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| **AITSL Standards development/reflection checklist** | **Occurrence** | | |
|  | 1 | 2 | 3 |
| 1. **Know students and how they learn** |  |  |  |
| 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. |  |  |  |
| 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. |  |  |  |
| 1.3 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 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 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 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. |  |  |  |
| 1. **Know the content and how to teach it** |  |  |  |
| 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area |  |  |  |
| 2.2 Organise content into an effective learning and teaching sequence. |  |  |  |
| 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. |  |  |  |
| 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. |  |  |  |
| 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. |  |  |  |
| 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. |  |  |  |
| 1. **Plan and implement effective teaching and learning** |  |  |  |
| 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. |  |  |  |
| 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies |  |  |  |
| 3.3 Include a range of teaching strategies |  |  |  |
| 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning |  |  |  |
| 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. |  |  |  |
| 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. |  |  |  |
| 3.7 Describe a broad range of strategies for involving parents/carers in the educative process. |  |  |  |
| 1. **Create and maintain supporting and safe learning environments** |  |  |  |
| 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. |  |  |  |
| 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. |  |  |  |
| 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour. |  |  |  |
| 4.4 Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements. |  |  |  |
| 4.5 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. |  |  |  |
| 1. **Assess, provide feedback and report on student learning** |  |  |  |
| 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. |  |  |  |
| 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. |  |  |  |
| 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. |  |  |  |
| 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. |  |  |  |
| 5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement. |  |  |  |
| 1. **Engage in professional learning** |  |  |  |
| 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. |  |  |  |
| 6.2 Understand the relevant and appropriate sources of professional learning for teachers. |  |  |  |
| 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. |  |  |  |
| 6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. |  |  |  |
| 1. **Engage professionally with colleagues, parents/carers and the community** |  |  |  |
| 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. |  |  |  |
| 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. |  |  |  |
| 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers. |  |  |  |
| 7.4 Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice. |  |  |  |

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| **Evaluating your lesson/unit using the High Impact Teaching Strategies (HITS)** | | | |
| HITS | Using  Yes/No | Current strategies that reflect the use of this HITS | Future strategies that reflect or improve the use of this HITS |
| 1. Setting goals |  |  |  |
| 1. Structuring lessons |  |  |  |
| 1. Explicit teaching |  |  |  |
| 1. Worked examples |  |  |  |
| 1. Collaborative learning |  |  |  |
| 1. Multiple exposures |  |  |  |
| 1. Questioning |  |  |  |
| 1. Feedback |  |  |  |
| 1. Metacognitive strategies |  |  |  |
| 1. Differentiated instructions |  |  |  |

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| **Evaluating your pedagogy using the Victorian Practice Principles** | | | |
| **Practice Principles** | **Use**  **Yes/no** | **Current activities within my class or unit that reflect this pedagogy** | **Future activities within my class or unit that reflect this pedagogy** |
| **Principle 1:** *High expectations for every student promote intellectual engagement and self-awareness* |  |  |  |
| **Principle 2:** *A supportive and productive learning environment promotes inclusion and collaboration* |  |  |  |
| **Principle 3:** *Student voice, agency and leadership empower students and build school pride* |  |  |  |
| **Principle 4:** *Curriculum planning and implementation engages and challenges all students* |  |  |  |
| **Principle 5:** *Deep learning challenges students to construct and apply new knowledge* |  |  |  |
| **Principle 6:** *Rigorous assessment practices and feedback inform teaching and learning* |  |  |  |
| **Principle 7**: *Evidence-based strategies drive professional practice improvement* |  |  |  |
| **Principle 8:** *Global citizenship is fostered through real world contexts for learning* |  |  |  |
| **Principle 9:** *Partnerships with parents and carers enhance student learning* |  |  |  |

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| **Evaluating your lesson/unit using the Elements of the NSW Quality Teaching Framework** | | | | |
| Dimensions | Elements | Using  Yes/No | Current strategies that reflect the use of this elements | Future strategies that reflect or improve the use of the elements |
| Intellectual quality | Deep knowledge |  |  |  |
| Deep understanding |  |  |  |
| Problematic knowledge |  |  |  |
| Higher-order thinking |  |  |  |
| Metalanguage |  |  |  |
| Substantive conversation |  |  |  |
| Quality learning environment | Explicit quality criteria |  |  |  |
| Engagement |  |  |  |
| High expectations |  |  |  |
| Social support |  |  |  |
| Students’ self-regulation |  |  |  |
| Student direction |  |  |  |
| Significance | Background knowledge |  |  |  |
| Cultural knowledge |  |  |  |
| Knowledge integration |  |  |  |
| Inclusivity |  |  |  |
| Connectedness |  |  |  |
| Narrative |  |  |  |

Source: https://theelements.schools.nsw.gov.au/introduction-to-the-elements/policy-reforms-and-focus-areas/quality-teaching-framework.html

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| Unit/Topic/Excursion/Activity: Year level: | | |
| Positives  What worked well?  What did you like? | Minuses  What did not work well?  What did you not like? | Improvements/interesting  How could this be improved?  What was interesting? |
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| **Strengths**  What I am doing well? | **Weaknesses**  What I am not doing well? |
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| **Opportunities**  How can I improve?  What supports are here for me? | **Threats**  What stops me improving or doing well?  What can I do about them? |
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