Aitsl Teaching Standards

Bram De Wever,Ruben Vanderlinde,Melissa Tuytens,Antonia Aelterman

 Primary Mathematics Penelope Baker,Rosemary Callingham,Tracey Muir,2023-09-07 Primary Mathematics: Integrating Theory with Practice is a comprehensive introduction to teaching mathematics in Australian primary schools. Closely aligned with the Australian Curriculum, it provides a thorough understanding of measurement, geometry, patterns and algebra, data and statistics, and chance and probability. The fourth edition provides support for educators in key aspects of teaching: planning, assessment, digital technologies, diversity in the classroom and integrating mathematics content with other learning areas. It also features a new chapter on the role of education support in the mathematics classroom. Each chapter has been thoroughly revised and is complemented by classroom snapshots demonstrating practical application of theories, activities to further understanding and reflection questions to guide learning. New in this edition are 'Concepts to consider', which provide a guided explanation and further discussion of key concepts to support pre- and in-service teachers' learning and teaching of the fundamentals of mathematics.

 International Perspectives on English Teacher Development Andrew Goodwyn,Jacqueline Manuel,Rachel Roberts,Lisa Scherff,Wayne Sawyer,Cal Durrant,Don Zancanella,2022-11-30 The fourth volume in the successful IFTE series provides an international perspective on the knowledge and professional development of the English teaching workforce. It provides a state-of-the-art review of English teaching and teachers and how they are developed over time. With contributions from leading scholars around the world, this volume is divided into four sections that follow the journey of an English teacher from being a student, to the latter stages of professional development and becoming a teacher. It sheds light on how different elements such as school culture, professional development, higher-level qualifications, professional associations and government policies contribute or detract from retention and job satisfaction. International Perspectives on English Teacher Development serves as ideal reading for the research and teacher education community along with teachers and student teachers globally.

 Empowered Educators in Australia Dion Burns,Ann McIntyre,2017-02-22 BEST PRACTICES FROM AUSTRALIA'S HIGH-PERFORMING SCHOOL SYSTEMS Empowered Educators in Australia is one volume in a series that explores how high-performing educational systems from around the world achieve strong results. The anchor book, Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World, is written by Linda Darling-Hammond and colleagues,

with contributions from the authors of this volume. The authors of Empowered Educators in Australia take an in-depth look at the policies and practices surrounding teaching quality in two different states: New South Wales (NSW) and Victoria. NSW offers significant support for government schools in areas such as staffing and teacher professional development. Victoria operates a highly devolved school system. Each provides a contrasting view of how federal and state policies combine to shape learning outcomes for students in Australia. The interplay between state and federal policy characterizes an intriguing centralizing decentralization. Initiatives to create national curricular, teaching, and teacher education standards all sit in balanced tension with a movement towards greater devolution of authority to schools. Together the NSW and Victoria case studies provide insights into policies that can support high-quality teaching in a federal education system. Australia's current educational reforms place increasing emphasis on issues of teaching quality, reshaping teaching as a standards-based, evidence-informed profession, and one that seeks to foster collegiality and professional exchange. These reforms encompass many aspects of a system that supports teaching quality, and highlight: the way teachers are trained, how they are inducted into the teaching profession and supported with mentors, the professional learning they receive, how they are appraised on their work, and the career pathways for teachers.

Learning to Teach in a New Era Jeanne Allen,Simone White,2021-09-15 Entering the teaching profession in the twenty-first century comes with many challenges and even more opportunities to meet the learning needs of Australian students. Learning to Teach in a New Era provides a fundamental introduction to educational practice for early childhood, primary and secondary preservice teachers. Closely aligned with the Australian Curriculum and the Australian Professional Standards for Teachers, this text builds on foundational knowledge and provides guidance on professional development throughout your career in education. Organised in three sections – professional knowledge, professional practice and professional engagement – and thoroughly updated, this text introduces educational policy and the legal dimensions of education; encourages the development of practical skills in pedagogy, planning, assessment, digital technologies and classroom management; and supports effective communication and ethical practice. This edition features a new chapter exploring Aboriginal and Torres Strait Islander ways of knowing, being and doing, enabling teachers to create respectful and culturally responsive classrooms.

The Palgrave Handbook of Educational Leadership and Management Discourse Fenwick W. English,2022-10-13 This Handbook explores the discourse within the field of educational leadership and management. It provides a clear analysis of the current field as well as older foundational ideas and newer concepts which are beginning to permeate the discussion. The field of educational leadership and management has long acknowledged that educational contexts include a variety of leaders beyond school principals and other school officials such as informal and middle level leaders. By looking at the knowledge dynamic rather than a static knowledge base , this Handbook allows research to be presented in its multidimensional,

evolving reality.

Succeeding on your School Experience Placement Brian Mundy,2020-11-25 This book is designed to help you through one of the most important aspects of your pre-service teacher education: your school experience placements. Highly practical and accessible, it gives guidance on what happens before, during and after placement, and provide you with strategies on how to deal with the issues that you will encounter in school, including classroom management, lesson planning and catering for individual differences. Each chapter includes: · Relevant AITSL standards that are being addressed · Key terminology that you'll need to familiarise yourself with · Essential questions that encourage discussion of teaching practice · Frequently asked questions by pre-service teachers with potential responses · Placement scenarios that offer valuable learning opportunities The book is also supported by 30+ downloadable lesson plan and classroom-ready templates.

The Quest for Revolution in Australian Schooling Policy Glenn C. Savage,2020-12-29 This book seeks to critically examine the impacts of 'grand designs' in public policy through a detailed historical analysis of Australian schooling reforms since the 'education revolution' agenda was introduced by the federal government in the late 2000s. Combining policy analyses and interviews with senior policy makers and ministerial advisors centrally involved in the reforms, it offers a detailed interpretive analysis of the complexities of policy evolution and assemblage. The book argues that the education revolution sought to impose a new order on Australian schooling by aligning state and territory systems to common policies and processes in areas including curriculum, assessment, funding, reporting and teaching. Using a theory and critique of 'alignment thinking' in public policy, Savage shows how the education revolution and subsequent reforms have been underpinned by uncritical faith in the power of nationally aligned data, evidence and standards to improve policies and unite systems around practices 'proven to work'. The result is a new national policy assemblage that has deeply reshaped the making and doing of schooling policy in the nation, generating complex questions about who is steering the ship of education into the future. The Quest for Revolution in Australian Schooling Policy is a must read for education policy researchers, policy makers, education ministers and school leaders, and will appeal to anyone with an interest in the complex power dynamics that underpin schooling reforms.

The Australian Government Muscling in on School Education Grant Rodwell,2020-05-07 Despite the Australian Constitution implying school education to be a state responsibility, the Commonwealth has increasingly interfered with state school education. The Australian Government Muscling in on School Education therefore offers a historical account of this government involvement in Australian education, from federation to the present day, providing a much-needed, fully updated and relevant overview the topic. Arguing that education has become an arena for competing political forces, this book examines the powerful influence of the Commonwealth over education and the political motives behind it, exploring how politics influences aspects of the curriculum, teaching standards, assessment and reporting, funding, teacher selection and

policy more broadly. Ultimately questioning whether this influence is in the interests of the members of the community who depend on education, the book holds government engagement in education to account. Taking the major epochs of federalism as an organizing framework, the book's chapters include explorations of: The efficiency dynamic and the progressive years (1919–39) Postwar imperatives and the Menzies years (1949–72) Coordinative federalism and treading softly: the Whitlam years (1972–5) and Fraser years (1975–83) Corporate federalism: the Hawke/Keating years (1983–96) Supply-side federalism and globalization: the Howard years (1996–2007) National control and the Rudd, Gillard, Abbott, Turnbull and Morrison years (2007–15) A thorough and significant examination of the historical engagement of the Australian government in education, this book is essential reading for student teachers and postgraduate students in education studies and politics.

Teachers' Experience of Professional Standards for Teachers Adam J. Taylor,2016 The focus of this thesis is professional standards for teachers. In particular, teachers' experiences of the Australian Institute for Teaching and School Leadership's (AITSL) Australian Professional Standards for Teachers are addressed as one example of similar professional standards found throughout the global metropole. There is a bountiful literature on professional standards written from a theoretical perspective, but no notable international literature on practitioners' experience of professional standards and the professionalism which they enunciate. The literature review of this thesis takes a wide purview of the multiple discourses that have contributed to the genesis of professional standards. Understanding the context of professional standards thereafter allows for the problematising of professional standards and the teacher quality discourse in which they are situated. This inquiry adopted an original, multi-layered phenomenographic approach in seeking to understand the intersubjective space between teachers and professional standards. Semi-structured interviews with 71 secondary school teachers in a high performing school system formed the evidentiary base of this thesis. This was supported by a series of extended critically reflexive debriefs with a panel of peers. This generative process allowed for the construction of a phenomenographic outcome space that describes the finite number of ways in which teachers conceive professional standards. The outcome space provides the basis for the subsequent discussion of the impact of professional standards on the professional identity of teachers. The inquiry finds that the discourses of quality assurance and quality improvement dominate the arena of professional standards, and that the quality assurance discourse is seen by teachers in the current study as heavily outweighing the discourse of quality improvement. This has concomitant negative effects on the capacity of professional standards to fulfill their stated intention to improve the quality of teaching and raise its status. It further finds that while the AITSL Standards describe the epistemological dimensions of what teachers should know and be able to do, they largely ignore the ontological dimension of the human person that teachers become. This research seeks to stimulate reflection, dialogue and debate on the significance of the ontology of teaching, suggesting that the deepening of teacher ethics, by teachers and for teachers, holds the greatest promise for doing this in a way which connects the threads of teacher

professional standards, teacher professionalism and teacher ontology. -- Abstract.

Teaching, Google eBook Rick Churchill,Peter Ferguson,Sally Godinho,Nicola F. Johnson,Amanda Keddie,Will Letts,Jenny Mackay,Michele McGill,Julianne Moss,Michael C. Nagel,Paul Nicholoson,Melissa Vick,2012-02-02

A CDE Report to AITSL on Standards 3.1 and 3.2 ,2012 In April 2011 the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) endorsed standards and procedures for the accreditation of initial teacher education programs in Australia. These standards included Program Standards 3.1 and 3.2 directed towards preservice teachers in teacher education programs , in particular, concerning the expected literacy and numeracy attainment of preservice teachers either before beginning a teacher education qualification or for them to have attained before completion of the qualification. In seeking to determine how these standards will be implemented the Australian Council of Deans of Education (ACDE) worked with the Australian Institute for Teaching and School Leadership (AITSL) to conduct research designed to develop an agreed set of principles and benchmarks associated with the requirements for Program Standards 3.1 and 3.2. [Executive sumary, ed]

Teachers for the 21st Century Organisation for Economic Co-operation and Development,2013-05-17 In education circles there is a growing recognition that the quality of teaching affects student learning.In many countries, however, the concept-- not to mention the use--of teacher appraisals sparks discussion whenever it is mentioned. According to what criteria? Who decides? And what should the results of teacher appraisals be used for? But education stakeholders are beginning to find some agreement with the idea that appraisals can be a key lever for focusing more on teaching quality and continuous professional development for teachers. This book summarizes the findings on teacher appraisals presented at the third International Summit on the Teaching Profession. Hosted by the Netherlands, the OECD, and Education International, the summit brought together education ministers, union leaders, and other teacher leaders from high-performing and rapidly improving education systems to discuss how teacher quality is defined and measured.The book explores how standards are set, and by whom, what systems are in place for teacher evaluation, and how evaluations are conducted. It also reveals how teacher evaluation contributes to school improvement and teacher self-efficacy.

Australian Professional Standards for Teachers ,2011 The Australian Professional Standards for Teachers comprise seven Standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping. The Standards are grouped into three domains of teaching; Professional Knowledge, Professional Practice and Professional Engagement. In practice, teaching draws on aspects of all three domains. Within each Standard focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into Descriptors at four professional career stages: Graduate, Proficient, Highly Accomplished and Lead. [Preamble, ed]

Professional Learning in Education Bram De Wever,Ruben Vanderlinde,Melissa Tuytens,Antonia Aelterman,2016 On

teacher educators' professionalism and (student) teachers' practices and professional development

Preparing Teachers and Developing School Leaders for the 21st Century Schleicher Andreas,2012-07-10 Nations around the world are undertaking wide-ranging reforms to better prepare children for the higher educational demands of life and work in the 21st century. What are the skills that young people will need in a rapidly changing society, and what competencies do teachers need to effectively teach those skills? What can teacher preparation and continuing professional development do to prepare graduates to teach well in tomorrow's classroom? What are the different roles and responsibilities of upcoming school leaders, and how do countries succeed in developing these leaders? To help governments effectively address these and other key issues, the U.S. Department of Education, the OECD, and Education International brought education ministers, union leaders, and other teacher leaders together in the second International Summit on the Teaching Profession in March 2012. This publication summarizes the evidence that underpinned the summit and highlights its conclusions.

Application of the Australian Professional Standards for Teachers to Teachers Working in Early Childhood Education and Care Services ,2012 This report provides advice on the potential to apply the Australian Professional Standards for Teachers (APST) to teachers working in early childhood education and care services. The focus of the investigation concerns public and private preschools, long-day-care services (a number of which include preschools) and home-base care services. The results of this project highlight the many complexities involved. Some of the issues are emotive while some rely on historical precedents. It is the view of this report that there is no real impediment to working out a viable solution that offers a genuine pathway forward for both AITSL and ACECQA. Building upon the discussion and findings in this report we recommend a joint working party be established. [Executive summary, ed].

Teachers as Professional Learners Ellen Larsen,Jeanne Maree Allen,2021-01-19 Drawing upon data from an Australian study, this book gives voice to beginning teachers navigating their way through their first year of teaching and discovering what it means to be professional learners. The chapters within provide rich insights into the ways in which beginning teachers make sense of the new and challenging experiences they face during the first year of teaching, and how these influence the development of their learner identities at this formative time of their careers. Professional learning, in response to teacher standards and associated accountability measures, often fails to acknowledge the importance of internal motivation and attitude to beginning teachers' sense of a professional learner identity. This book offers policy makers, teacher educators, school leaders, mentors and teachers a way of thinking about how beginning teachers can be supported to grow professionally and construct their identities as professional learners.

Uncovering the Current State of Professional Learning for Teachers ,2017 This report summarises the key findings of activities undertaken by the Australian Institute for Teaching and School Leadership (AITSL) between June and September

2017, as agreed by Education Council in April 2017. This includes AITSL, in consultation with the Australasian Teacher Regulatory Authorities and other key stakeholders, considering a broader evidence base and options for improving the quality of professional learning for teachers, including possible national criteria aligned to the Australian Professional Standards for Teachers (Teacher Standards), and reporting back to Education Council in December 2017. [Publisher summary, ed]

The Rural Educator ,2013

Theory to Practice in Teacher Education Christine Grima-Farrell,Tony Loughland,Hoa Thi Mai Nguyen,2019-08-21 This book offers a theoretically and empirically robust account of what is known about the effective approaches that translate theory to practice in teacher education, presenting evidence from case studies from a diverse range of contexts informed by various methodological foundations. It also provides accounts that support teacher educators involved in both school and university based teacher education. The book offers insights into the translation of theory to practice from the long history of teacher education, the benefit of diverse approaches in terms of the effectiveness of initial teacher education, and the impact of professional standards.

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