

ASPIRATION

GROWTH

COURAGE

RESPECT

DEPARTMENT OF
EDUCATION
learners first

Professional Standards for Teachers

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School Leadership
Limited



OPENING QUESTION

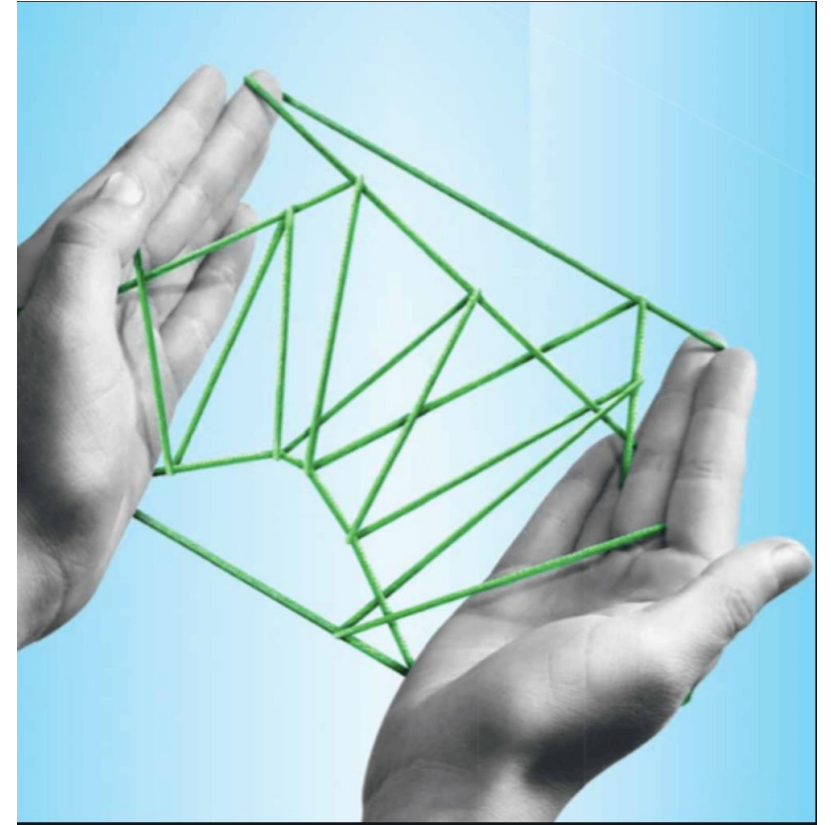
*What is it that we want
our students
to know and understand
about our
Parliamentary system?*



GOALS for all young Australians

*‘...become successful learners, confident and creative individuals and **active and informed citizens.**’*

The Melbourne Declaration on Educational Goals for Young Australians



TEACHERS

*What is it **teachers** need
to **know and
understand** about our
parliamentary system to
ensure our students are
'active and informed
citizens'?*



Purpose

- *The Australian Professional **Standards** for Teachers (APST)*
- *Effective **professional learning***
- *Alignment to current **PE programs***





Professional learning in context

What are the *Standards* ?

The Standards represent a national commitment to achieving the highest level of teacher quality so each young Australian can gain the best possible education.



The Teacher Standards

The Standards make explicit what teachers are expected to know and be able to do at each of the four career stages.

Professional Knowledge

Professional Practice

Professional Engagement

Domains of teaching	Standards
Professional Knowledge	<ol style="list-style-type: none">1. Know students and how they learn2. Know the content and how to teach it
Professional Practice	<ol style="list-style-type: none">3. Plan for and implement effective teaching and learning4. Create and maintain supportive and safe learning environments5. Assess, provide feedback and report on student learning
Professional Engagement	<ol style="list-style-type: none">6. Engage in professional learning7. Engage professionally with colleagues, parents/carers and the community

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS STANDARDS AT THE PROFICIENT TEACHER LEVEL

Domain	PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
The Standard	1 Know students and how they learn	2 Know the content and how to teach it	3 Plan for and implement effective teaching and learning	4 Create and maintain supportive and safe learning environments	5 Assess, provide feedback and report on student learning	6 Engage in professional learning	7 Engage professionally with colleagues, parents/carers and the community
Focus Area	1.1 Physical, social and intellectual development and characteristics of students Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	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.	3.1 Establish challenging learning goals Set explicit, challenging and achievable learning goals for all students.	4.1 Support student participation Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	5.1 Assess student learning Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	6.1 Identify and plan professional learning needs Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	7.1 Meet professional ethics and responsibilities Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
Descriptor	1.2 Understand how students learn Structure teaching programs using research and collegial advice about how students learn.	2.2 Content selection and Organisation Organise content into coherent, well-sequenced learning and teaching programs.	3.2 Plan, structure and sequence learning programs Plan and implement wellstructured learning and teaching programs or	4.2 Manage classroom activities Establish and maintain orderly and workable routines to create an environment where student	5.2 Provide feedback to students on their learning Provide timely, effective and appropriate feedback to students about their	6.2 Engage in professional learning and improve practice Participate in learning to update knowledge and practice, targeted to	7.2 Comply with legislative, administrative and organisational requirements Understand the

Focus Standards for PEs

Standard 2 – Know the content and how to teach it

Standard 6 – Engage in professional learning

How might these two standards influence the programs you design and implement?

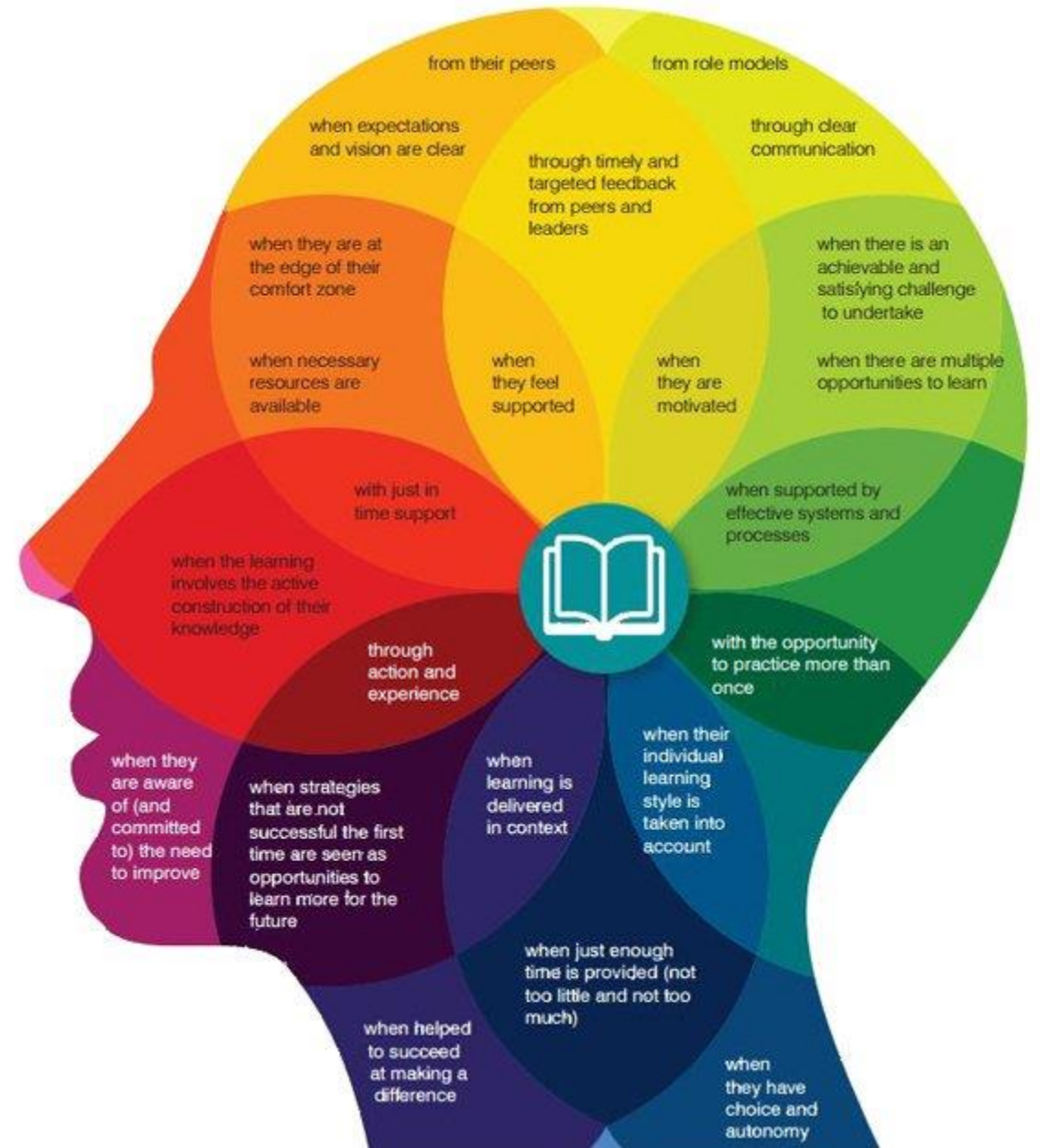
Effective Professional Learning

The research asserts that, in order to be effective, teachers need a deep understanding of their subject area, knowledge of how students learn specific subject matter and a range of strategies and practices that support student learning.

The research also affirms that engaging teachers in high quality professional learning is the most successful way to improve teacher effectiveness and student learning outcomes.

Greenwald, Hedges & Laine 1995; Guskey & Huberman 1995; Elmore & Burney 1997; Hawley & Valli 1999; Elmore 2002).

Adults learn best.....



Adults learn best...

- *When they feel supported*
- *When they know why they are learning something*
- *When the subject is of immediate use*
- *When learning is delivered in context*
- *When they are aware of and committed to the need to improve*
- *When they can collaborate with others*

Which of these might be challenging to address through the professional learning you provide?

PLI Guiding Principles

Principle	
Focused	On the needs of the learner
Connected	To the daily work
Evidence-driven	Grounded on current research
Collaborative	Involving individual reflection, collective inquiry and the sharing of knowledge
Sustained	Supported through follow-up processes to scaffold new learning
Evaluated	Participant learning is measured for impact
Valued	Worthwhile learning for the participant

Guiding Questions – *planning professional learning*

- *Who are the learners?*
- *What do they already know?*
- *What do they need to know – curriculum content?*
- *What do we want the learners to know, do and understand?*
- *What are the learning preferences?*
- *What will learner do, say, make an or write that will demonstrate they understand?*
- *Is there an opportunity for collective dialogue, sharing of ideas?*
- *What is the balance between group and individual activities?*

Evaluation- did it make a difference and how do we know?

How do you currently evaluate your programs?

If so, how is the information used?

If not, what could it look like?



CLOSING QUESTION

In what ways will your program or learning event contribute to student outcomes?



References

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