

Australian Professional Standards for Teachers

Areas	Career Stage
Items	Proficient teachers
Domains	Professional Knowledge, Professional Practice, Professional Engagement
Dated	Thursday, 4 April 2013

Gen

Proficient teachers

Professional Knowledge

Standards	Focus area
<p>1</p> <p>Know students and how they learn</p>	<p>1.1</p> <p>Physical, social and intellectual development and characteristics of students</p> <p>Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.</p>
	<p>1.2</p> <p>Understand how students learn</p> <p>Structure teaching programs using research and collegial advice about how students learn.</p>
	<p>1.3</p> <p>Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p>
	<p>1.4</p> <p>Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p>Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.</p>
	<p>1.5</p> <p>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</p>
	<p>1.6</p> <p>Strategies to support full participation of students with disability</p> <p>Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</p>

Feedback

Increase FB. → comparative articles? IEP

gesture method

disabilities?

bring in materials to understand their culture.

discussion w/ Kay about Reyder.

Teaching English to Ryan

whiteboard work

2

Know the content and how to teach it

refining content & not necessarily always to AP

2.1 Content and teaching strategies of the teaching area

Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

2.2 Content selection and organisation

Organise content into coherent, well-sequenced learning and teaching programs.

2.3 Curriculum, assessment and reporting

Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

back track over material

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

explicitly address

2.5 Literacy and numeracy strategies

Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

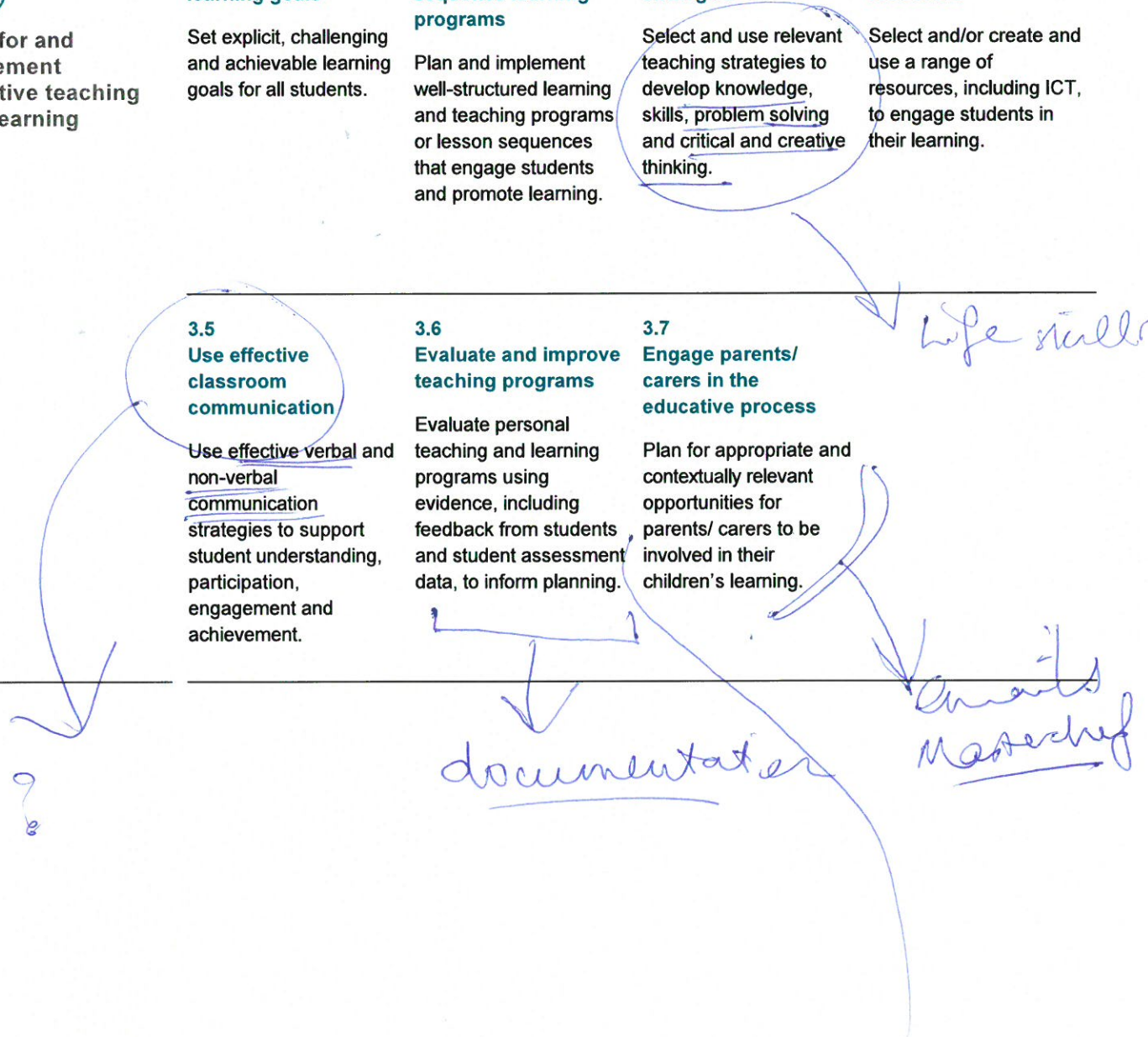
2.6 Information and Communication Technology (ICT)

Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Application to content / content dependant.

Professional Practice

Standards	Focus area			
<p>3</p> <p>Plan for and implement effective teaching and learning</p>	<p>3.1 Establish challenging learning goals</p> <p>Set explicit, challenging and achievable learning goals for all students.</p>	<p>3.2 Plan, structure and sequence learning programs</p> <p>Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</p>	<p>3.3 Use teaching strategies</p> <p>Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</p>	<p>3.4 Select and use resources</p> <p>Select and/or create and use a range of resources, including ICT, to engage students in their learning.</p>
	<p>3.5 Use effective classroom communication</p> <p>Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</p>	<p>3.6 Evaluate and improve teaching programs</p> <p>Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</p>	<p>3.7 Engage parents/ carers in the educative process</p> <p>Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.</p>	



4

Create and maintain supportive and safe learning environments

4.1 Support student participation

Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

4.2 Manage classroom activities

Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

4.3 Manage challenging behaviour

Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

4.4 Maintain student safety

Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.

4.5 Use ICT safely, responsibly and ethically

Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

any phone
standby
behind
doors

talk
with
kids

eg. seating arrangement
~~about~~ eg. bullying
buddies.

parent permission slip

✓ Digital Citizenship.

conference

eg. what are you doing to make it better?

"Professional Student"

is this lesson sufficiently challenging me?

5

Assess, provide feedback and report on student learning

5.1 Assess student learning

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

5.2 Provide feedback to students on their learning

Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

5.3 Make consistent and comparable judgements

Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

5.4 Interpret student data

Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

5.5 Report on student achievement

Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Felmsodo

*work up
with:
look at
best
results.*

SEQTA

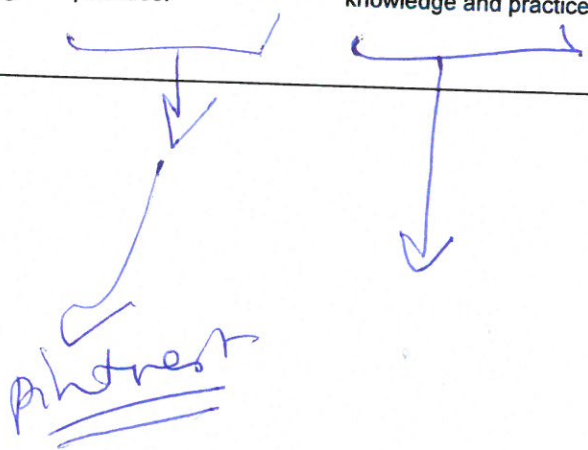
Felmsodo



Felmsodo

Professional Engagement

Standards	Focus area			
<p>6</p> <p>Engage in professional learning</p>	<p>6.1 Identify and plan professional learning needs</p> <p>Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.</p>	<p>6.2 Engage in professional learning and improve practice</p> <p>Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</p>	<p>6.3 Engage with colleagues and improve practice</p> <p>Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</p>	<p>6.4 Apply professional learning and improve student learning</p> <p>Undertake professional learning programs designed to address identified student learning needs.</p>



7

Engage professionally with colleagues, parents/carers and the community

7.1 Meet professional ethics and responsibilities

Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

7.2 Comply with legislative, administrative and organisational requirements

Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.

7.3 Engage with the parents/carers

Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.

7.4 Engage with professional teaching networks and broader communities

Participate in professional and community networks and forums to broaden knowledge and improve practice.

* Documented
↳ to back me up.
* deal w/ issues while small.

Time boundaries

- ① see Liz teaching.
- ② Liz watch me teach everyday.
- ③ reflect

bullying = repetitive nature.

* don't wait to deal w/ an issue → deal with it while it's small

* start tough

→ walk through routine each lesson.
↳ clear instructions.

* make it more uncomfortable for the students' than it is for you.
↳ consequences need to be clear
realise there are consequences.

Affordances

Content
Process
Product

* change beginning of lesson to have a warm up before class & get kids settled.



Today

Session 1 Current context & requirements


Morning Tea 

Session 2 Standards & evidence

 Lunch

Session 3 Hot tips for new players





So, now that we've known each other for a whole 5 minutes, I'd like to ask you a couple of things I was a little curious about:
What are your deepest hopes and fears?

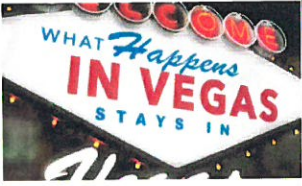

thingfit.com



OUR COMMITMENT
THE PROMISE

Confidentiality

The Cone of Silence What happens in Vegas stays in Vegas



The G2P program



- support you as you make the transition from university studies to the workforce through specific, timely professional learning sessions, networking and contact with school based mentors
- responsive to your needs - co-constructed and developed in response to your feedback and the feedback from your mentors and leaders
- assist you to demonstrate achievement of the proficient phase of the Australian Professional Teacher Standards through collections of evidence of practice.
- requires you to give feedback about your needs and what works in relation to supporting graduate teachers.

Who are we?

Nicola Davidson



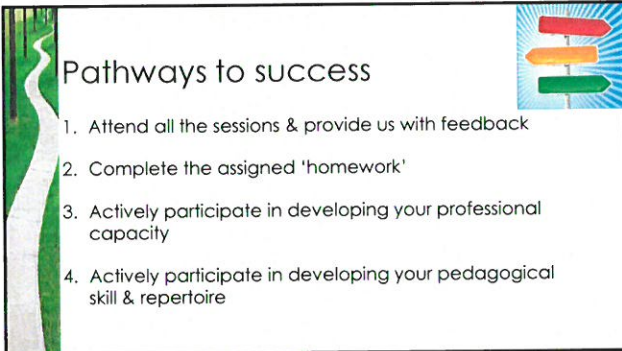
Janet Wilmot



by IB background

YOUR COMMITMENT





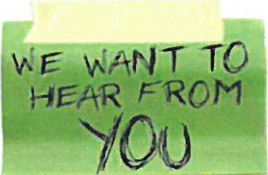
Pathways to success

1. Attend all the sessions & provide us with feedback
2. Complete the assigned 'homework'
3. Actively participate in developing your professional capacity
4. Actively participate in developing your pedagogical skill & repertoire


1. Initial feedback

Discuss the following in relation to your experiences so far this year –

1. A highlight
2. Biggest challenge
3. I'm looking forward to...
4. I am worried about...
5. I need help with...



2. The homework



- Get a mentor
- Gather evidence of working towards the proficient phase for one standard (Janet's session)
- Bring a successful practice story to share
- Bring a question that you would like answered

Qualities
 Honesty
 Welcoming
 F.D.
 Patience.

Skills
 Collaborative
 Organised.
 Boundaries.
 Communication.

Knowledge
 Content
 informed
 judgements.

3. Building Professionalism



Definitions:

1. the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well
2. the conduct, aims and qualities that characterize or mark a profession or professional person

Activity



In your groups write down the qualities you consider to be essential for teachers

- Supportive
- role model.

- set good boundaries
- resilient / persistent
- organised
- approachable
- considerate
- flexible
- dedicated
- communication
- enthusiasm / passion
- learner → lifelong → reflective

Maintain high standards for yourself

CALVIN AND HOBBS



Student # does not necessarily impact student outcomes — Hattie

Reflective

The ability to ruminate and to critically analyse your own performance and personal attitudes cannot be overstated

Hall & Simeral, 2008

Any group that is too busy to reflect on the ways they are working is too busy to work on improving

Garnston



Efficient vs. Effective

Committed to improvement



Remember the perfect teacher does not exist, but we all can become better teachers. Continual improvement of our teaching skills is the essence of professionalism in our field

Good & Brophy

curious



He who dares to teach must never cease to learn

• Fiore & Whittaker

To do the kind of teaching and produce the kind of learning that... (is essential today)... requires that teachers become serious learners in and around their practice rather than amassing strategies and activities

• Ball and Cohen

Collaborative



Key features of effective professional learning include an emphasis on "collective participation and collaboration, active learning and coherence"

◦ Sather

The new knowledge comes not out of the minds of individual group members, but from the relationship between them.

◦ Jane Gilbert

Effective communication



The single biggest problem in communication is the illusion that it has taken place

◦ George Bernard Shaw

Communication is a skill that you can learn. It's like riding a bicycle or typing. If you're willing to work at it, you can rapidly improve the quality of every part of your life.

◦ Brian Tracey

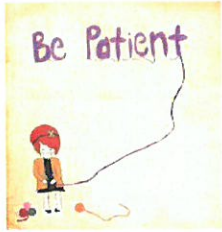
Good judgement

You got to know when to hold 'em, know when to fold 'em,
Know when to walk away and know when to run.
You never count your money when you're sittin' at the table.
There'll be time enough for countin' when the dealin's done.

The Gambler. Don Schlitz



4. Repertoire of pedagogy



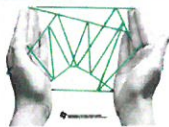
This will be covered in greater detail as we go forward.



CURRENT EDUCATIONAL CONTEXT



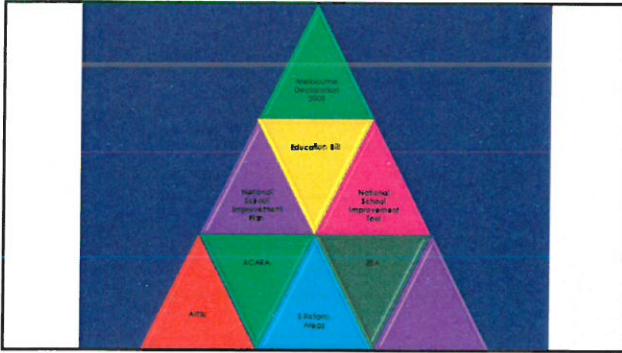
Melbourne Declaration on Educational Goals for Young Australians



Melbourne Declaration of Schooling December 2008

Goal 1
Australian schooling promotes equity and excellence.

Goal 2
All young Australians become successful learners, confident & creative individuals and active and informed citizens.



Australian Education Bill 2012

• Objects of the Bill

- to provide the best possible education for Australian school students (**excellence**)
- to be highly equitable (**equity**)
- to be ranked as one of the top performing countries by 2025

Effective = context dependent

The national plan for school improvement

There are five key reform directions included under the National Plan for School Improvement that evidence shows make the biggest difference in improving student outcomes

Australian Education Context

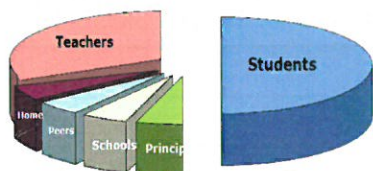
An interesting ride....
but 2 constants seemed to
have remained

- A commitment to
1. a quality curriculum
 2. an improvement in
teacher quality



Why do Teachers need to improve

Percentage of Achievement Variance



*"The key to transforming learning in schools is
changing what happens inside classrooms."*

Students with the best teachers in the best schools
learn at least three times more each year than
students with the worst teachers in the worst
schools. Unless reforms change and improve the
detail of what happens inside schools and
classrooms, they are unlikely to change outcomes.

Geoff Masters, National
School Improvement Tool,
Briefing the Board, 2013

*can ask for extension for
P → Full teacher mode
TRBWA*


*↑ potentially
can be revoked.*

The Mechanism?



aitsl
Australian Institute
for Teaching and
School Leadership
Limited

AITSL




AITSL has responsibility for:

1. rigorous professional standards
2. fostering and driving high quality professional development for teachers and school leaders
3. working collaboratively across jurisdictions and engaging with key professional bodies.


What about improving the quality of teaching?

- Who do we want in the profession?
- How do we prepare graduates for excellence?
- National system for attracting quality applicants
- University courses accredited that all graduates have demonstrated the graduate standards



<ul style="list-style-type: none">◦ How do we ensure our graduates are supported and grow?	<ul style="list-style-type: none">◦ Graduate to proficient in 2 years
<ul style="list-style-type: none">◦ How do we ensure a skilled and continually in workforce is maintained?	<ul style="list-style-type: none">◦ Teacher standards◦ Teacher Registration◦ Performance & Development Framework, PL charter◦ Certification ~HALTs





Morning Tea
