

Model of Teacher Success: Supplementary Information for Participants

About the characteristics

The list of characteristics presented throughout this survey stem from recommendations from local and international educational authorities and research investigations on teacher quality.¹ For example, personality researchers² have found conscientiousness and self-efficacy as contributing to teacher quality. AITSL³ also identified conscientiousness and self-efficacy as well as the motivation to teach, strong interpersonal and communication skills, willingness to learn, resilience, and organisational and planning skills as quality teacher characteristics that are related to quality teaching. The Teacher Education Ministerial Advisory Group⁴ and the Australian Secondary Principals Association⁵ also recommended key personal characteristics be considered when selecting teacher education candidates. A teacher selection research project based in the UK also revealed a list of core personal characteristics, with additional characteristics considered context-specific.⁶ By completing this survey and follow-up focus group, you will have the opportunity to consider the importance of certain characteristics and help advance our understanding of how to assess teacher quality.

¹ For example:

- Akiba, M., & LeTendre, G. K. (Eds.) (2018). *International handbook of teacher quality and policy*. New York, NY: Routledge.
- Michelli, N. M., Dada, R., Eldridge, D., Tamim, R. M., & Karp, K. (2017). *Teacher quality and teacher education quality: Accreditation from a global perspective*. New York, NY: Routledge.

² For example:

- Bastian, K. C., McCord, D. M., Marks, J. T., & Carpenter, D. (2017). A temperament for teaching? Associations between personality traits and beginning teacher performance and retention. *AERA Open*, 3(1), 233285841668476–17. <http://doi.org/10.1177/2332858416684764>

³ Australian Institute for Teaching and School Leadership (AITSL). (2015). *Action Now: Selection of entrants into Initial Teacher Education – Guidelines*. Melbourne, Victoria: Australian Institute for Teaching and School Leadership.

⁴ TEMAG: Teacher Education Ministerial Advisory Group (2014). *Action now: Classroom ready teachers*. Canberra, Australia: Australian Government Department of Education. Retrieved from <http://www.studentsfirst.gov.au>

⁵ Australian Secondary Principals Association (2015, June). *Initial Teacher Education: Selection criteria for teacher education candidates [Position Paper]*. Stirling, ACT: ASPA. Retrieved from <https://www.aspa.asn.au/documents/position-papers/>

⁶ For example:

- Durksen, T. L., & Klassen, R. M. (2017). The development of a Situational Judgement Test of personal attributes for quality teaching in rural and remote Australia. *The Australian Educational Researcher* (Online first: 9 December 2017). doi: 10.1007/s13384-017-0248-5
- Klassen, R. M., Durksen, T. L., Györi, J., Hashmi, W. A., Kim, L. E., Longden, K., Metsäpeltö, R-L., Poikkeus, A-M. (2018). Cultural context and teacher characteristics: Exploring the desired non-cognitive attributes of novice teachers in four countries. Manuscript in revision.
- Klassen, R. M., Durksen, T. L., Rowett, E., & Patterson, F. (2014). Applicant reactions to a Situational Judgment Test used for selection into initial teacher training. *International Journal of Educational Psychology*, 3, 104-125. Retrieved from <http://www.hipatiapress.com/hpjournals/index.php/ijep>