity within the QCE system.
The sample about each internal assessment and to guide me to how to write out and how to develop what is suitable and with the good amenities of the internal assessment reference. It's very	A page 3	Teacher A indicates that QCAA provided resources, such as sample assessment instruments in Year 11 and 12 are indications of what valid and accessible

important for me, it's very important because it's very important for me, sure.		(high quality) assessment can be, and that being able to develop assessment of this quality is an important skill to Teacher A.
as a rookie of a QCE teacher,	B page 5	Teacher B referred to themselves as a "rookie" QCE teacher twice throughout the interview. This indicates that there are fewer memories, experiences etc. to draw upon in the QCE system for them to feel as though it is a valid part of their professional identity at this stage. The teacher sees themselves as an AP teacher teaching the QCE system, perhaps.
I must keep the integrity of the program	C page 6	Teacher C spoke a lot about the "integrity of the program"
work in some way is going to be confirmed or validated, the marking that is of the students work externally to this therefore we have, we've got no choice but to hold to the standards of the curriculum	C page 6	
the marking and the student work will be looked over back down in Australia which is a relief which means I can just I have to keep things very, to a high level of integrity	C page 6	
producing students that have earned their place whatever that may end up being in the University.	C page 6	
I do think of it that way, like I'm sending students to Queensland and other Universities hopefully in the best shape as they can be.	C page 12	

APPENDIX D

Appendix D: Coded information organised by key research questions (large image)

1. WHO?

You're part of a learning, a professional learning community in AP program. A: Yeah.	A page 5	Teacher A easily identifies their belonging to a PLC in the American program.
Well I think because, because this is my first time to teach, I think I, I would like to learn more, to give the Queensland provide more information for me, I would like to learn. But I think after probably few years later, I can provide more, better suggestion for you for that system.	A page 9	So new to the system, not sure what he needs
They actually went to a training, but I did not because then he left. So I was newly on board. So that was the first challenge I felt when I was just on board	B page 2	
So basically I have joined the QCE program for 3 years. I have taught about the maths and chemistry both	A page 2	Teacher A started teaching the QCE 3 years ago. Teach A has taught in both the Science and Mathematics learning areas; in particular Chemistry in the sciences.
I have taught about 21 years - for in teaching. But most of them I just for the American Program. Sometimes I get also teach in TN system	A page 2	Teacher A has approximately 20 years teaching experience. Teacher A's experience is with the Taiwanese education system, the American Program and some international Baccalaureate. In the length of this teacher's career, they have relatively short experience with teaching the QCE. Teacher A has a significant number of past experiences that contribute to their professional identity. Teacher A must have been able to demonstrate self-efficacy in terms of being able to adapt to the requirements of different curriculums across their experiences in four different curriculums.
Because for my doctor - because I work on the science field.	A page 10	Teacher A's level of education is a Doctorate in the field of Science.
When I was doing my doctorate dissertation	B page 1	Teacher B's level of education is a Doctorate in the field of education.
My master's is in physics but my doctorate is in education.	B page 1	Teacher B also holds a masters in Physics, the subject area they teach in the QCE.
I was born and raised in Taiwan, but then I spent my undergraduate years in the States. After college, I went back to the States. I will say that half of my life I spent in the United States. So I was super familiar with the US system.	B page 2	Teacher B has spent half of their life in Taiwan, and the other half in the United States. They have therefore been immersed in the education systems (as a student) of both countries. Teacher B has experienced the American system of education both as a student and as a teacher which explains her familiarity and often referencing it throughout the interview. For this teacher, this curriculum is the base line on which the QCE and the newer experiences are compared, contrasted and evaluated.
I've never, ever studied in Australia, my whole life. And I'm not familiar with the curriculum at all.	B page 2	This comment contemplates the relationship between having been a student in the system in which you teach and how that might interpret a greater sense of self-efficacy. What are the aspects of teaching that become easier due to a teacher's internalised understanding of the purpose, content, operational functions etc. of the curriculum you have experienced as a student?
and also, because I did not study in Australia, so that's really helpful for me because I don't understand the education system	B page 8/9	The teacher describes that they have no prior exposure to or experience of the QCE system.
August 2019.	B page 9	Teacher B has taught the QCE for nearly three years. Although highly educated and with years of teaching experience, there are some aspects of this scenario in which the teacher may be categorised as a new and beginning Queensland teacher

strong connections to PLC AP

In learning phase of teaching w QCE

on boarding new staff

A+B = PhD

- All 3 teachers have taught new QCE for the same amount of time system to compare to

3. WHAT?

<p>How Queensland teaching community? I have very few information about that, but I have lots of time - about your progress. So this is so far for me. If there is some opportunity to I think I will join the community for QCE.</p>	A page 8	Teacher A says they have a lot of information about the QCE system, but not about professional learning communities.
<p>If I get to talk to some experienced teacher, maybe teachers in Queensland, that would be really helpful. So I get to talk to some. Maybe I get to get some advice from them about I teach, what I design, my teaching plan or even what I design all the "A's" and "B's".</p>	B page 2	Seeks opportunity to speak to experienced Physics teachers in Queensland. Maybe HEU could set up a offshore teachers networking day with Queensland teachers? This could be a half day where selected expert Queensland teachers bring their knowledge and expertise of different aspects of the syllabus, as practical ideas to share with the other Queensland teachers attending and the offshore teacher. It would be like a very low key mini-conference. Consider the activities that could precede it, and follow up.
<p>Yeah I think because it is my first time to teach the QCE or the QCAA program... So I think if there is any similar connections I will love to join it, to be connected.</p>	A page 8	Importance of connection
<p>Sometimes it's really hard to find data with online... It's either too complicated or too simplified. So what I mean is if we get to have a lot of data, a data bank that we can see.</p>	B page 5	Data bank vs test bank?
<p>And before that session I had no idea how to answer in my students. But after that, I can be very specific. I can tell them all the stuff, you have to have five answers that's passed.</p>	B page 2	Teacher B referred to the QCAA training session about QCE as one of the most helpful sessions they have attended. This demonstrates that an understanding of the greater system structures is important to them, and then they can describe how results within the subject contribute in the certificate.
<p>Well, sometimes I was search for some the test paper for the ASAR, for the examination paper. So some - some... Just like the attachment in the - some reference book or some resource linkage from the portal, from the QCAA as a reference... sometimes beside the syllabus, the syllabus and something else.</p>	A PAGE 3	Teacher A indicates that external exam papers - test papers or mock (sample) exams are useful, in addition worksheets to accompany these. Teacher A would find a reference book - test book - with teaching support resources helpful. While QCAA has a responsibility to demonstrate how the curriculum and assessment can be enacted, resources beyond this such as textbooks are beyond the responsibility of the organisation. Efforts could be put toward supporting a teacher community of practice.
<p>More reference linkage</p>	A page 4	References to teaching texts and teaching examples
<p>Just like the - they can provide the video from the senior AP teachers for the AP program.</p>	A page 5	Teacher A refers to video demonstrations of teachers engaging a class to demonstrate high quality instruction.
<p>So basically they will put on some video, recorded by some senior AP teachers and to show what's the content, how to teach for the younger or the higher and the junior teachers how to teach.</p>	A page 5	See comment above
<p>We can make some on the community with the teachers as video tapes or make some meeting regular probably 2 weeks for one time, 4 months - time and to discuss or share information we get or some ideas we get.</p>	A page 6	Interest in creating a community of practice with other teachers, whether by sharing videos of practice or regular meetings to discuss and share meetings.
<p>If there is some opportunity so I think I will join the community for QCE.</p>	A page 8	Teacher A's response demonstrates that they do not yet feel a part of a community of practice, but would like to seek out this opportunity.
<p>When I am not familiar with the type of questions or type of assessments that we're supposed to give our students, I think test banks will be very helpful for us because I literally spent a lot of hours to just design the assessments and to modify my assessments bank and forth with my PEO.</p>	B page 5	Teacher B indicates that a test bank ("assessment bank") would be a useful resource. The use of the assessments from the bank would be for learning, not necessarily for direct copy, as the concern tends to be with such assessment banks. Designing assessment, and then the conference (via email) has been significant in this teacher's experience to this point.
<p>For year 11, we're supposed to report with A, B, C, D, and E. And we are asked specifically that do not just translate the percentage into A, B, C, D, and E. I understand it and I think I did my best to understand it, but in a way, I still think it's a little bit vague for me to - what is the standard to give it as A, B, C, D, or E. I know there's a description in the curriculum, but those descriptions to me - I guess it's because I am a physics person, I tend to rely on numbers a lot.</p>	B page 6	Need to support teachers in the decision making where written descriptors are used, especially for Year 11 where the school uses the written reporting standards from the syllabus. For Maths and Science teachers who often use "try out" numbers, these illustrations of the merit of student work to written descriptors is vital. Due to the flexibility in the way that Queensland syllabuses can be used for Year 11, the QCAA has not produced any examples of this. And in Year 11, instrument-specific marking guides must be used.
<p>Note sampling, question banks. And also for year 11, the letter grade standard.</p>	B page 6	

<p>In training for Head of Department to mean that to mean more of what's required and standard.</p>	C page 4	Training for Heads of Department. This could only occur where further exploration of how the role is enacted at the school occurs.
<p>You know the 2011 curriculum when year 11 was also introduced in Queensland, every five year it is well. So that helps the teachers keep on track. On my teaching on the right level and my meetings up on the right level and therefore when they enter year, you have a little bit more - similarities with you enter year 11 that you see on the right path yourself and therefore keeping the students on the right level. So I hope they can - yeah, you know QCAA can bring that in for year 11.</p>	C page 4	See comment above.
<p>It would be nice to be able to talk to person with our context at times and have time available, not just only for year 11 but part of on hand, by appointment of course, so have as we go through I want to speak with them in person.</p>	C page 8	Online meetings person to person between teacher and subject expert, such as PEO. To have them on hand? indicates that regular meetings would be useful for the offshore teachers.
<p>Speaking to an English, someone experienced at teaching the syllabus, the English syllabus would be, I mean like I say it's the ideal world.</p>	C page 8	See comment above.
<p>So that's why talking to someone, another English teacher or for a Physics teacher another Physics teacher or whatever would be, could really be good in that sense.</p>	C page 8	
<p>Just we being able to get an Australian, an experienced Australian teacher in their field could really help clarify a lot of things. Speaking to an Queensland teacher on how they should make a particular part of their assessment or teach a particular part of their assessment.</p>	C page 8/10	Connection to an experienced Australian teacher who teaches the same subject. This would provide clarity around the nuances of the syllabus.

