

Classroom Practice Continuum

‘One never learns to teach once and for all. It is a continuous, ongoing, constantly deepening process.’

(Shulman 2004)

- brings the *Australian Professional Standards for Teachers* to life by building out the Professional Practice Domain and articulating what teachers at increasing levels of expertise do in the classroom
- by demonstrating progression along the Continuum, teachers can see what it looks like to improve their own classroom practice and the consequent impact of this improvement on student learning, student engagement in learning and student wellbeing



The continuum

The Classroom Practice Continuum is guidance for practice rather than prescription. The Continuum:

- is not a pedagogical model
- is not a deficit model
- is not a list of discrete behaviours
- is not designed to be taken into the classroom to record evidence
- does not replace existing observation tools
- is not an instrument that can or should be the only source of evidence

Summary - uses

The Classroom Practice Continuum supports teachers and school leaders to implement classroom observation through:

- developing a shared language for describing practice
- assisting teachers to self-assess their current practice
- using a common instrument for locating evidence of teacher practice
- providing a scaffold to support improvement focused feedback to teachers
- identifying levels aligned to the Standards' career stages for registration and certification processes
- constructing a staff profile of current practice through teacher self-assessments to identify teachers with expertise who can support, mentor or coach other colleagues

Career stages

- **Level 1** demonstrates practices that should be evidenced at the Graduate career stage
- **Level 2 & 3** demonstrates practices that should be evidenced at the Proficient career stage
- **Level 4 & 5** demonstrates practices that should be evidenced at the Highly Accomplished career stage
- **Level 5 & 6** demonstrates practices that should be evidenced at the Lead career stage

The level descriptions are *guidance* for practice rather than *prescription*. Regardless of the process, multiple forms of evidence should always be used to ensure that the evidence required for any form of informal or formal evaluation or review is adequate, authentic, appropriate and accurate.

How to use the continuum

The Continuum provides the basis for developing consistency and accuracy in interpretations of classroom observations.

- **Stage 1** requires observers to gather objective, descriptive evidence of practice in the classroom
- **Stage 2** requires the observer to locate the evidence on the Continuum. This can be done as part of a collaborative conversation with the observed teacher
- **Stage 3** requires teachers to engage in conversation about the implications for their continued growth as professionals

Learning from practice – workbook series

- Designed to encourage teachers to continually reflect on their practice
- These workbooks guide teachers' self-reflection, self-inquiry and discussion with colleagues as well as supporting local performance and development processes
- The 'Developing a professional mindset' workbook encourages continual growth as a professional in order to improve outcomes for students
- Effectively reflecting on practice is a learned skill and the key to continual improvement
- Establish a mindset of reflection and develop trusted relationships with colleagues

