

Learning and Teaching Expert Teacher Practice

Inspiring *Faith* Inspiring *Learning*



Diocese of Sale
Catholic Education Ltd

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Please note: The reference to Parent/Guardian in this document includes carer, family member or other person who has the custody or care of a child.

Acknowledgement of Country

Diocese of Sale Catholic Education Limited acknowledges and pays respect to the Traditional Custodians of the land across the Diocese where Aboriginal Nations have practiced and celebrated learning for generations. The knowledge that has been shared has allowed for their cultures to thrive through their spiritual relationship with Country and ongoing connection to the land, seas, and waterways.



Our community commemorates the Pass it On Message Stick Relay of 2005/2006.

"...the Church herself in Australia will not be fully the Church that Jesus wants her to be until you have made your contribution to her life and until that contribution has been joyfully received by others.

(Pope John Paul II, Alice Springs 1986)

From the Director

Dear Colleagues,

Every teacher an expert teacher.

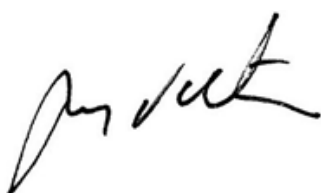
The attainment of expert status does not merely rest upon the acquiring of knowledge. Expertise is not achieved through experience and years in the field.

An expert teacher is formed through dedication, perseverance, and a relentless pursuit of understanding how students learn. This expertise is centred on what the expert teacher does to ensure students achieve their learning potential. In the Catholic school, an expert teacher is also one who fully understands the work of the school in support of the mission of the Church. In all they do, expert teachers work to make real the Kingdom of God in their classroom and school community.

This document is provided to support everyone in DOSCEL to embrace and respond to the challenge of ensuring that every teacher in the Diocese of Sale is an expert teacher. My hope is that this document inspires our teaching profession to commit to that practice that will ensure improved life chances for all students within our Diocese. Rather than being read as a destination of practice, the intent of the document is one of aspiration and securing the commitment of all within the Diocese to embrace the challenge of continuous improvement in our practice. What this document does is animate how teachers with expertise prepare for learning and teaching, what they take into account and consider, and how they deliver education within their unique context.

The material is designed to assist in the identification of priority areas for schools, determine leadership responses to support aspirant leaders to understand components of expert teaching, and to support teachers to identify and pursue specific areas to improve their practice.

The appreciation and recognition of the expertise and commitment of educators within schools in the Diocese of Sale is a critical component of ensuring that all students within our schools experience expert teachers year after year.



Paul Velten
Director of Catholic Education - Diocese of Sale
Chief Executive Officer - Diocese of Sale Catholic Education Limited

DOSCEL Learning and Teaching Expert Teacher Practice

An expert teacher in the Diocese of Sale:

1. Plans collaboratively and enacts student learning based on knowledge of curricula and evidence-based student data. [Practice Example 1](#)
2. Differentiates instruction and learning experiences based on comprehensive knowledge of students and their contexts (including culture, background, and disability). [Practice Example 2](#)
3. Leverages evidence-based strategies to improve academic, and social emotional learning. [Practice Example 3](#)
4. Sources and utilises information to create planned adjustments that directly support students. [Practice Example 4](#)
5. Creates safe and predictable learning environments and adapts classroom practice to meet the needs of individual students and cohorts. [Practice Example 5](#)
6. Utilises school process as a framework that enables proactive planning, and responds to student learning and wellbeing needs. [Practice Example 6](#)
7. Builds respectful working relationships with students, colleagues, families, and external professionals. [Practice Example 7](#)
8. Reviews and updates pedagogical and professional practice to meet the learning needs of students. [Practice Example 8](#)
9. Maintains up to date knowledge of legislative requirements and enacts school policies and processes that support the National Aboriginal and Torres Strait Islander Education Strategy, DSE, DDA, NCCD, Child Safe Standards and EAL Curriculum. [Practice Example 9](#)

1. Plans collaboratively and enacts student learning based on knowledge of curricula and evidence-based student data.

Practice Examples:

- Uses the Victorian Curriculum (including ABLES and EAL) and the Religious Education Curriculum *To Live in Christ Jesus* as the organisational structure for content knowledge.
- Uses formal and informal data to plan collaboratively and inform daily teaching practice (e.g. ACER PAT, NAPLAN, universal classroom assessments, teacher observations).
- Utilises cohort and system level data to identify strengths and challenges in cohorts and gaps in teacher practice and knowledge.
- Engages with Aboriginal pedagogy to connect Aboriginal and Torres Strait Islander students to their learning and recognises the benefit to all students.
- Consistently refers to assessment data and implements targeted, ongoing formal and informal assessment in relation to specific curriculum goals.
- Plans and provides formative and summative feedback on teaching and learning practices.
- Assesses, teaches and monitors students' progression on the Victorian Curriculum (including ABLES and EAL) and the Religious Education Curriculum *To Live in Christ Jesus*.
- Identifies multiple sources of evidence that demonstrates student progress.
- Teaches ethical and effective use of ICT.

2. Differentiates instruction and learning experiences based on comprehensive knowledge of students and their contexts (including culture, background, and disability).

Practice Examples:

- Plans with colleagues for student growth, has high expectations of students' potential and establishes challenging learning goals.
- Provides explicit instruction and examples to support student learning (including DOSCEL enablers).
- Identifies and responds to common student misconceptions experienced by individual students/cohorts.
- Values, responds to and promotes student agency (e.g. high quality feedback).
- Plans and creates culturally responsive classrooms where Aboriginal and Torres Strait Islander students achieve their full learning potential, are empowered to shape their own futures, and are supported to embrace their culture and identity as Australia's First Nations peoples.
- Understands the impact of a broad range of disabilities on student participation and learning and incorporates a strength-based view of students when planning, for classroom participation, learning and assessment.
- Develops knowledge of the language and cultural demands of acquiring English as an additional language and creates supportive learning environments.
- Plans classroom content that reflects the cultural background of students in the school community and the broader Australian society.
- Conducts a sociolinguistic profile with families and analyses the data to inform necessary learning.
- Engages with external professionals to support teachers (e.g. Aboriginal Catholic Ministry).

3. Leverages evidence-based strategies to improve academic, and social emotional learning.

Practice Examples:

- Uses and consistently reviews evidence-based teaching strategies and is flexible and responsive to student need at planning and classroom level.
- Builds student self-efficacy by understanding and responding to the connection between learning, engagement, and behaviour.
- Ensures targeted adjustments recommended by allied health professionals (e.g. psychologists) are consistently implemented.
- Understands and responds to the connection between student self-efficacy and academic achievement.
- Engages with specialist colleagues where appropriate (e.g. learning adjustment).
- Implements the Universal features of WSAPBS within the school environment.
- Leverages technology platforms to carry out data analysis.

4. Sources and utilises information to create planned adjustments that directly support students.

Practice Examples:

- Plans and teaches a differentiated, modified or alternate curriculum to meet potential student need.
- Writes and implements comprehensive PLPs and SAEPs that address student need.
- Writes SMART goals (curriculum and intervention) which include objective measures of achievement as part of PLPs and SAEPs.
- Utilises ABLES to plan targeted learning and support for students.
- Plans and implements effective, evidence-based targeted teaching, adjustments and interventions for students with disability, informed by assessment results.
- Organises learning spaces to support the needs of students in the classroom (e.g. physical arrangement, management of noise, break out spaces).
- Engages and enacts the Principles and Priority Areas from the National Aboriginal and Torres Strait Islander Education Strategy through teacher practice.
- Directs and supports LSOs in the delivery of evidence-based interventions.
- Consistently implements DOSCEL Learning Adjustment enablers at a universal level.

5. Creates safe and predictable learning environments and adapts classroom practice to meet the needs of individual students and cohorts.

Practice Examples:

- Explicitly teaches expected behaviours.
- Identifies, establishes and reviews routines to foster predictability.
- Considers the function of behaviour and responds with targeted and relevant interventions.
- Reflects on teaching and adjusts practice to improve the classroom environment.
- Communicates effectively in different modes to manage the classroom environment.
- Establishes a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- Considers classroom culture/atmosphere, including 'hidden' culture, and responds to and reviews it to build a safe and predictable learning environment.
- Leverages ICT and technology to support student engagement.

6. Utilises school process as a framework that enables proactive planning and responds to student learning and wellbeing needs.

Practice Examples:

- Actively participates in the PSG/Care Team process.
- Consistently enacts selected universals in all school environments.
- Develops targeted behaviour support plans in collaboration (with staff, professionals, and parents/guardians) and implements them with consistency and fidelity.
- Undertakes responsibilities associated with Out of Home Care.
- Understands, considers and implements WSAPBS principles at Universal, Targeted, and Intensive levels, and evaluates their impact on teaching practice.
- Applies the Cycle of Escalation in relation to individual students as part of the WSAPBS process.
- Utilises school referral processes to identify and support students with additional needs.
- Models WSAPBS Universals with students, parents and colleagues.
- Implements school and diocesan enrolment processes with consistency and fidelity.

7. Builds respectful working relationships with students, colleagues, families, and external professionals.

Practice Examples:

- Creates opportunities and encourages Student Agency.
- Develops positive and respectful relationships with each student within the classroom and school context.
- Understands and responds to a student's life experience and recognises its impact on learning and participation.
- Creates effective working relationships with colleagues and parents/guardians to maximise student outcomes.
- Communicates relevant information in a timely manner to parents/guardians about a student's needs/challenges.
- Responsive to issues of cultural identity when interacting with students, parents/guardians, and communities.
- Connects with external agencies that support school relationships with students and parents/guardians.
- Builds family and community connections in a culturally responsive way to support and grow the cultural identity of students.
- Actively participates in care teams and works with students/carers/families to plan educational pathways that support students.
- Provides EAL parents/guardians with access to all school information either orally or in written form, with follow up processes in place to support families where appropriate.
- Interacts positively in evidence supported dialogue with parents/guardians regarding a student's current level of achievement, areas for improvement and appropriate adjustments.

8. Reviews and updates pedagogical and professional practice to meet the learning needs of students.

Practice Examples:

- Engages in ongoing teacher inquiry cycles to reflect on and improve practice.
- Engages in collaborative planning with colleagues and adheres to protocols established by the team.
- Initiates professional learning.
- Engages with DOSCEL Secretariat staff to address the challenges evident in student assessment data to improve teacher practice.
- Communicates with colleagues and accesses resources that facilitate ongoing professional learning about different linguistic, cultural, religious, and socioeconomic backgrounds.

9. Maintains up to date knowledge of legislative requirements and enacts school policies and processes that support the National Aboriginal and Torres Strait Islander Education Strategy, DSE, DDA, NCCD, Child Safe Standards and EAL Curriculum.

Practice Examples:

- Maintains and updates knowledge of Child Safe Standards.
- Engages in ongoing professional learning to develop and apply knowledge of Aboriginal and Torres Strait Islander history and culture and the National Aboriginal and Torres Strait Islander Education Strategy.
- Engages in ongoing professional learning to develop and apply knowledge of the EAL Curriculum.
- Maintains and regularly updates knowledge of the DSE (including responsibilities for adjustments and routine recording and reporting of them to inform parents, and for the purpose of the NCCD).

Acronyms

ABLES	Abilities Based Learning and Education Support
ACER	Australian Council for Education Research
AITSL	Australian Institute for Teaching and School Leadership
DDA	Disability Discrimination Act
DSE	Disability Standards for Education
EAL	English as an Additional Language
ICT	Information and Communications Technology
LSO	Learning Support Officer
NAPLAN	National Assessment Program – Literacy and Numeracy
NCCD	Nationally Consistent Collection of Data
PAT	Progressive Achievement Tests
PLP	Personalised Learning Plan
PSG	Program Support Group
SAEPs	Student Adjustment Education Plan
SMART	Specific, Measurable, Achievable, Relevant and Time-Bound
WSAPBS	Whole School Approach to Positive Behaviour Support



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