ISF Teacher Career Development Continuum May 2020

The Career Continuum is adapted from work published by the Australian Institute for Teaching and School Leadership[1], which reflects and builds on international evidence that a teacher's effectiveness has a powerful impact on students' learning, with broad consensus that teacher quality is the single most important in-school factor influencing student achievement.

- The key elements of quality teaching are described in the Standards.
- The Standards define the work of teachers and make explicit the elements of high-quality, effective teaching.
- The Standards are inter-connected, inter-dependent and overlapping.
- The Standards are grouped into three **domains of teaching**: *Professional Knowledge, Professional Practice and Professional Engagement.*

The Career Development Continuum further identifies 7 **Standards** – see below. Within each Standard, **Focus Areas** provide further illustration of teaching knowledge, practice and professional engagement.

The focus areas are separated into **descriptors** which align with career stages from early or 'graduate' practice to highly experienced lead teaching demonstrating support both within and external to the school: **Functional, Effective, Accomplished,** and **Lead.**
We would expect ISF teachers to be working at least within the **Effective** stage**.**

Domains and Standards

Domain		Standards
Professional Knowledge	1 2	Know your students and how they learn Know the content and how to teach it
Professional Practice	3 4 5	Plan for and implement effective teaching and learning Create and maintain supportive and safe learning environments Assess, provide feedback and report on student learning
Professional Engagement	6 7	Engage in professional learning Engage professionally with colleagues, parents/carers and the community

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[1] "Australian Professional Standards for Teachers." *AITSL.* Australian Institute for Teaching and School Leadership Limited. 2014. Web. 5th May 2015.

Focus Areas and Descriptors

Professional Knowledge

Standard 1: Know your students and how they learn				
Focus Area	*Functional*	*Effective*	*Accomplished*	*Lead*
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.	Use effective teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Consistently select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	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
1.2 Understand how students learn	Demonstrate and apply knowledge and understanding of best practice into how students learn and the implications for teaching.	Structure teaching programs using best practice, research and collegial advice about how students learn.	Expand understanding of how students learn using research into best practice and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using best practice and workplace knowledge about how students learn.
1.3 Students with diverse linguistic, cultural and religious backgrounds	Demonstrate knowledge of and implement teaching strategies and units that are responsive to the learning strengths and needs of students from diverse linguistic, cultural and religious backgrounds	Design and implement teaching strategies and units that are responsive to the learning strengths and needs of students from diverse linguistic, cultural and religious backgrounds.	Support colleagues to develop effective teaching strategies and units that address the learning strengths and needs of students from diverse linguistic, cultural and religious.	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

				and religious backgrounds.
1.4 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	Demonstrate an understanding of the need to use key information about students' prior knowledge to inform teaching and planning	Teaching and planning are based on a clear understanding of the skills, knowledge and understanding that students have brought with them into class and assessments enable flexibility in planning.	Support colleagues in the use of pre-learning assessments, assessment data and targeted learning outcomes to ensure that all students make sustained progress.	Review transition arrangements to ensure that all students make sustained progress, including the use of pre-learning assessments and targeted learning outcomes.
1.5 Differentiate teaching to meet the specific language needs of students	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific language needs of students.	Develop teaching activities that incorporate differentiated strategies to meet the specific language needs of students	Provide advice and support to colleagues in the implementation of effective teaching strategies for students whose level of language is low, using knowledge of and support from the EAL department.	Lead colleagues to develop teaching programs that use best practice to specifically address the needs of students whose level of language is low.
1.6 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Demonstrate knowledge and understanding of and implement strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities and units that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	Evaluate learning and teaching programmes, using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities.	Lead colleagues to evaluate the effectiveness of learning and teaching programmes differentiated for the specific learning needs of students across the full range of abilities.
1.7 Understand and respect the different	Demonstrate broad knowledge of,	Provide opportunities for students to develop	Support colleagues with providing opportunities for	Lead initiatives to assist colleagues with

cultures that make up the population at ISF, and promote tolerance, respect and international mindedness	understanding of and respect for different cultures and languages.	understanding of and respect for different cultures and languages.	students to develop understanding of and respect for different cultures and languages.	opportunities for students to develop understanding of and respect for different cultures and languages.

Professional Knowledge

Standard 2 – Know the content and how to teach it

Focus area	*Functional*	*Effective*	*Accomplished*	*Lead*
2.1 Content and teaching strategies of the teaching area	Demonstrate and implement knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop teaching activities which engage and challenge all students.	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement learning and teaching programmes which engage and challenge all students.	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programmess.
2.2 Curriculum, assessment and reporting	Align curriculum, assessment and reporting knowledge.	Design and implement aligned learning and teaching programmes using knowledge of curriculum, assessment	Support colleagues to plan and implement aligned learning and teaching programmes using best practice and understanding of	Lead colleagues to develop aligned learning and teaching programmes using comprehensive knowledge of curriculum,

		and reporting requirements.	curriculum, assessment and reporting requirements.	assessment and reporting requirements.

2.3 Literacy and numeracy strategies	Demonstrate an understanding of how to implement literacy and numeracy teaching strategies and their application in teaching areas.	Implement effective teaching strategies to support students' literacy and numeracy achievement.	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.
2.4 Information and Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Implement effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	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.	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.

Professional Practice

Standard 3 – Plan for and implement effective teaching and learning

Focus area	Functional	Effective	Accomplished	Lead
3.1 Establish challenging learning goals	Set learning goals that provide an achievable level of challenge for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for/with all students.	Develop a culture of high expectations with all students by modelling and setting challenging learning goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
3.2 Plan, structure and sequence learning programmes	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programmes or lesson sequences that engage students and promote learning.	Work with colleagues to plan, evaluate and modify learning and teaching programmes to create productive learning environments that engage all students.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programmes to develop students' knowledge, understanding and skills.
3.3 Use teaching and questioning strategies	Include a range of teaching and questioning strategies that promote knowledge, skills, problem solving and	Select and use effective teaching and questioning strategies to develop knowledge, skills, problem solving and	Support colleagues to select and apply effective teaching and questioning strategies to develop knowledge, skills,	Work with colleagues to review, modify and expand their repertoire of teaching and questioning strategies to enable

	critical and creative thinking.	critical and creative thinking.	problem solving and critical and creative thinking.	students to use knowledge, skills, problem solving and critical and creative thinking.
3.4 Select and use resources	Demonstrate knowledge of and use a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of appropriate resources, including ICT, to engage students in their learning.	Assist colleagues to create, select and use a wide range of appropriate resources, including ICT, to engage students in their learning.	Model exemplary skills and lead colleagues in selecting, creating and evaluating appropriate innovative resources, including ICT, for application by teachers within or beyond the school.
3.5 Use effective classroom communication	Demonstrate knowledge of and use a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	Assist colleagues to select a wide range of differentiated verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.
3.6 Evaluate and improve teaching	Demonstrate knowledge of and use strategies that can be used to evaluate	Evaluate personal teaching and learning using evidence, including feedback from students	Work with colleagues to review current teaching and learning using student feedback, student	Conduct regular reviews of teaching and learning using multiple sources of evidence including:

	teaching to improve student learning.	and student assessment data, to inform planning.	assessment data, knowledge of curriculum, and workplace practices.	student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.

Standard 3 – Plan for and implement effective teaching and learning

Focus area	*Functional*	*Effective*	*Accomplished*	*Lead*
3.7 Engage parents/carers in the educative process	Use an appropriate range of strategies for involving parents/carers in the educative process.	Plan and implement appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.

Standard 4 – Create and maintain supportive and safe learning environments				
Focus area	*Functional*	*Effective*	*Accomplished*	*Lead*
4.1 Support student participation	Implement strategies to support inclusive student participation and engagement in classroom activities to encourage a culture of learning.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities to build a culture of learning.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students in creating a culture of learning.	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
4.2 Manage classroom activities	Organise classroom activities and routines, and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.
4.3 Manage students' behaviour	Manage students' behaviour appropriately and effectively.	Manage students' behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.

Standard 4 – Create and maintain supportive and safe learning environments				
Focus area	*Functional*	*Effective*	*Accomplished*	*Lead*
4.4 Maintain student well-being and safety	Ensure students' well-being and safety within school by implementing school policies and practices.	Ensure students' well-being and safety within school by implementing school policies and practices.	Initiate and take responsibility for implementing school policies and practices to ensure student well-being and safety.	Evaluate the effectiveness of student well-being policies and safe working practices using school policies and practices and assist colleagues to update their practices.
4.5 Use ICT safely, responsibly and ethically	Recognise the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.
4.6 Ensure that individual students' needs are identified and provided for	Use and support the different structures that are available to ensure that individual students' needs are identified and provided for.	Create and foster, both with colleagues and in the classroom, an environment of rapport that promotes the identification of and provision for the needs of the students.	Model, and support colleagues in developing a school and classroom environment of rapport that promotes the identification of and provision for the needs of the students.	Review or implement new policies and strategies to ensure that all students' individual needs are met.

Professional Practice

Standard 5 – Assess, provide feedback and report on student learning				
Focus area	*Functional*	*Effective*	*Accomplished*	*Lead*
5.1 Assess student learning	Demonstrate understanding of a range of assessment strategies, and including informal and formal, diagnostic, formative and summative approaches to the assessment student learning. Use assessment strategies in line with the school's assessment policy.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies, in line with the school's assessment policy to assess student learning.	Develop and apply a comprehensive range of assessment strategies in line with the school's assessment policy to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.
5.2 Provide feedback to students on their learning	Provide timely and appropriate feedback to students about their learning goals.	Provide timely, effective and appropriate feedback to students about their achievement relative to their needs and learning goals.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.
5.3 Make consistent and comparable judgements	Participate in standardisation to support consistent and comparable judgements of student learning.	Understand and participate in assessment standardisation activities to support consistent and	Organise assessment standardisation activities that support consistent and comparable	Lead and evaluate standardisation activities that ensure consistent and comparable judgements of student

		comparable judgements of student learning.	judgements of student learning.	learning to meet curriculum and school or system requirements.

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

Focus area	*Functional*	*Effective*	*Accomplished*	*Lead*
5.4 Reflect upon assessment data to inform teaching practice	Interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.
5.5 Report on student achievement	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	Consistently report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

Professional Engagement

Standard 6 – Engage in professional learning

Focus area	Functional	Effective	Accomplished	Lead
6.1 Identify and plan professional learning needs	Identify professional learning needs.	Identify and plan professional learning needs.	Plan personal professional development goals, support colleagues to identify and achieve personal development goals.	Plan and lead the development of professional learning policies and programmes that address the professional learning needs of colleagues.
6.2 Engage in professional learning and improve practice	Considering the training opportunities, understand the relevant and appropriate sources of professional learning for teachers.	Considering the training opportunities, participate in learning to update knowledge and practice, & be research informed, targeted to professional needs and school priorities.	Considering the training opportunities, plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities for teachers.

Standard 6 – Engage in professional learning

Focus area	Functional	Effective	Accomplished	Lead
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from others to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
6.4 Apply professional learning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Professional Engagement

Standard 7 – Engage professionally with colleagues, parents/carers and the community

Focus area	*Functional*	*Effective*	*Accomplished*	*Lead*
7.1 Meet professional ethics and responsibilities	Understand and apply the key principles described in ISF Codes of Conduct and other regulatory authorities.	Meet the expectations of the ISF Codes of Conduct and that of other regulatory authorities and systems.	Maintain high ethical standards and support colleagues to interpret codes of conduct and exercise sound judgement in all school and community contexts.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
7.2 Comply with legislative, administrative and organisational requirements	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.
7.3 Engage with the parents/carers	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.	Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

Standard 7 – Engage professionally with colleagues, parents/carers and the community				
Focus area	*Functional*	*Effective*	*Accomplished*	*Lead*
7.4 Engage with professional teaching networks and broader communities	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.