

# Classroom Practice Continuum: At a glance

## What is the Classroom Practice Continuum?

- ▶ An instrument that translates the Focus Areas of the Professional Practice Domain of the Australian Professional Standards for Teachers into classroom practices that teachers enact at increasing levels of proficiency.

## What is its purpose?

- ▶ To support teachers to understand what it looks like to improve their practice
- ▶ To assist teachers to self-assess their current practice
- ▶ To support school leaders to engage in performance and development conversations with teachers and provide them with improvement focused feedback on their practice
- ▶ To support classroom observation in schools by providing a common instrument to locate evidence collected by observers
- ▶ To support the identification of teacher professional learning based on the individual's stage of development
- ▶ To develop a shared language for describing teacher practice

## How many levels are there?

- ▶ There are six levels of classroom practice described in the Continuum.

## How do the levels align with the Career Stages of the Standards?

- ▶ Level 1 – Graduate
- ▶ Level 2 & 3 – Proficient
- ▶ Level 4 & 5 – Highly Accomplished
- ▶ Level 5 & 6 – Lead

## How long does it take a teacher to move between levels?

- ▶ There is no empirical evidence to indicate the length of time it takes to move between levels. What is known is that it takes sustained, deliberate practice to develop greater expertise in any domain of learning.

## Does a teacher's practice sit in one level only?

- ▶ The decision to locate a teacher's practice at a particular level is an on-balance judgement based on multiple observations of practice. However, many teachers may locate their practice across more than one level as some capabilities are more developed than others. The levels are guidance for practice, not prescription.

## Is the Continuum a pedagogical model?

- ▶ No. However, it is built on and explicitly privileges the evidence base about those practices that have a high impact on student learning and achievement.

## How do I use it for classroom observation?

- ▶ Firstly, observers gather objective evidence of practice in the classroom. Outside the classroom, they locate this evidence on the Continuum. This forms the basis for a collaborative conversation with the observed teacher.

