

# Teaching effectiveness

Teaching effectiveness refers to both the quality of teaching and the capability of teachers. It requires teachers to continually enhance practice by adopting an evaluative mind-set. Teaching effectiveness is informed by growth-focused evaluations of teaching practice, indicators of learning and wellbeing, and is facilitated by a positive school culture. An educational culture that encourages and supports teachers with their continuous growth and development contributes to improving the standards of teaching and outcomes for learners.

“Improving teaching is not an end in itself. It is directed at improving outcomes for students... This focus is a call for everything that teachers do, and that is done to support them, to be linked to increasing the positive impact of teaching on students.” [AITSL 2012](#)

Effective teaching directly and indirectly contributes to students’:

- academic achievement
- improved relationships with teachers
- improved wellbeing
- motivation and willingness to learn
- feelings of belonging within the school.

## The qualities of effective teaching

Effective teaching focuses on the teacher as a professional and as a person. The qualities embodied by effective teachers can be separated into four key areas:

### Understanding of the content being taught, and knowledge of how best to teach and assess it (also known as pedagogical knowledge)

- Subject knowledge
- Understanding of how students learn
- Understanding of best assessment practice, informed by indicators of learning
- Expertise that allows the teacher to provide in-depth help and support

### Adherence to professional and ethical conduct

- Embodies professional standards
- Shows leadership and collegiality within the educational context and wider teaching community
- Demonstrates professional ethics and behaviour

### Learns, practices and develops the behaviours and mindsets that contribute to learners’ connectedness and engagement

- Ways of thinking, evaluating and decision-making
- Self-efficacy
- Communication skills
- Social, emotional and cultural capabilities
- Attitudes, motivation and beliefs

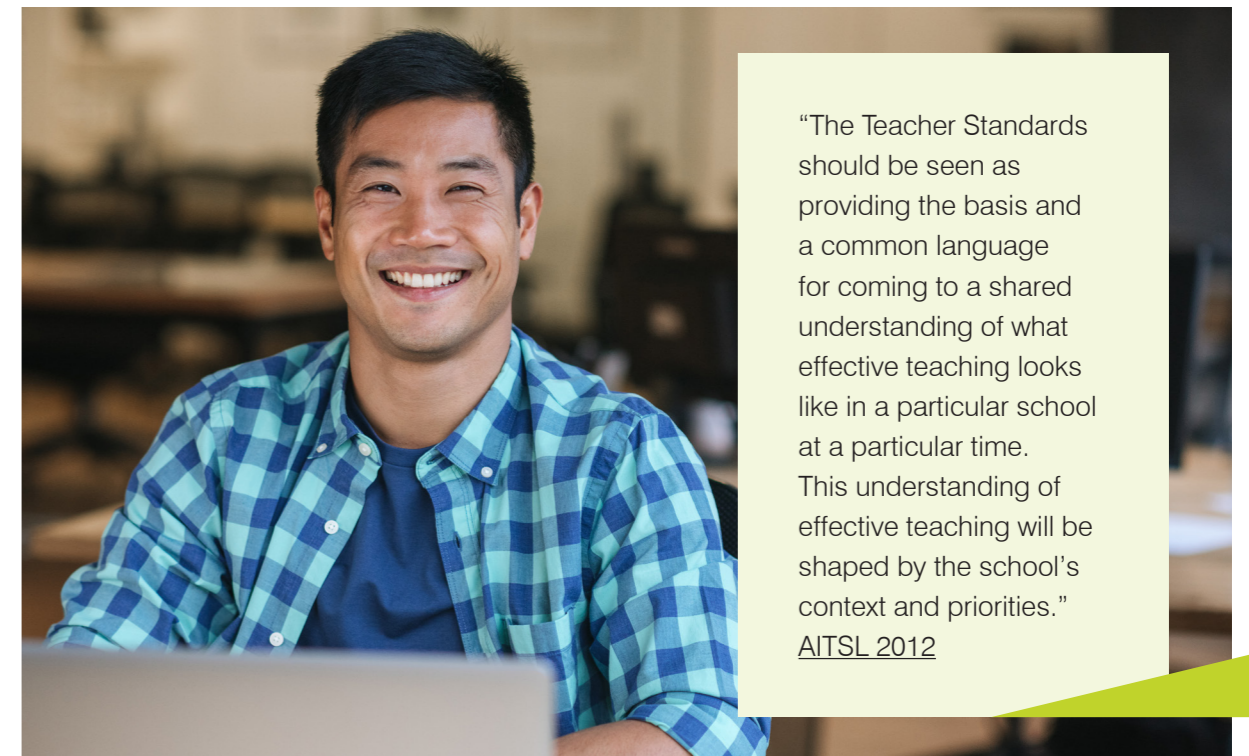
### Continuous learning to maintain and improve knowledge, skills and qualifications

- Targeted professional development activities (including curriculum, pedagogy, wellbeing, coaching and leadership)
- Ongoing intercultural learning
- Specialisation
- Career progression

In Australia, these qualities are highly valued and reflected in the Australian Professional Standards for Teachers (Teacher Standards).

### Australian Professional Standards for Teachers

DOMAIN	STANDARD
Professional Knowledge	1. Know students and how they learn
	2. Know the content and how to teach it
Professional Practice	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
Professional Engagement	6. Engage in professional learning
	7. Engage professionally with colleagues, parents/carers, and the community



“The Teacher Standards should be seen as providing the basis and a common language for coming to a shared understanding of what effective teaching looks like in a particular school at a particular time. This understanding of effective teaching will be shaped by the school’s context and priorities.” [AITSL 2012](#)

## Teaching effectiveness and growth-focused evaluations

The core purpose of growth-focused teaching evaluations is to enhance teaching effectiveness by building the capacity of a teacher's practice and maximise their contributions to learning.

Evaluations best suited to informing teaching practice draw on indicators of learning. Indicators can be gathered from a range of evidence including observations of learners' behaviour, samples of work, attitudes towards learning, and achievement over time.

Growth-focused teaching evaluations are generally guided by the educational setting or sector, the Teacher Standards and the Australian Teacher Performance and Development Framework (the Framework). Evaluations are often undertaken using a variety of methods, both summative and formative, to indicate learning progress and the impact of teaching practice.



**For teachers, continuous growth-focused evaluations provide detailed, evidence-based feedback.** This allows teachers to determine and reflect upon what they are doing well and what elements of practice they can focus on to improve the learning and engagement of learners. Teachers can make informed decisions on their professional learning and development to support their long-term career progression by determining targeted professional growth activities.

Teaching evaluations have contributed to valuable and ongoing improvements in education and teaching as they:



support the development of targeted teaching practices that can lead to better outcomes for learners



provide teachers with opportunities to progress their career through continuous learning and development



are an important cornerstone to improving schools/educational settings and the standards of teaching and education across Australia



improve the progression towards nationally consistent career progression and learning for teachers.

Where can I find out more?

For related resources and links to relevant research visit [www.aitsl.edu.au/teach/understand-your-impact/growth-focused-evaluations](http://www.aitsl.edu.au/teach/understand-your-impact/growth-focused-evaluations)