

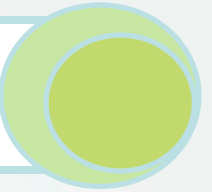


# National Stakeholder Forum

## National Professional Standards for Teachers

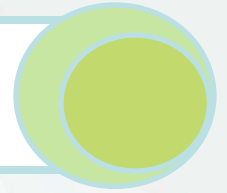
12 May 2011

## Overview of the National Professional Standards for Teachers



- Public statement of what constitutes teacher quality
- Define the work of teachers and make explicit the elements of high quality, effective teaching in 21<sup>st</sup> century schools
- Provide a framework which makes explicit the knowledge, practice and professional engagement required across teachers' careers

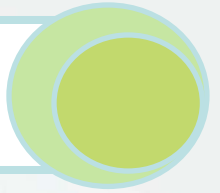
## Overview cont.



- Present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, principal and professional associations and the public
- enable more fluid and flexible movement of teachers through which the workforce can respond to trends in different states/territories of teacher shortages and teacher oversupply

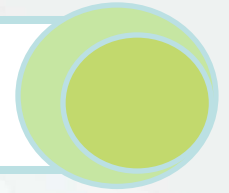


## Development of the National Professional Standards for Teachers



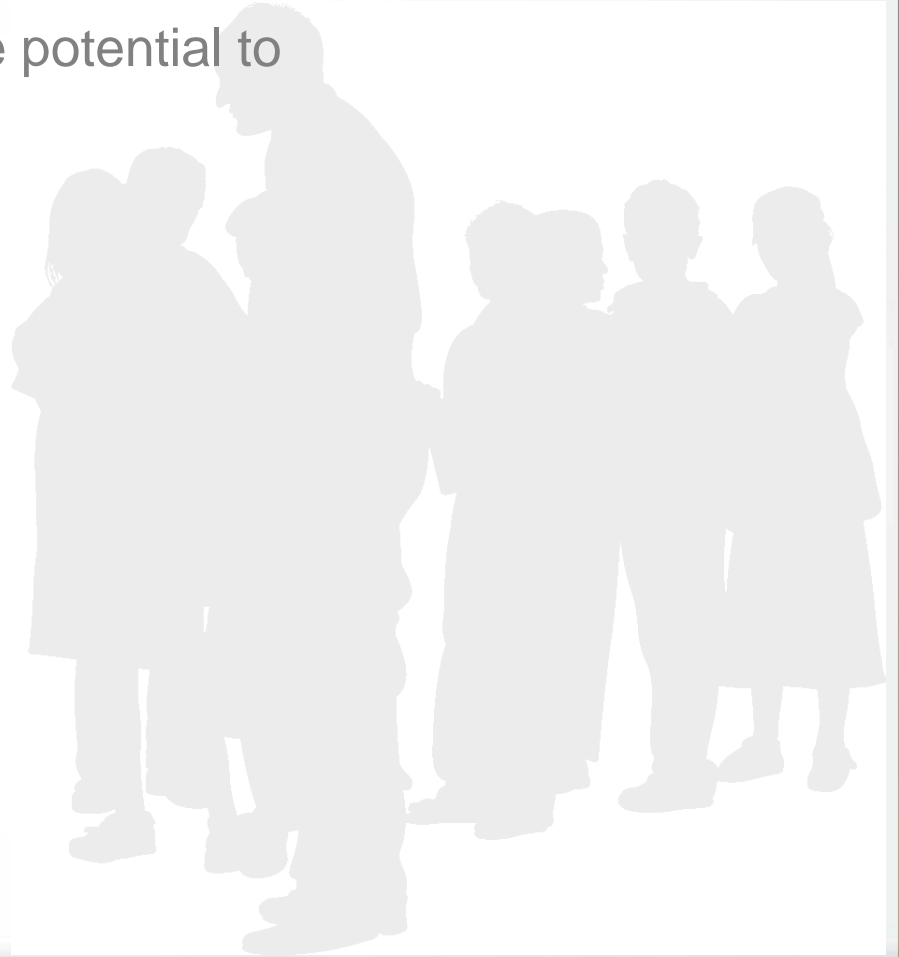
- Extensive national process drawing on research, expert knowledge and consultation with the profession and key educators and validation by teachers
- Responses contributed to the reshaping and refining of the Standards
- The Standards and descriptors represent an analysis of effective, contemporary practice of teachers and are informed by teachers' understanding of what it required at different career stages
- Standards have been shaped by the profession

# Purpose of the Standards

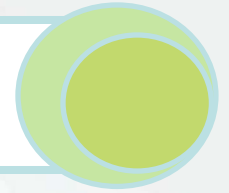


Used well, the Standards have the potential to

- attract
- prepare
- develop

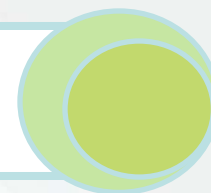


# Organisation of the Standards



Domains of Teaching	Standards	Focus Areas and Descriptors
Professional Knowledge	1. Know students and how they learn	Refer to the Standard at each career stage
Professional Practice	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	
Professional Engagement	5. Assess, provide feedback and report on student learning	
	6. Engage in professional learning	
	7. Engage professionally with colleagues, parents/carers and the community	

# Descriptors

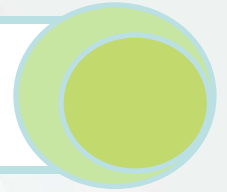


## Professional Knowledge

### Standard 1 – Know students and how they learn

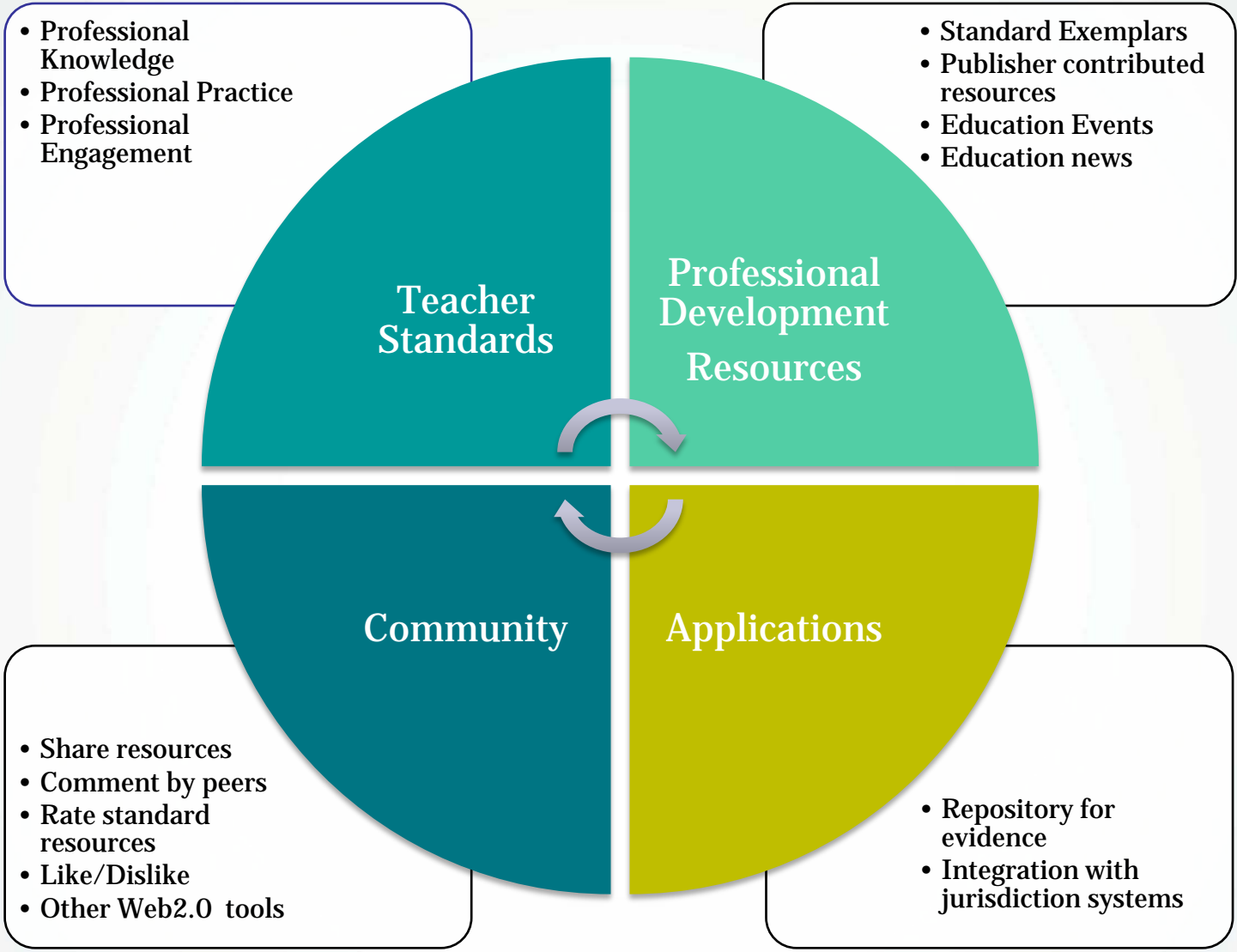
Focus	Graduate	Proficient	Highly Accomplished	Lead
<b>1.1</b> Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.
<b>1.2</b> Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.
<b>1.3</b> Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

# Website development

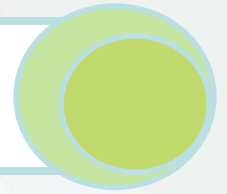


- Multiple entry points
- Information
- Support
- Collaboration
- Sharing
- Evidence collection

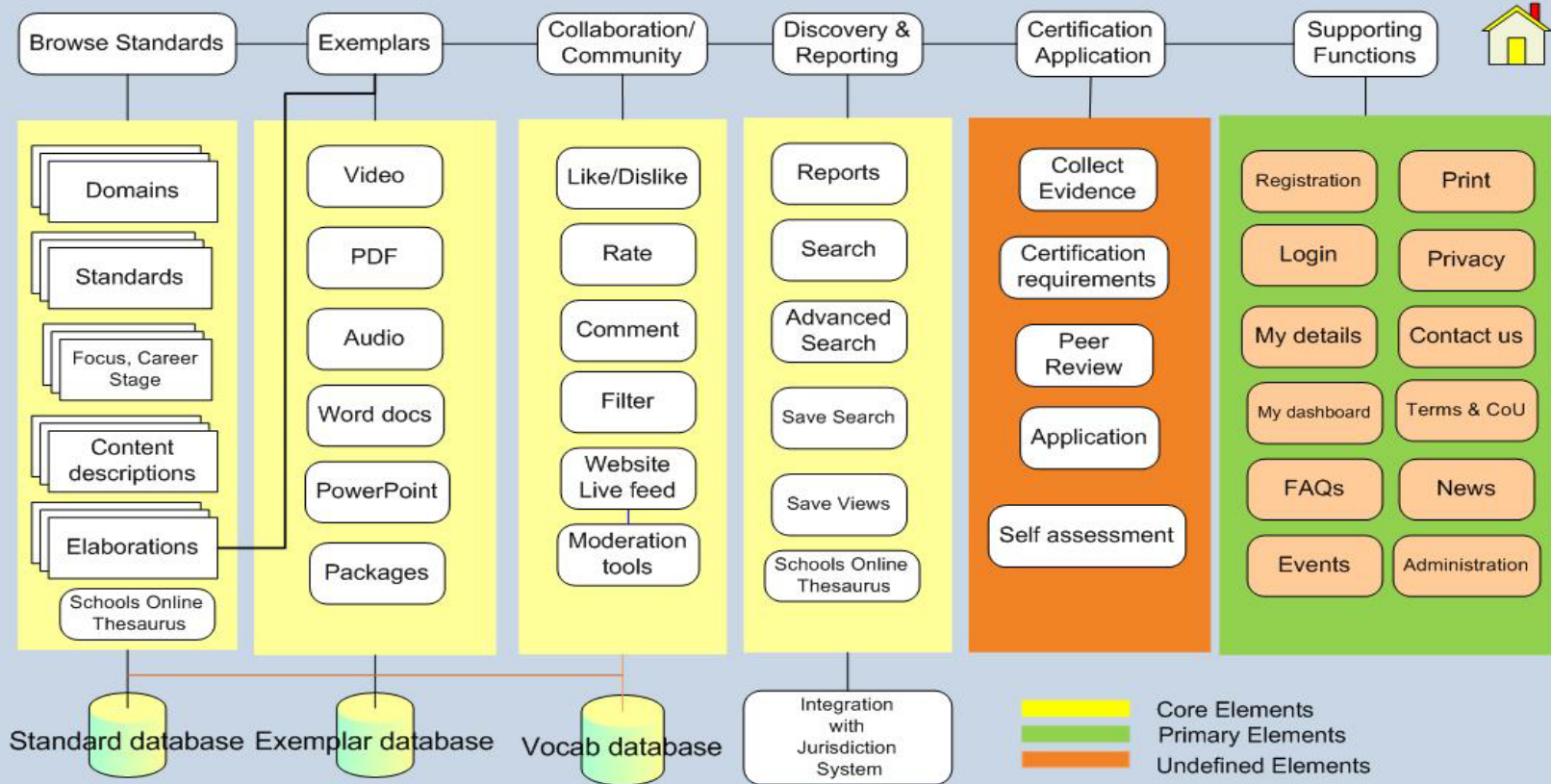




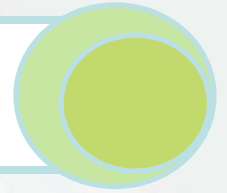
# Conceptual design



## Conceptual Design of National Professional Standards for Teachers Website



# Key Features



- A focus on improvement
- Dynamic and interactive browsing and discovering of;
  - Standards
  - Elaborations
  - Exemplars
- Anytime, anywhere access on multiple devices (including mobile)
- Web 2.0 functionality to enable collaboration and build communities
- Ability for teachers to contribute exemplars
- Ability to collect evidence of teaching practices
- Technically robust



# Delivery Approach

Phase 1  
May 2011

- National Professional Standards Online
- Standards management system

Phase 2  
August 2011

- Elaboration and exemplar management system
- User contributed exemplars

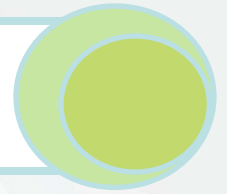
Phase 3  
October 2011

- Collaboration and community
- Evidence collection tools developed

Phase 4  
Post October  
2011

- Assessment applications developed
- Integration with existing systems

# Website



AITSL The Australian Institute for Teaching and School Leadership Glossary | Reference materials | Contact us | AA


## National Professional Standards for Teachers

**aitsl** Australian Institute for Teaching and School Leadership Limited

Home Overview Organisation Standards Next steps FAQ Search  Search

### Welcome

The National Professional Standards for Teachers are a public statement of what constitutes teacher quality. The Standards make explicit the elements of high quality, effective teaching in 21st century schools and provide a framework which makes explicit the knowledge, practice and professional engagement required across teachers' careers.




**Latest news**

**Release of National Professional Standards for Teachers**  
10:00AM Thursday, 10 March 2011

*"For the first time in Australia we have nationally consistent Standards that will form the basis for the registration and certification of teachers."*

The Hon. Martin Dixon MP, Minister for Education (Victoria) Chair, Ministerial Council for Education, Early Childhood Development and Youth Affairs.

>> Read more 

**Useful links**

- » Consultation
- » Validation

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*Teacher quality is the single most important in-school factor influencing student achievement.<sup>2</sup>*

— Organisation for Economic Co-operation and Development (OECD), 2005

Education Ministers announced the release of the National Professional Standards for Teachers on 9 February 2011. The Standards were endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in late December 2010.

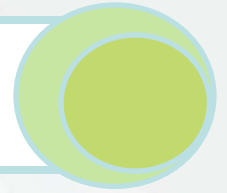
AITSL and our key education stakeholders acknowledge the development of the Standards as a crucial milestone in the national education reforms of Australia.

The Standards will promote excellence in teaching and provide a nationally consistent basis for registration and certification. The Standards

<http://teacherstandards.aitsl.edu.au>

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# Next steps



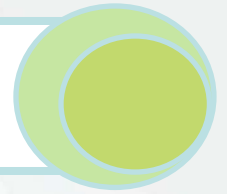
- Development of supporting documentation and processes
  - Elaborations
  - Exemplars
  - Evidence Guides
- Finalisation of the website
- Implementation work with all jurisdictions, sectors, principal and professional associations
- Information sessions

# Elaborations – expansion of meaning

- Statement that provides further detail to develop a common and deeper understanding of the Standard or descriptor
- Generic in nature
- One for every descriptor
- Contain an assessable component

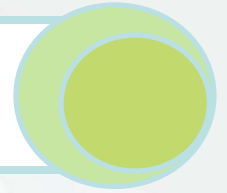


# Next steps



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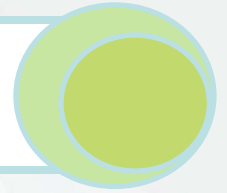
# Exemplars – illustrations of practice



- Detailed illustrations of teachers' work
- Across one or more Standards and inclusive of more than one descriptor
- Individual exemplar relates to one career stage
- Exemplify effective practice in a range of contexts across all career stages
- Could take the forms of videos, annotated documents, annotated work samples and professional learning logs.



# Next steps



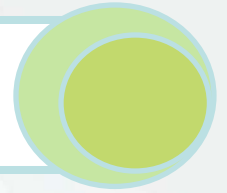
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# Evidence Guides – assessment protocols

- Description of assessment principles, policies, protocols and processes for accreditation, registration and certification
- Rules about the collection, type and presentation of evidence and artefacts
- The level of performance expected is provided primarily through elaborations and exemplars
- Supported by training

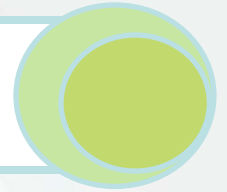


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## Further information



### Contact Details

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