Australian Professional Standards for Teachers (APST)

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Australian Catholic University

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Charles Sturt University
What are the Australian Professional Standards for Teachers?

- a public statement of what constitutes teacher quality.
- define the work of teachers and make explicit elements of high-quality, effective teaching.
- describe what is expected of teachers across:
  - three domains: Professional Knowledge, Professional Practice and Professional Engagement; and
  - across four career stages: Graduate, Proficient, Highly Accomplished and Lead.
- present a common understanding and language for professional discussions and reflections on teacher preparation, practice and improvement.
- are a useful framework for a broad range of education stakeholders including teachers, school leaders, teacher educators, teacher organizations, professional associations and the public.
Brief Review: How were the standards developed?

- Development was informed by extensive research, expert knowledge, an analysis and review of standards in use by teacher registration authorities, employers and professional associations across Australia, and significant consultation.
- **Stakeholder consultations** were conducted with major employing authorities and teacher regulatory authorities.
- In total, 120 single and consolidated **submissions** were received from governments and regulatory authorities, education unions, professional peak bodies and individual schools and teachers.
- **Tested across systems and sectors**, school types, and geographical locations.
- The validation process involved two **online surveys** as well as **focus group** sessions held in every state and territory with nearly **6,000 teachers and principals** from hundreds of schools around Australia involved.
## Organisation of the Australian Professional Standards for Teachers

<table>
<thead>
<tr>
<th>Domains of teaching</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Knowledge</td>
<td>1. Know students and how they learn</td>
</tr>
<tr>
<td></td>
<td>2. Know the content and how to teach it</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>3. Plan for and implement effective teaching and learning</td>
</tr>
<tr>
<td></td>
<td>4. Create and maintain supportive and safe learning environments</td>
</tr>
<tr>
<td></td>
<td>5. Assess, provide feedback and report on student learning</td>
</tr>
<tr>
<td>Professional Engagement</td>
<td>6. Engage in professional learning</td>
</tr>
<tr>
<td></td>
<td>7. Engage professionally with colleagues, parents/carers and the community</td>
</tr>
</tbody>
</table>
## Professional Knowledge

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

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Physical, social and intellectual development and characteristics of students</strong></td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
<td>Use teaching strategies based on knowledge of students’ physical, social and intellectual development and characteristics to improve student learning.</td>
<td>Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>1.2 Understand how students learn</strong></td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</td>
<td>Structure teaching programs using research and collegial advice about how students learn.</td>
<td>Expand understanding of how students learn using research and workplace knowledge.</td>
<td>Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.</td>
</tr>
<tr>
<td><strong>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</strong></td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Australian Model

**ICT standards embedded in general teacher competency standards**

#### Standard 2 – Know the content and how to teach it

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
</tr>
<tr>
<td>2.5 Literacy and numeracy strategies</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
<td>Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.</td>
<td>Support colleagues to implement effective teaching strategies to improve students’ literacy and numeracy achievement.</td>
<td>Monitor and evaluate the implementation of teaching strategies within the school to improve students’ achievement in literacy and numeracy.</td>
</tr>
<tr>
<td>2.6 Information and Communication Technology (ICT)</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
<td>Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</td>
<td>Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.</td>
<td>Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.</td>
</tr>
</tbody>
</table>

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**Image Source:** Australian Catholic University (ACU)
## Standard 3 – Plan for and implement effective teaching and learning

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 Establish challenging learning goals</strong></td>
<td>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</td>
<td>Set explicit, challenging and achievable learning goals for all students.</td>
<td>Develop a culture of high expectations for all students by modelling and setting challenging learning goals.</td>
<td>Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.</td>
</tr>
<tr>
<td><strong>3.2 Plan, structure and sequence learning programs</strong></td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</td>
<td>Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</td>
<td>Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</td>
<td>Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students’ knowledge, understanding and skills.</td>
</tr>
<tr>
<td><strong>3.3 Use teaching strategies</strong></td>
<td>Include a range of teaching strategies.</td>
<td>Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</td>
<td>Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</td>
<td>Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.</td>
</tr>
<tr>
<td><strong>3.4 Select and use resources</strong></td>
<td>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</td>
<td>Select and/or create and use a range of resources, including ICT, to engage students in their learning.</td>
<td>Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.</td>
<td>Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.</td>
</tr>
</tbody>
</table>
## Standard 4 – Create and maintain supportive and safe learning environments

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.4 Maintain student safety</strong></td>
<td>Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.</td>
<td>Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.</td>
<td>Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety.</td>
<td>Evaluate the effectiveness of student well-being policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to ensure ongoing improvement.</td>
</tr>
<tr>
<td><strong>4.5 Use ICT safely, responsibly and ethically</strong></td>
<td>Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.</td>
</tr>
</tbody>
</table>
Table 2: Australian Professional Standards for Teachers with explicit reference to ICT, by career stage

<table>
<thead>
<tr>
<th>Career Stage</th>
<th>Focus Area 2.6: Information and Communication Technology (ICT)</th>
<th>Focus Area 3.4: Select and use resources</th>
<th>Focus Area 4.5: Use ICT safely, responsibly and ethically</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
<td>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</td>
<td>Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</td>
<td>Select and/or create and use a range of resources, including ICT, to engage students in their learning.</td>
<td>Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
</tr>
<tr>
<td>Highly Accomplished</td>
<td>Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.</td>
<td>Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.</td>
<td>Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
</tr>
<tr>
<td>Lead</td>
<td>Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.</td>
<td>Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school</td>
<td>Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.</td>
</tr>
</tbody>
</table>
1. Educators have good knowledge of, and are positive in their attitudes towards, the Standards
2. Early career teachers are more positive towards the Standards
3. The Standards are perceived to be of benefit to the teaching profession
4. Teachers perceive the Standards to have less impact on their practice than other educators (e.g. student teachers)
5. Support measures are critical to successfully implementing the Standards
6 Insights on what educators think about the Standards

6,000+ educators participated in the 2013 National Survey – Evaluation of the Implementation of the Australian Professional Standards for Teachers

August 2013 to October 2013

1. 70% have knowledge of the Standards
   - School Teachers: 63%
   - School Leaders: 88%

2. 82% of educators are positive about the Standards
   - School: 78% of Teachers are positive about the Standards
   - Higher Education Institution: 83% of Teacher Educators are positive about the Standards

3. 61% engage with the Standards
   - 45% engagement
   - 21% no engagement

4. Educators use the Standards mostly for REFLECTIVE & COLLABORATIVE PRACTICE
   - Teachers: Self-reflection, Lesson planning, Professional development, Collaboration with colleagues
   - School Leaders: Discussion with my teachers, Building capacity of colleagues, School plans for teaching and learning, Supporting professional development
   - Teacher Educators: Discussion with pre-service teachers, Planning content across the program, Developing content for subjects, Developing general coursework assessments

5. Next 6 months...
   - 78% of educators intend to use the Standards
     - School: Teachers 72%, School Leaders 90%
     - Higher Education Institution: Teacher Educators 89%

6. 74% of them are positive regarding their opportunities to use the Standards
   - School: Teachers 82%, School Leaders 90%
   - Higher Education Institution: Teacher Educators 93%

Predicts IMPACT and IMPLEMENTATION of the Standards

Top 4 uses of the Standards

- TEACHERS
  - Self-reflection
  - Lesson planning
  - Professional development
  - Collaboration with colleagues

- SCHOOL LEADERS
  - Discussion with my teachers
  - Building capacity of colleagues
  - School plans for teaching and learning
  - Supporting professional development

- TEACHER EDUCATORS
  - Discussion with pre-service teachers
  - Planning content across the program
  - Developing content for subjects
  - Developing general coursework assessments

IMPACT of the implementation of the Standards

1. Awareness
2. Knowledge
3. Action
4. Behaviour Change

THE SUCCESS, OR NOT, of the STANDARDS

INFLUENCING TEACHER QUALITY

will be largely a function of the success of THEIR IMPLEMENTATION

PROFESSOR JOHN HATTIE


Notes:
1. Weighting of data was conducted to account for differences in sample sizes across the stakeholder groups.
2. Pre-service teachers were not included in the collection of some data items in this report.
Who do the standards target?

Initial Teacher Education

- **undergraduate programs (4 years)**
- **graduate entry program (12, 18 or 24 months)**
- **intensive programs with employer support**

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Graduation

Teacher Registration

Career Stages

- Graduate
- Proficient
- Highly Accomplished
- Lead

Australian Professional Standard for Principals
Pre-service

• Engagement with the APST is achieved through “Accreditation”
Aligning with the Teacher Training Curriculum

• Australia does not have a standard/national curriculum for teacher education

• Each university develops their own teacher education curriculum (autonomy)

• However, universities are required to have their pre-service programs “accredited” and “reaccredited” on a 5 year cycle.

• The accreditation process is conducted by state agencies under the auspices of AITSL

• There is clear alignment with the Standards, including ICT standards

• Consistency/quality of curriculum is achieved through “accreditation”
Standard 1 — Know students and how they learn

Focus area

1.1 Physical, social and intellectual development and characteristics of students

Graduate

Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

# Name

1 Program outcomes

2 Program development

3 Program entrants

4 Program structure and content

5 School partnerships

6 Program delivery and resourcing

7 Program information and evaluation
<table>
<thead>
<tr>
<th>#</th>
<th>Name</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Program outcomes</td>
<td>Includes meeting the Graduate Career Stage of the Australian Professional Standards for Teachers.</td>
</tr>
<tr>
<td>2</td>
<td>Program development</td>
<td>Includes consultation to ensure consideration of: school and system needs; current expert knowledge; authoritative educational research; and, community expectations.</td>
</tr>
<tr>
<td>3</td>
<td>Program entrants</td>
<td>Outlines minimum entry requirements</td>
</tr>
<tr>
<td>4</td>
<td>Program structure and content</td>
<td>Describes time allocation (as percentages) of differing requirements within programs.</td>
</tr>
<tr>
<td>5</td>
<td>School partnerships</td>
<td>Describes conditions for practicum (professional experience), namely, length, location, range of experience.</td>
</tr>
<tr>
<td>6</td>
<td>Program delivery and resourcing</td>
<td>Includes teaching and assessment strategies, staff qualifications and experience, resourcing (library and ICT)</td>
</tr>
<tr>
<td>7</td>
<td>Program information and evaluation</td>
<td>Outlines self-evaluation and annual reporting.</td>
</tr>
</tbody>
</table>
Graduate teachers

Professional Knowledge (Graduate teachers)

Standard 1 - Know students and how they learn

Focus areas

1.1 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.

1.2 Understand how students learn
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

1.3 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.

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

1.6 Strategies to support full participation of students with disability
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
This template requires providers to identify how the **Program Standards** will be, or are, met in their program. In the case of re-accreditation, all required information should be provided, even if

<table>
<thead>
<tr>
<th>Standard 1: Program outcomes</th>
<th>Examples of evidence</th>
<th>Response to Program Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 At the time of <strong>initial accreditation</strong>, providers must show that graduates of their programs will meet the Graduate career stage of the <strong>Australian Professional Standards for Teachers</strong> and how this will be demonstrated.</td>
<td>Note: for transitional arrangements see footnote</td>
<td>To be provided in template B</td>
</tr>
</tbody>
</table>

1.2 At the time of **re-accreditation**, providers must demonstrate that graduates of their programs meet the Graduate career stage of the **Australian Professional Standards for Teachers**.

<table>
<thead>
<tr>
<th></th>
<th>Feedback from graduates, employers and other stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How feedback is used to improve the program</td>
</tr>
<tr>
<td></td>
<td>To be provided in template B</td>
</tr>
<tr>
<td>Standard 6: Program delivery and resourcing</td>
<td>Examples of evidence</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>6.1 Programs must use effective teaching and assessment strategies (linked to intended learning outcomes) and resources, including embedded information and communication technologies.</td>
<td>• Program and unit outlines providing evidence of teaching and assessment strategies used, and documentation of the usage of digital resources and tools to complement teaching and assessment strategies</td>
</tr>
<tr>
<td>6.2 Programs are delivered by appropriately qualified staff, consistent with the staffing requirements in the relevant National Protocols for Higher Education Approval Processes, including an appropriate proportion who also have contemporary school teaching experience.</td>
<td>• Provider/faculty/school staff recruitment policy and professional development policy • List of staff involved in the delivery of the program, including their qualifications and teaching experience</td>
</tr>
<tr>
<td>6.3 Providers ensure that programs use contemporary facilities and resources, including information and communication technologies, which students can expect to be available in schools.</td>
<td>• Site visit • Detail of resources and equipment used in the program • Student feedback on the adequacy of resources and facilities</td>
</tr>
<tr>
<td>6.4 Providers ensure that their facilities conform to the general expectation for a contemporary higher education learning environment appropriate to the mode of delivery, including such matters as access to: • education-related library resources • information and communication technologies.</td>
<td>• Site visit • Detail of resources and equipment used in the program • Student feedback on the adequacy of resources and facilities</td>
</tr>
</tbody>
</table>
Accreditation process – key stages:

The key stages in the accreditation process are:

1. Institution submits application for program accreditation or re-accreditation.

2. Jurisdictional teacher regulatory authority and AITSL determine program eligibility and convene accreditation panel.*

3. Panel assesses program application and prepares draft accreditation report.

4. Institution reviews draft accreditation report and provides response.

5. Panel completes accreditation report, taking into account the institution’s response.

6. Jurisdictional teacher regulatory authority considers accreditation report, makes accreditation decision and advises AITSL of the decision. AITSL publishes decision and accreditation status of program.
How these program standards are met is a decision to be made by each university

- **University A** has opted to develop dedicated semester-long ICT subjects

- **University B** has elected to cover the ICT elements of Program Accreditation Standard 1 as a cross-curriculum or embedded activity

- **University C**, has adopted a hybrid approach. It has developed a core *Digital Learning* subject that asks students to critique and adopt appropriate pedagogical approaches using learning technologies to engage teenagers in authentic, active and collaborative learning and to investigate contemporary issues and current trends in ICT in education through an inquiry project.
Accreditation process is prescriptive

- Universities have autonomy over the pre-service curriculum but the accreditation process is quite prescriptive in places.

4.4 Primary programs
Teacher education programs that prepare primary teachers must include study in each of the learning areas of the primary school curriculumsufficient to equip teachers to teach across the years of primary schooling.

In undergraduate primary programs, at least one half of the program (i.e. normally two years of full-time-equivalent study) must be dedicated to the study of the discipline of each primary learning area and discipline-specific curriculum and pedagogical studies.

This must include at least one quarter of a year of full-time-equivalent study of discipline and discipline-specific curriculum and pedagogical studies in each of English/literacy, mathematics/numeracy, and at least one eighth of a year of full-time-equivalent study of discipline-specific curriculum and pedagogical studies in science.
National Priority Areas

• Currently Universities are also required to demonstrate how their programs address “National Priority” areas.

• The current NAPs are:
  – Aboriginal and Torres Strait Islander education
  – Classroom management
  – ICT
  – Literacy and numeracy
  – Students with special educational needs
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Teaching strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the underlying social and pedagogical implications of ICT and their application to education</td>
<td>Understanding of innovative use of information and communication technologies in enhancing student learning</td>
</tr>
<tr>
<td>Knowledge of responsible and ethical use of digital information including in relation to plagiarism, copyright, censorship, bullying and privacy</td>
<td>Understanding of the capacity of ICT to support differentiated student-centred learning and the development of critical and creative thinking</td>
</tr>
<tr>
<td></td>
<td>Ability to select and evaluate ICT-based learning materials and software and integrate them into their teaching</td>
</tr>
<tr>
<td></td>
<td>Ability to effectively employ ICT applications to support specific syllabus outcomes, content and processes</td>
</tr>
<tr>
<td></td>
<td>Ability to design a range of ICT-based assessment tasks linked to curriculum outcomes</td>
</tr>
<tr>
<td></td>
<td>Understanding of the collaborative and student led nature of effective ICT-mediated learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Using information</th>
<th>Technical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the issues of appropriate access to, and verification of, information gained from a variety of sources including the Internet and other digital resources</td>
<td>Understanding of the range of applications and adaptive technologies available to support students with special needs</td>
</tr>
<tr>
<td>Ability to critically evaluate, retrieve, manipulate and manage the information from a range of digital sources including social media</td>
<td>Ability to construct and manipulate texts and images, create presentations and store and retrieve digital information for classroom and online learning</td>
</tr>
<tr>
<td></td>
<td>Ability to use appropriate digital resources for student profiling and reporting, lesson preparation and class/faculty administration</td>
</tr>
<tr>
<td></td>
<td>Ability to safely and effectively use ICT in online collaborative environments</td>
</tr>
</tbody>
</table>
In-service

• Engagement with the APST is achieved through “Registration”
Who do the standards target?

**Initial Teacher Education**

| undergraduate programs (4 years) | graduate entry program (12, 18 or 24 months) | intensive programs with employer support |

Graduation

**Teacher Registration**

Career Stages
- Graduate
- Proficient
- Highly Accomplished
- Lead

Australian Professional Standard for Principals
Did you complete your annual registration tasks?

Log in to MyVIT to complete your tasks now. If you need assistance, read more to find out the best times to call us.

Read more

The VIT's purpose statement

To regulate the teaching profession in Victoria in the public interest by enforcing high ethical and professional standards for teachers.

Publications

- VIT Annual reports
- Professional Practice newsletter

Conduct

- Formal hearing decisions
- Schedule of hearings
- Register of disciplinary action
- How to make a complaint about a teacher
- Code of Conduct and Ethics
In 2013, we implemented the Australian Professional Standards for Teachers (APST) which are designed to clarify the knowledge, practice and professional engagement required for teachers – they also provide a common language for:

- teachers
- teacher educators
- teacher organisations
- professional associations
- the public.

The standards are used by all teachers in Australia, and in Victoria underpin the requirements for:

- accreditation of initial teacher education programs
- teacher registration
- annual renewal.

You will use and demonstrate the standards when you have (full) registration and undertake an annual renewal process to maintain the standards at the Proficient Teacher level.
Renewing my registration

By 30 September every year, you renew your registration with us by completing an online application for renewal.

To successfully renew your registration, you will need to:

• Update your National Police History Check if it is due to expire in the next renewal period.
• Make declarations:
  ◦ about your continuing suitability to be a teacher
  ◦ that you have practised for at least 20 days as a teacher or an educational leader, or undertaken equivalent practice
  ◦ that you have completed at least 20 hours of professional development activity that references the Australian Professional Standards for Teachers.
• Pay the annual registration fee and any other required fees.
Assessing/Evaluating Acquired ICT Competencies

• Pre-service
  – Currently, if you pass the course, you are deemed to have achieved “Graduate” and move to provisional registration.

• In – service
  – Moving from “Graduate” to “Proficient” and hence full registration, and to higher levels (Highly Accomplished and Lead) is usually assessed at the school level.
Certification of exemplary teachers in Australia recognises and promotes the development of collaborative learning professionals who strive to continually reflect upon and improve their practice.

National certification offers opportunity for:
- professional growth
- national recognition and portability
- enhancing collaboration within and across schools
- career progression while remaining in the classroom
- improving practice in order to improve outcomes for students

Certification improves teacher quality through:

Self-reflection

Self-Assessment Tool

Professional learning
- Relevant
- Collaborative
- Future focused
- Has impact
APST and In-service

- Expectation that individuals will take responsibility for building their own professional capabilities
- Expected to gather evidence, usually through a professional portfolio, to demonstrate that standards and competencies have been met and usually assessed at the school level
- Motivation for doing so includes, but is not limited to, gaining full registration, professional pride, employability, pay increases and promotion, prospect of a VIT random audit.
- System has produced a very professional and highly skilled workforce – Australian teachers are highly regarded, well-qualified and overall produce excellent results
- However, the system does have its challenges especially in the capacity of teachers to teach through, with and about technology.
Resources available at the AITSL website

www.aitsl.edu.au

Unpacking and implementing the Australian Professional Standards for Teachers

Classroom Practice Continuum:

Self-Assessment Tool

Teacher Toolkit

The Teacher Toolkit is the one place where quality teaching can be found. Resources are provided to assist teachers in unpacking and implementing the Australian Professional Standards for Teachers.
Resources available at the AITSL website

www.aitsl.edu.au
Illustrations of Practice - by career stage

Illustrations of Practice showcase teaching practice from across Australia at the four career stages of the Australian Professional Standards for Teachers. The Illustrations include a range of different pedagogical approaches, and are not intended to be prescriptive or exhaustive.

AITSL is grateful to the teachers who shared their authentic, illustrative and instructive practice. The career stage attributed to each Illustration reflects the content of the single lesson or sequence, and is not an assessment of the teacher’s overall level of practice.

<table>
<thead>
<tr>
<th>Graduate</th>
<th>View all 38 &gt;&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Who am I?’ puzzles</td>
<td>Creating wikis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficient</th>
<th>View all 137 &gt;&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making money amounts</td>
<td>Team teaching moderation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highly Accomplished</th>
<th>View all 103 &gt;&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved literacy outcomes</td>
<td>High expectations</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Lead</th>
<th>View all 33 &gt;&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the Standards</td>
<td>Creative online learning</td>
</tr>
</tbody>
</table>


About this Illustration of Practice

At Western Cape College’s Weipa Campus, a graduate teacher reflects on her use of a professional learning package. Prior to using the package to support the skills of historical inquiry, the teacher had limited confidence in her ability to use Information and Communication Technology (ICT) in the classroom. Her experience in developing and using a ‘wiki’
Certification improves teacher quality through:

- **Self-reflection**
  - Relevant
  - Collaborative
  - Future focused
  - Has impact

- **Observation of practice**
- **Evidence of practice**
- **Internal and external feedback**
5. Impact

• Widespread acceptance of the APST as a nationally-consistent framework for improving teacher quality, has been a very significant achievement.

• Career Stages accepted and adopted by all state, territory and independent school systems and regulatory authorities, and their acceptance by teachers, professional associations and teacher unions

• The APST taxonomy has had a profound impact on university teacher training courses and the course accreditation process but less so on in-service teachers

• Knowledge and understanding of the purpose of the APST and the use of the standards to evaluate teaching growing
Issues

• The politics of education in Australia
  – Schooling is a state matter/Teacher education is a federal matter
  – Many school systems/many jurisdictions
  – National Curriculum
    • ICT integration
    • Digital technologies as a separate subject

• Capacity building
  – Teachers
  – Teacher educators

• AITSL
  – Funding/resourcing
  – Certification is not compulsory
Reform here, reform there, reform everywhere!
Initial Teacher Education Reform

Action Now: Classroom Ready Teachers

To maximise impact on student learning, we need to ensure that every pre-service teacher is classroom ready upon graduation. Here you will find information about the work AITSL is undertaking with stakeholders to ensure that outcome.
Key points

- ICT Standards embedded in the APST
- APST developed over time, research, analysis, stakeholder involvement
- APST tested across systems and sectors
- Generally accepted and adopted
- Centralized/national through the establishment of Australian Institute for Teaching and School Leadership (AITSL) however Australian Education is complex – many systems/many jurisdictions/many stakeholders
- Impact the **pre-service** Teacher Training Curriculum through the *accreditation* process
- Impact the **in-service** Teacher Training Curriculum through the *registration* process
- AITSL working hard to make teachers, principals, administrators aware of benefits of APST
- AITSL (and other agencies) providing many, freely available, resources
- Extensive evaluation and review underway (Uni of Melbourne)
- Capacity building a major challenge
- Planned ITE “reforms” potentially disruptive
Useful Reference


  - What is the purpose of the national and international frameworks that describe and map teacher competency with digital technologies?

  - Do they adequately describe the characteristics of a teacher with a high level of digital competency?

  - Are they useful in guiding individuals towards digital competency?