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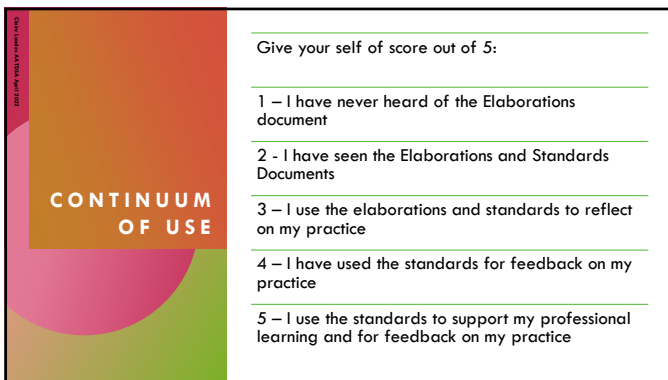
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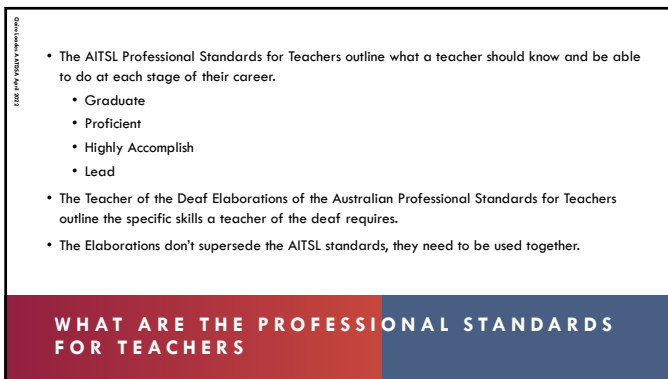
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DEAF AND VISUALLY IMPAIRED

## THE ELABORATIONS- WHERE DO I FIND THEM

You can find the Elaborations document at

- <https://www.aatdsa.org.au>
- <https://www.naaid.com.au>



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DEAF AND VISUALLY IMPAIRED

## SO WHERE DO YOU START?

- Join AITSL <https://www.aitsl.gov.au>
- AITSL Standards are for all teachers, not just mainstream teachers
- Understand the career stages.

- Graduate** – teachers who have completed a qualification that meets the requirement of a nationally accredited program of initial teacher education – newly qualified TQDs start here
- Proficient** – meet the full requirement for full registration through demonstrating achievement of the 7 areas
- Highly Accomplished** – a highly effective and skilled classroom practitioner who routinely works independently and collaboratively to improve your practice and the practice of colleagues
- Lead** – recognised and respected by colleagues, parents/carers and community members as exemplary teachers
- I work in support services where do I fit – I believe you should look at Highly Accomplished and Lead areas*

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DEAF AND VISUALLY IMPAIRED

**The Standard**

**STANDARD 2 Know the content and how to teach it**

**Focus area 2.1 Content and teaching strategies of the teaching area**

Graduate	Proficient	Highly Accomplished	Lead
<p>Demonstrates knowledge and understanding of the content, substance and structure of the content and teaching strategies of the teaching area</p> <ul style="list-style-type: none"> <li>• content in context</li> <li>• complexity of the teaching area</li> <li>• work knowledge of the student</li> <li>• research findings</li> <li>• the research between the student content through time and the strategic demands of the curriculum</li> <li>• the needs based on background knowledge and the student's own knowledge</li> <li>• the substance and structure of the content and teaching strategies of the teaching area</li> </ul>	<p>Apply knowledge of the content, teaching strategies and pedagogical theories of the teaching area to create differentiated teaching practices that promote participation, engagement and achievement of students with deaf and hard of hearing</p>	<p>Support colleagues using current and comprehensive knowledge of the nature of teaching to create differentiated and pedagogical practices to design and implement effective learning and teaching programs for students who are deaf and hard of hearing. Support colleagues using current and comprehensive knowledge of a range of teaching strategies and pedagogical practices to create differentiated and pedagogical practices for students who are deaf and hard of hearing</p>	<p>Lead initiatives within the school to promote and improve knowledge of content and teaching strategies that are informed by the impact of research on professional development and ongoing learning and teaching practices. Support colleagues using effective research-based teaching and learning programs</p>

**The Descriptors**

Demonstrates knowledge and understanding of the substance and structure of the content and teaching strategies of the teaching area

Apply knowledge and understanding of the content and teaching strategies of the teaching area

Support colleagues using current and comprehensive knowledge and understanding

Lead initiatives within education settings to promote and improve knowledge of the

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The screenshot displays the 'Professional Knowledge' domain on the Australian Professional Standards for Teachers website. It features a table with columns for 'Graduate', 'Proficient', 'Highly Accomplished', and 'Lead'. The first descriptor is '1.1 Physical, social and intellectual development and characteristics of students'. The page includes navigation menus on the left and social media links at the bottom.

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The screenshot shows the 'AITSL SELF ASSESSMENT TOOL' page. It includes the text: 'Online questionnaire for individual use' and 'You can situate your practice within the Standards – use the Elaborations and the Standards as a guide to help you'. A URL is provided: <https://www.aitsl.edu.au/teach/improve-practice/teacher-self-assessment-tool>.

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The screenshot displays the 'IMPROVING CLASSROOM PRACTICE' page. It lists four key factors in green boxes: 'Improving classroom practice happens when:', 'Our teaching and learning is visible', 'We collaborate with colleagues', 'We observe each other teach', and 'We receive regular feedback'.

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**PROFESSIONAL PRACTICE DOMAIN**

- The professional practice domain of the standards articulate what teachers do in the classroom at increasing levels of expertise.
- The professional practice domains tell us what good teaching and learning looks like. We are not guessing or basing our opinion on what we like doing.
- The professional Practice domain is found in Standards 3, 4, 5

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**The Standards and Focus Areas that Form the Continuum**

**Standard 3**  
Plan for and implement effective teaching and learning

- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.5 Use effective classroom communication

**Standard 4**  
Create and maintain supportive and safe learning environments

- 4.1 Support student participation
- 4.2 Manage classroom activities
- 4.3 Manage challenging behaviour
- 4.4 Maintain student safety
- 4.5 Use ICT safely, responsibly and ethically

**Standard 5**  
Assess, provide feedback and report on student learning

- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements

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**Standard 3**  
Plan for and implement effective teaching and learning

**Standard 4**  
Create and maintain supportive and safe learning environments

**Standard 5**  
Assess, provide feedback and report on student learning

2. Two Focus Areas from each of Standard 3 and Standard 5 are not represented in the Continuum.

**Standard 3**  
3.6 Evaluate and improve teaching programs  
3.7 Engage parents and carers in the educative process

**Standard 5**  
5.4 Interpret student data  
5.5 Report on student achievement

The decision was made not to include these statements against Focus Areas or Standards. The descriptions within each level are constructed in a logical sequence so that the reader can more easily follow what would be unfolding in the classroom over the course of a lesson or sequence of lessons.

4. The classroom practice level statements are not simply a list of discrete behaviours that should be ticked off in the classroom. This was deliberate because when teachers enter the classroom they draw on different kinds of knowledge and a range of strategies and tools when interacting with students. Whilst it is possible and potentially informative to follow particular behaviours across the levels to understand what differentiates them at different levels of sophistication, the classroom brings forth an integrated performance on the part of the teacher that demonstrates their level of instructional expertise across multiple capabilities.

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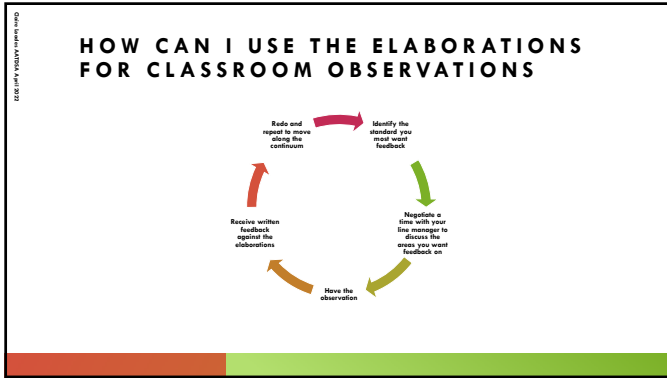
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### Classroom Practice Continuum

8 PROFILES OF CLASSROOM PRACTICE SHOWING AN INCREASING REPERTOIRE OF TEACHING EXPERTISE

LEVEL 1 GRADUATE	LEVEL 2 PROFICIENT	LEVEL 3 PROFICIENT	LEVEL 4 HIGHLY ACCOMPLISHED	LEVEL 5 HIGHLY ACCOMPLISHED/LEAD	LEVEL 6 LEAD
<p><b>Assessment 1A</b> Plan for and implement effective teaching and learning 1.A.1, 2.A, 3.A, 4.A, 5.A</p> <p>The teacher implements and uses the available teaching practice repertoire, including ICT, to support student learning in the planned 45 to 60-minute lessons. The teacher progresses, adjusts and engages the learning progression, and uses a range of strategies for lesson delivery and classroom management. They engage in ongoing learning to improve their teaching practice. The teacher assesses student progress, and uses the available teaching practice repertoire to support learning. They identify and respond to students' learning needs. They identify and respond to students' learning needs. They identify and respond to students' learning needs.</p>	<p><b>Assessment 1B</b> Create and maintain supportive and safe learning environments 1.B, 4.2, 4.3, 4.4, 4.5</p> <p>The teacher creates the lesson conditions, including a range of classroom management strategies, to support the planned 45 to 60-minute lessons. The teacher progresses, adjusts and engages the learning progression, and uses a range of strategies for lesson delivery and classroom management. They engage in ongoing learning to improve their teaching practice. The teacher assesses student progress, and uses the available teaching practice repertoire to support learning. They identify and respond to students' learning needs. They identify and respond to students' learning needs.</p>	<p><b>Assessment 1C</b> Assess, provide feedback and report on student learning 1.C, 2.A, 3.A</p> <p>The teacher assesses student progress, and uses the available teaching practice repertoire to support learning. They identify and respond to students' learning needs. They identify and respond to students' learning needs. They identify and respond to students' learning needs.</p>	<p><b>Assessment 1D</b> Assess, provide feedback and report on student learning 1.D, 2.A, 3.A</p> <p>The teacher assesses student progress, and uses the available teaching practice repertoire to support learning. They identify and respond to students' learning needs. They identify and respond to students' learning needs. They identify and respond to students' learning needs.</p>	<p><b>Assessment 1E</b> Assess, provide feedback and report on student learning 1.E, 2.A, 3.A</p> <p>The teacher assesses student progress, and uses the available teaching practice repertoire to support learning. They identify and respond to students' learning needs. They identify and respond to students' learning needs. They identify and respond to students' learning needs.</p>	<p><b>Assessment 1F</b> Assess, provide feedback and report on student learning 1.F, 2.A, 3.A</p> <p>The teacher assesses student progress, and uses the available teaching practice repertoire to support learning. They identify and respond to students' learning needs. They identify and respond to students' learning needs. They identify and respond to students' learning needs.</p>

**CLASSROOM PRACTICE CONTINUUM**

<https://www.aitsl.edu.au/lead-develop/develop-others/classroom-observation/classroom-practice/classroom-practice-continuum>

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<p><b>Focus area 3.2 Plan, structure and resource learning programs</b></p> <p><b>Proficient</b> Plan and structure learning programs, and use available resources to support learning. The teacher assesses student progress, and uses the available teaching practice repertoire to support learning. They identify and respond to students' learning needs. They identify and respond to students' learning needs.</p>	<p><b>Highly Accomplished</b> Plan and structure learning programs, and use available resources to support learning. The teacher assesses student progress, and uses the available teaching practice repertoire to support learning. They identify and respond to students' learning needs. They identify and respond to students' learning needs.</p>	<p><b>Lead</b> Plan and structure learning programs, and use available resources to support learning. The teacher assesses student progress, and uses the available teaching practice repertoire to support learning. They identify and respond to students' learning needs. They identify and respond to students' learning needs.</p>
<p><b>Focus area 3.3 Use teaching strategies</b></p> <p><b>Proficient</b> Use a range of teaching strategies to support learning. The teacher assesses student progress, and uses the available teaching practice repertoire to support learning. They identify and respond to students' learning needs. They identify and respond to students' learning needs.</p>	<p><b>Highly Accomplished</b> Use a range of teaching strategies to support learning. The teacher assesses student progress, and uses the available teaching practice repertoire to support learning. They identify and respond to students' learning needs. They identify and respond to students' learning needs.</p>	<p><b>Lead</b> Use a range of teaching strategies to support learning. The teacher assesses student progress, and uses the available teaching practice repertoire to support learning. They identify and respond to students' learning needs. They identify and respond to students' learning needs.</p>

**REVIEWING YOUR OWN PRACTICE- WHERE WOULD YOU PLACE YOURSELF**

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### THINGS TO CONSIDER

-  You can review your practice against the Elaborations regularly
-  Use the elaborations to receive feedback from your line manager
-  Improving your practice is a career long process, it is not an event that is over and done.
-  Working with your peers and line manager can support you to continue your professional journey.

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### QUESTIONS



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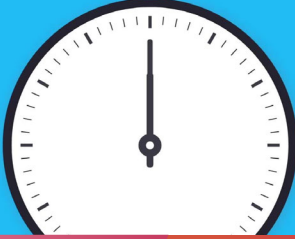
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RECONVENE IN 5 MINUTES

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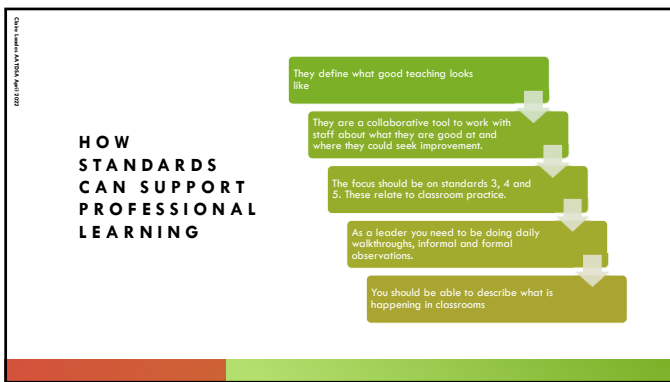
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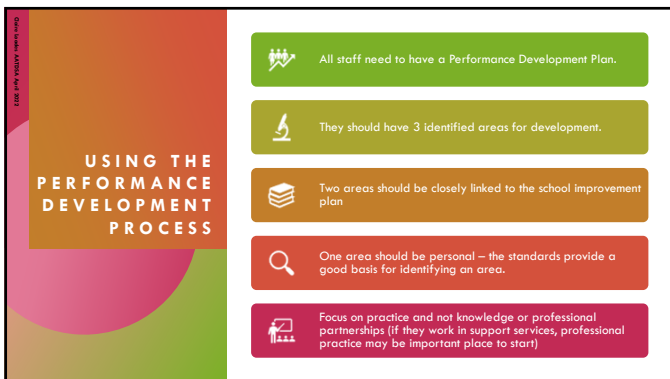
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**OBSERVING STAFF-WALKTHROUGHS**

- Ask as question – “what strategies are used in Math lesson to extend students vocabulary?” This can be based on your SIP goals.
- Make staff aware that is the question you are seeking answers to.
- Use the walkthrough over a week to observe what is happening in maths classes
- Make notes about what you are seeing.
- Feedback to staff with de-identified information if that feels appropriate.
- 5 to 10 minutes in each class everyday for the week, will give you a good understanding of what is happening in the Maths lesson.

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**FORMAL OBSERVATION**

You may need to do this for:

- Staff seeking more personalized feedback
- Staff who are on provisional registration
- Staff who want to become highly accomplished or lead teachers
- Staff on managing poor performance
- Staff you have concerns about

Be sure you have read through the processes that apply for the different reasons. Seek support where necessary

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**OBSERVATIONS SHOULD**

- Be negotiated with the individual:
  - What will be observed,
  - When will it happen,
  - The purpose of the observation
- Focus on one or two areas
- Provide time for reflection and review – follow up with a meeting

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**USE THE CONTINUUM AS THE BASIS**

- To identify the areas of observation
- To provide feedback both oral and written
- The continuum provides the basis for a professional discussion about what classroom practice looks like.
- The continuum, the elaborations and the standards are what is defined as good classroom and teaching – it is not your opinion

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**OTHER TYPES OF OBSERVATIONS**

- Instructional Rounds – releasing to observe other teachers to seek the answer to a question about classroom practice – it could be focussed on a program that is being introduced
- Teachers Observing Teachers – use groups of 3, who each observe each other. They identify the area for feedback, or you can determine the area as a group, staff are released / or undertake their observations in their NIT they then meet and discuss their observations.

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**REMEMBER**

To follow up on the observations: –

What did you see	What follow through needs to occur	What are the next steps
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Classroom observations should not just to be used as a big stick.

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Classroom observations are to improve the teaching and learning outcomes through improvement of classroom practice.

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**BUT I AM IN SUPPORT SERVICES**

Support services staff are working in leadership positions

Use highly accomplished and lead teacher levels for support services staff

Need to look at decide which parts fit the role description for their position, not all aspects will

You may want to look at Standard 5 and 6 especially at the Lead level that describes collaboration with staff  
Don't forget – knowledge and classroom practice as well

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**LOOKING FOR MORE INFORMATION**

 Check Plink to see what training is available – HR often run training around classroom observation for leaders

 If you need to move beyond supporting teachers to improve their practice within the performance development processes, seek help from state office, use a peer to reflect on what you are doing, ask someone else to undertake observations as well as you

 The AITSL materials and the NAATD elaborations provide you with the materials to describe what is good practice in a classroom that has been agreed at a national level.

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