

## HDR Researcher Profile

**Name: Verity Beames**

**Faculty of Education**

**Program: Doctor of Education**

**Thesis Title:**

Graduate to Proficient: How Principals Evaluate  
Evidence Using the Australian Professional Standards for Teachers



### Thesis description:

This study investigates the phenomenon of primary school principal decision-making when evaluating the evidence provided by a *Graduate* teacher moving to the *Proficient* stage of the *Australian Professional Standards for Teachers* (APST) (AITSL, 2011).

Using a Constructivist- Interpretivist paradigm, this study investigates the meaning principal's assign to artefacts of evidence provided by a *graduate* teacher within the Queensland teacher registration process. Through thematic analysis, it is intended that greater insight into how principals make decisions when evaluating evidence provided by a *graduate* teacher seeking to move to the *proficient* standard of the APST will be forthcoming in the areas of school leadership, decision making and teacher standards.

### Bio:

A passionate and creative educator who has worked across continents and roles, hoping to make a 'real' and positive difference to teachers and students each day. Keeping a breadth in active study and learning through practice, the journey of being persistent and hope-filled is a driving force personally and professionally.

Qualifications in Teaching (BEd), Inclusive Education (MEd), Theology (MTh) and now the EdD support Verity's experiences as a primary school teacher, Learning Support Teacher, Inclusion Support Coordinator, Assistant Principal, Principal, HAT & LEAD Assessor in QLD and Diversity Consultant.

**Principal Supervisor:** Associate Professor Wendy Boyd

**Co-supervisor:** Dr Aspa Baroutsis

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