

# Mapping Evidence to Policy to help Practice

Dr Tanya Vaughan, GEIS 2018, 22 October



**EVIDENCE  
FOR LEARNING**

# Acknowledgement of Country

We acknowledge the traditional custodians of the land, the elders of the Wurundjeri people of the Kulin nation and pay respect to their elders past, present and emerging.



# Presentation overview

1. Organisation Introduction
2. Evidence Ecosystem
3. Teaching & Learning Toolkit
4. Tailored Toolkits



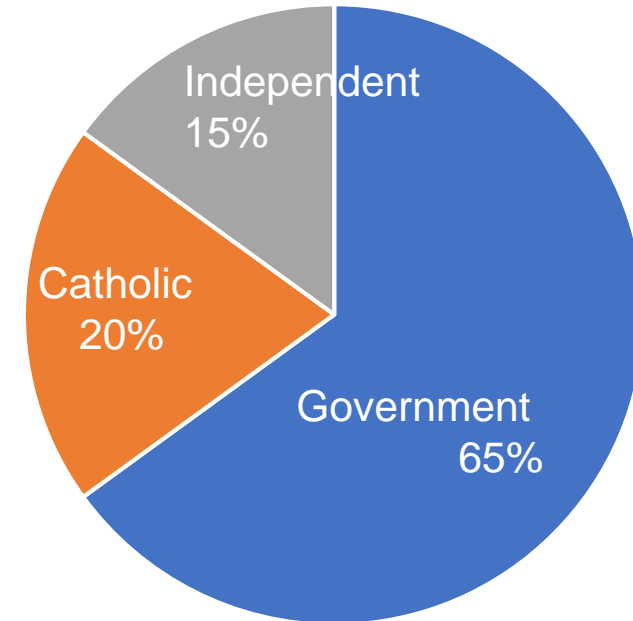
# Australian schools context



9,414 schools

3.8m students

390,000 teachers





# Introducing Evidence for Learning

We help educators increase learning by improving the evidence of what works and why.

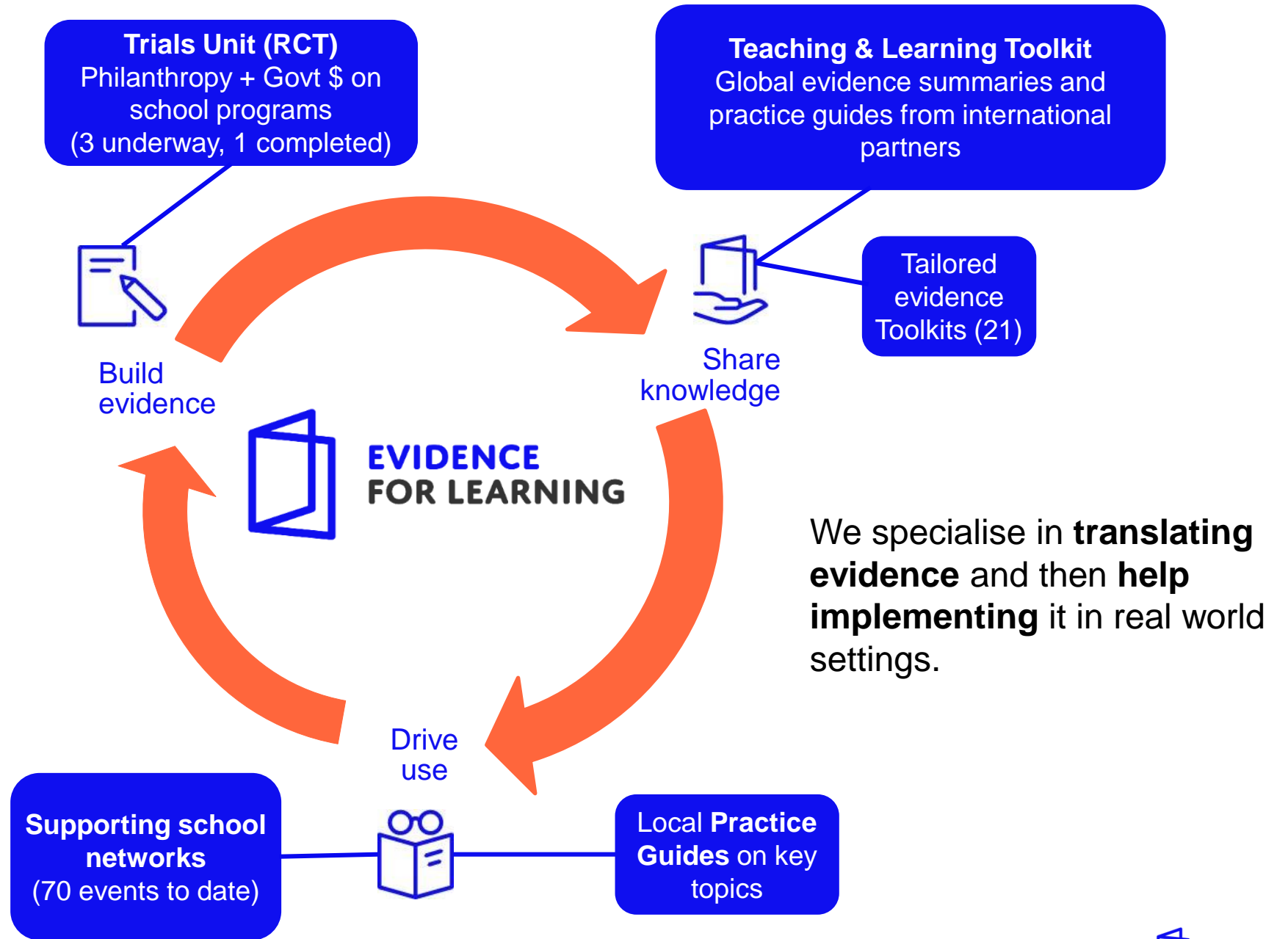
This makes the biggest difference for learners in disadvantaged settings where school education plays a crucial role in improving life chances.

Our vision is an Australia where evidence-informed approaches increase learning, so that all children, regardless of background, make the best possible progress.



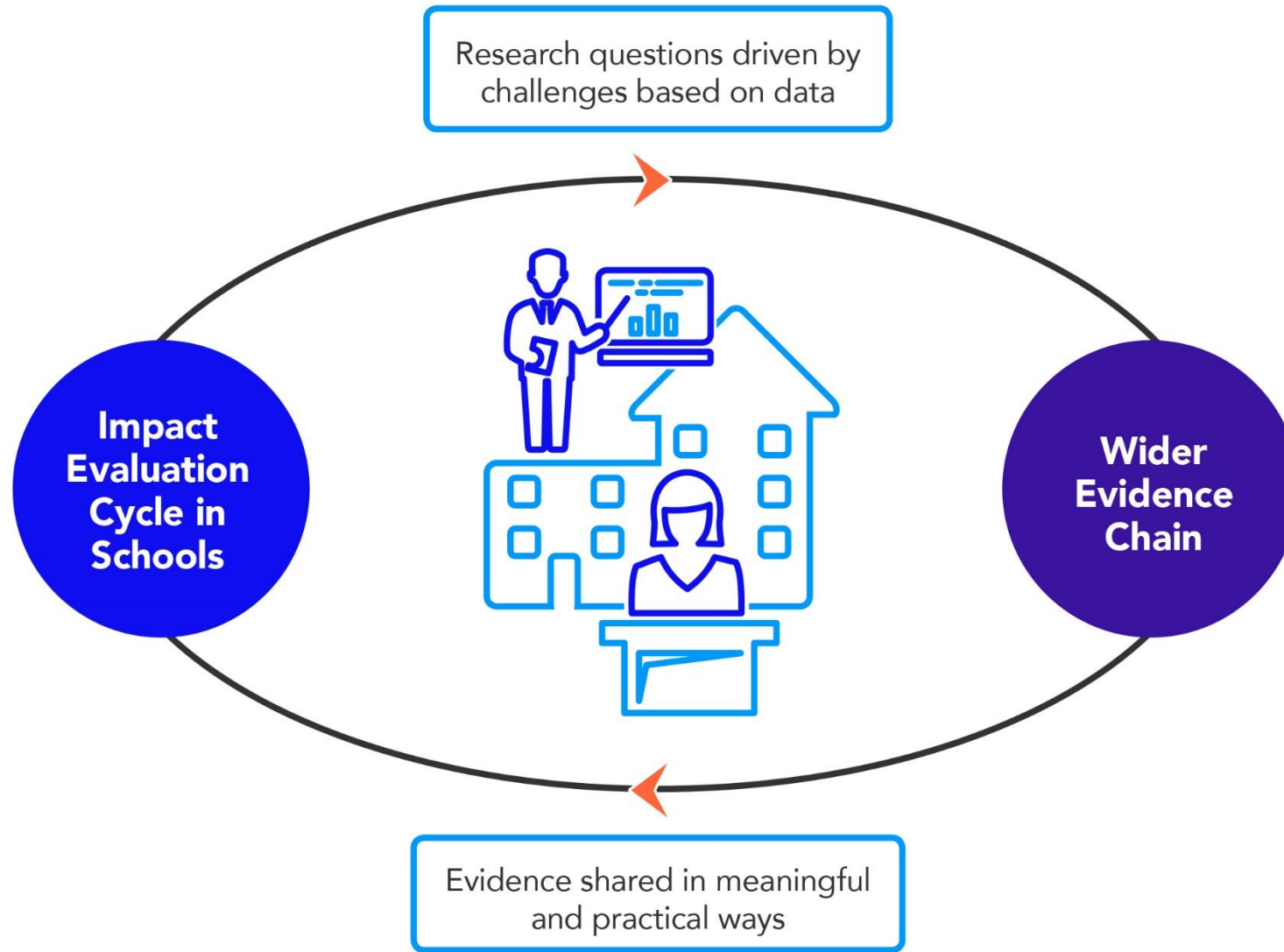
# Better school decisions informed by evidence

We are an **Evidence Intermediary**; we play a brokering role between research and practice



We specialise in **translating evidence** and then **help implementing** it in real world settings.

# Evidence ecosystem



# The Teaching & Learning Toolkit




## The Toolkit aims to:

- Support evidence-informed decision-making in Australian schools;
- Provide guidance for educators on how to use their resources to improve educational outcomes for their students;
- Act as an introduction to educational research.





# The Teaching & Learning Toolkit

-  Average months' worth of learning progress;
-  Cost to implement; and
-  The security of evidence.



Arts participation	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+2
Aspiration interventions	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	0
Behaviour interventions	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+3
Block scheduling	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	0
Collaborative learning	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+5
Digital technology	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+4
Early years interventions	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+5
Extending school time	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+2
Feedback	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+8
Homework (Primary)	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+2
Homework (Secondary)	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+5
Individualised instruction	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+3
Learning styles	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+2
Mastery learning	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+5
Mentoring	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	0
Metacognition and self-regulation	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+7
One to one tuition	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+5

Oral language interventions	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+5
Outdoor adventure learning	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+4
Parental engagement	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+3
Peer tutoring	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+5
Performance pay	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+1
Phonics	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+4
Physical environment	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	0
Reading comprehension strategies	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+6
Reducing class size	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+3
Repeating a year	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	-4
School uniform	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	0
Setting or streaming	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	-1
Small group tuition	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+4
Social and emotional learning	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+4
Sports participation	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+2
Summer schools	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+2
Teaching assistants	\$ \$ \$ \$ \$	🔒🔒🔒🔒🔒	+1

# Accessing the Teaching & Learning Toolkit

Tablet or phone

EVIDENCE FOR LEARNING

Helping great practice become common practice in education

**Build**

[New evidence on Australian education approaches](#)

EVIDENCE FOR LEARNING

About

**The Toolkit**

Learning Impact Fund

Evidence Informed Educators

Helping great practice become common practice in

Laptop

EVIDENCE FOR LEARNING

About **The Toolkit** Learning Impact Fund Evidence Informed Educators

Helping great practice become common practice in education

**Build**

[New evidence on Australian education approaches](#)

**Share**

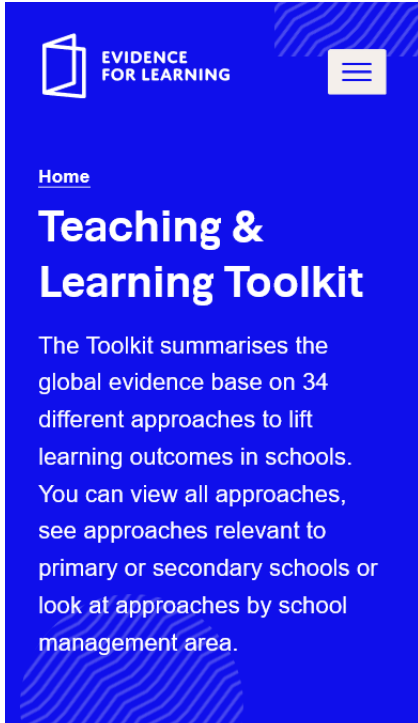
[Global evidence summaries on 34 education approaches](#)

**Use**

[Practical support to help implement what works](#)

# The Teaching & Learning Toolkit

Tablet or phone

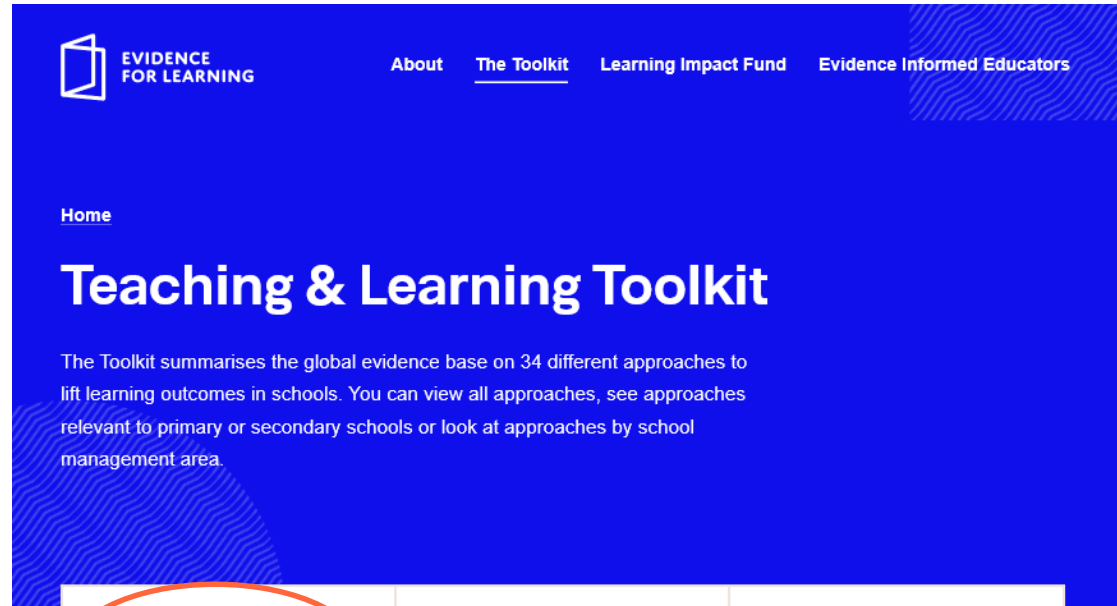


[All Approaches - Full Toolkit](#)

[Approaches by school stage](#)

[Approaches by organisation](#)

Laptop



[All Approaches - Full Toolkit](#)

[Approaches by school stage](#)

[Approaches by organisation](#)

[Australasian Research Summaries](#)

[About the Toolkit](#)

[Using the Toolkit](#)

[Toolkit implementation materials](#)



Sort by Name –

Average cost –

Evidence security –

Months' impact ▾

<b>Feedback</b>	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+8
Metacognition and self-regulation	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+7
Reading comprehension strategies	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+6
Collaborative learning	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+5
Early years interventions	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+5
Homework (Secondary)	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+5
Mastery learning	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+5

**Average cost**

The approximate cost of implementing an approach.

**Evidence security**

Based on the quantity and the methodological quality of the available evidence, and the reliability or consistency of impact estimates.

**Months' impact**

The additional months' progress you can expect students to make as a result of an approach being used.



# Feedback

**High impact for very low cost, based on moderate evidence.**

Feedback studies tend to show very high effects on learning.

Average cost

\$ \$ \$ \$ \$

Evidence security

🔒 🔒 🔒 🔒 🔒

Months' impact

+8

# Approach summary

Tablet or phone

EVIDENCE FOR LEARNING

Home

## Feedback

High impact for very low cost, based on moderate evidence.

Average cost  
\$ \$ \$ \$ \$

Evidence security  
🔒 🔒 🔒 🔒 🔒

Months' impact  
+8

## What is it?

Feedback is information given to the learner and/or the teacher about the learner's performance

## Contents

- [1 What is it?](#)
- [2 How effective is it?](#)
- [3 How secure is the evidence?](#)
- [4 What are the costs?](#)
- [5 What should I consider?](#)
- [6 References](#)

[Print this page](#)

## Further reading

[Feedback - Australasian Research Summary](#)  
[Feedback implementation materials](#)

Laptop

## Feedback

High impact, very low cost, based on moderate evidence

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## What is it?

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

## How effective is it?

Feedback studies tend to show very high effects on learning. However, it also has

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# Definition

Feedback is information given to the learner and/or teacher about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals. This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

**Search terms:** feedback; formative evaluation; assessment for learning; feedback interventions. corrective feedback.

# Evidence Rating

There are seven meta-analyses of feedback and feedback interventions which have consistently found high average effects of feedback on learning and academic performance. Only two of these have been conducted in the last 10 years. Many of the studies included are small scale studies from psychology which demonstrate theoretical principles, but which may be difficult to generalise to educational practice. Larger scale educational studies tend to have lower effects. The meta-analyses include a very wide range of effects. Overall the evidence is rated as moderate.

## References

- Bangert-Drowns, R. L., Kulik, C. L. C., Kulik, J. A., & Morgan, M. [The instructional effect of feedback in test-like events](#)  
Review of Educational Research, 61(2), 213-238 (1991)
- Black P. & William, D. [Assessment and classroom learning](#)  
Assessment in Education, 5, pp. 7-73 (1998)
- Black, P. & William, D. [Lessons from around the world: how policies, politics and cultures constrain and afford assessment practices](#)  
Curriculum Journal, 16, 249-261 (2005)
- Fuchs, L.S. & Fuchs, D. [Effects of systematic formative evaluation A meta-analysis](#)  
Exceptional Children, 53.3 pp 199-208 (1986)
- Hattie, J. and Timperley, H. [The Power of Feedback](#)
- Bennett, R.E. [Formative assessment: a critical review](#)  
Assessment in Education: Principles, Policy & Practice, 18: 1, 5-25 (2011)
- Black, P. & William, D. [Developing the theory of formative assessment](#)  
Educational Assessment, Evaluation and Accountability 21 1, pp 5-31 (2009)
- Bloom, B.S., Hastings, J.T. & Madaus, G.F. (eds.) [Handbook on the Formative and Summative Evaluation of Student Learning](#)  
McGraw-Hill, New York (1971)
- Graham, S., Hebert, M., & Harris, K. R. [Formative Assessment and Writing](#)  
The Elementary School Journal, 115(4), 523-547 (2015)
- Kingston, N. & Nash, B. [Formative Assessment: A Meta-Analysis and Call for Research](#)

## Summary of effects

Meta-analyses	Effect size	FSM effect size	Measure*
Bangert-Drowns, R. L., Kulik, C. L. C., Kulik, J. A., & Morgan, M. (1991)	0.26	-	
Fuchs, L.S. & Fuchs, D. (1986)	0.72	-	
Graham, S., Hebert, M., & Harris, K. R. (2015)	0.61	-	Writing
Kingston, N. & Nash, B. (2011)	0.20	-	(ATL)
Kluger, A. N., & DeNisi, A. (1996)	0.41	-	
Lysakowski, R.S., & Walberg, H.J. (1982)	0.97	-	
Tenenbaum, G., & Goldring, E. (1989)	0.72	-	
Effect size (weighted mean)	0.63		

\* The right hand column provides detail on the specific outcome measures or, if in brackets, details of the intervention or control group.

For more information about the effect sizes in the Toolkit, click [here](#).

## Meta-analyses abstracts

### 1. Bangert-Drowns, R. L., Kulik, C. L. C., Kulik, J. A., & Morgan, M. (1991)

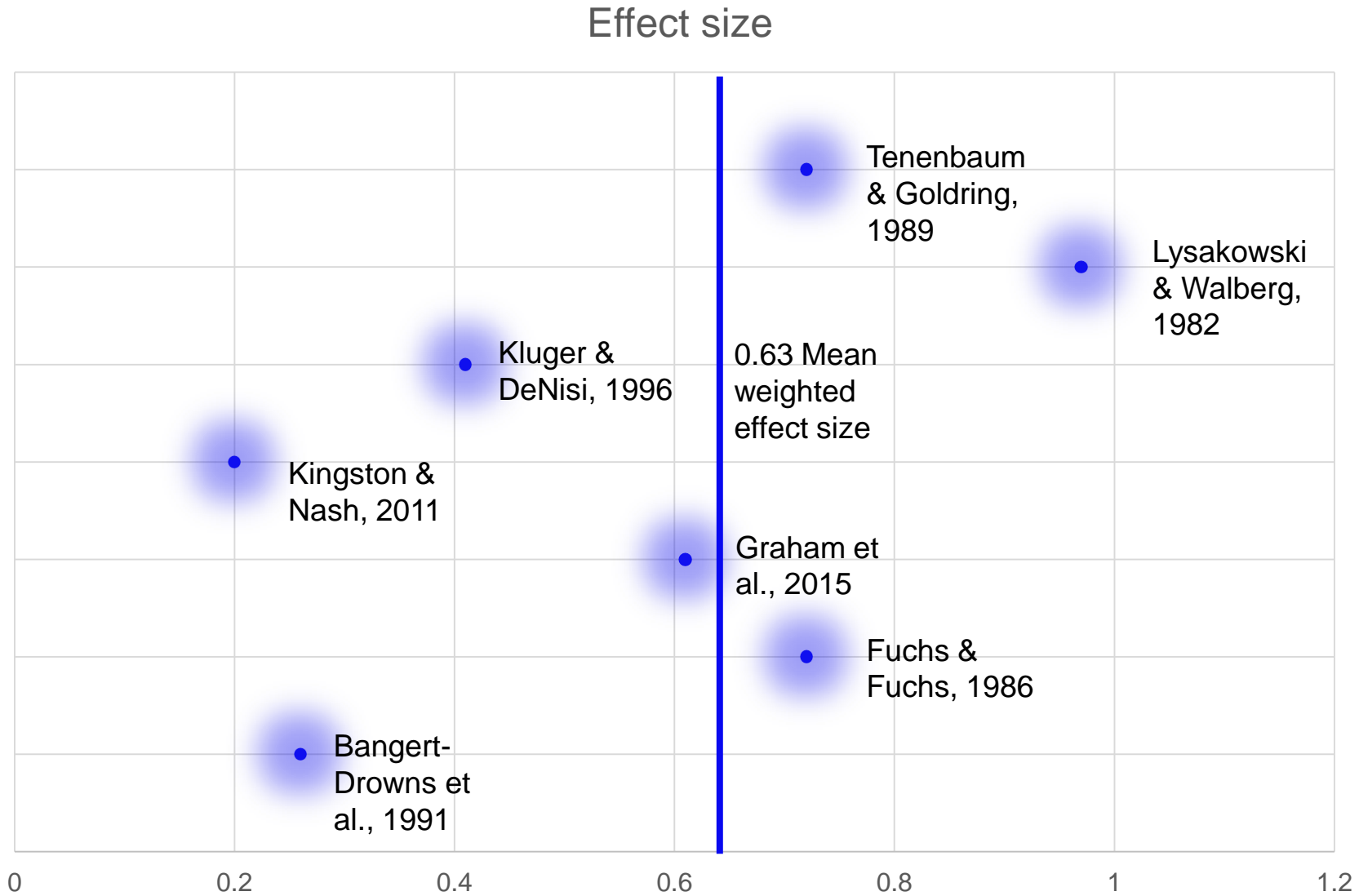
Feedback is an essential construct for many theories of learning and instruction and an understanding of the conditions for effective feedback should facilitate both theoretical development and instructional practice. In an early review of feedback effects in written instruction Kulhavy (1977) proposed that feedback's chief instructional significance is to correct errors. This error-correcting action was thought to be a function of presentation timing, response certainty and whether students could merely copy answers from feedback without having to generate their own. The present meta-analysis reviewed 58 effect sizes from 40 reports. Feedback effects were found to vary with for control for pre-search availability, type of feedback, use of pre-tests and type of instruction and could be quite large under optimal conditions. Mediated intentional feedback for retrieval and application of specific knowledge appears to stimulate the correction of erroneous responses in situations where its mindful (Solomon & Globerson, 1987) reception is encouraged.

### 2. Fuchs, L.S. & Fuchs, D. (1986)

While the aptitude treatment interaction (ATI) approach to educational measurement emphasizes establishing salient learner characteristics, systematic formative evaluation provides ongoing evaluation for instructional program modification. Systematic formative evaluation appears more tenable than ATI for developing individualized instructional programs. This meta-analysis investigates the effects of educational programs on student achievement. Twenty-one controlled studies generated 95 relevant effect sizes, with an average effect size of .72. The magnitude of effect size was associated with publication type, data evaluation methods, and use of behaviour modification. Findings indicate that unlike reported ATI approaches to individualization, systematic formative evaluation procedures reliably increase academic achievement. This suggests that, given an adequate measurement methodology, practitioners can inductively formulate successful individualized educational programs.



# Feedback



# Approach summary

Tablet or phone

EVIDENCE FOR LEARNING

Home

## Feedback

High impact for very low cost, based on moderate evidence.

Average cost  
\$ \$ \$ \$ \$

Evidence security  
🔒 🔒 🔒 🔒 🔒

Months' impact  
+8

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[Feedback implementation materials](#)

Laptop

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[Print this page](#)

## Further reading

[Feedback - Australasian Research Summary](#)  
[Feedback implementation materials](#)

# Australasian Research Summary

## Summary of Australian and New Zealand Research

## References

## Databases searched

## Search terms



The summary below presents the research evidence on feedback in the Australasian context.

The Teaching & Learning Toolkit focuses on impact; it presents an estimate of the average impact of feedback on learning progress, based on the synthesis of a large number of quantitative studies from around the world.

This page offers a summary and analysis of individual Australasian studies on feedback. In contrast to the Toolkit it includes studies which do not estimate impact, but instead investigate the implementation of interventions and how they are perceived by school leaders, teachers and students. This information is valuable for school leaders and teachers interested in finding out more about particular examples of feedback interventions that have been delivered in Australia and New Zealand.

Melbourne Graduate School of Education (MGSE) generated this summary and it is current for June 2016.

### Summary of Australasian Research

No studies yet have examined the application of feedback models in Australian schools, despite the emergence of more general Australian research on feedback. One expert review discusses new ways of conceptualising feedback, with an emphasis on how it influences learning (Boud, 2015).

Most studies on feedback have examined the adaptation of the Black and Williams (1998) or Hattie and Timperley (2007) models of feedback in higher education, business, or computer science. These studies, however, are not relevant to feedback as a school-based intervention.

#### Contents

- 1 [Summary of Australasian Research](#)
- 2 [References](#)
- 3 [Databases searched](#)
- 4 [Search Terms](#)

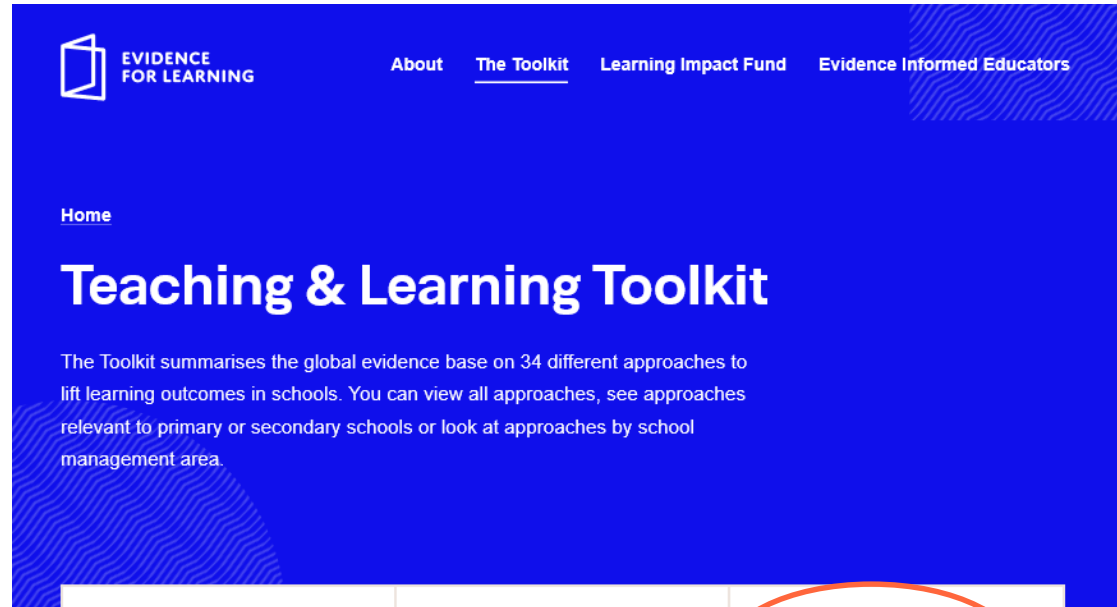
# The Teaching & Learning Toolkit

Tablet or phone



<a href="#">All Approaches - Full Toolkit</a>
<a href="#">Approaches by school stage</a>
<a href="#">Approaches by organisation</a>

Laptop



<a href="#">All Approaches - Full Toolkit</a>	<a href="#">Approaches by school stage</a>	<a href="#">Approaches by organisation</a>
<a href="#">Australasian Research Summaries</a>	<a href="#">About the Toolkit</a>	<a href="#">Using the Toolkit</a>
<a href="#">Toolkit implementation materials</a>		



# Approaches by organisation

## Tablet or phone



Agile Schools
Australian Institute for Teaching and School Leadership (AITSL)
Association of Independent Schools of ACT

Australian Council for Educational Research
CITEL Curriculum Conference
Education Changemakers
EduInfluencers
Education State: Victorian Department of Education and Training
Independent Schools Queensland
Loop

The LearnFast Group
Mind Lab/Accellum
Murdoch University
<b>NSW Department of Education</b>
Principals Australia Institute
Science of Learning Research Centre (SLRC)
The Australian Association of Mathematics Teachers (AAMT)

## Laptop

Home / The Toolkit		
<b>Approaches by organisation</b>		
Evidence for Learning works with organisations to map the Toolkit to their school improvement frameworks.		
Agile Schools	Australian Institute for Teaching and School Leadership (AITSL)	Association of Independent Schools of ACT
Australian Council for Educational Research	CITEL Curriculum Conference	Education Changemakers
EduInfluencers	Education State: Victorian Department of Education and Training	Independent Schools Queensland
Loop	The LearnFast Group	Mind Lab/Accellum
Murdoch University	<b>NSW Department of Education</b>	Principals Australia Institute
Science of Learning Research Centre (SLRC)	The Australian Association of Mathematics Teachers (AAMT)	Teach for Australia
Watterston Consulting		

[evidenceforlearning.org.au/the-toolkit/approaches-by-organisation](https://evidenceforlearning.org.au/the-toolkit/approaches-by-organisation)



### What is The Teaching & Learning Toolkit?

The Teaching & Learning Toolkit by Evidence for Learning is a free online summary of educational research, designed to inform practice by identifying the most effective approaches to improving student attainment. It references up-to-date international and domestic research and applies it to an Australian context.

For ease of use, the toolkit is categorised across the three School Excellence Framework domains and 14 elements. Within each element, the toolkit contains educational research on approaches, summarised in terms of their average impact on attainment, the strength of the evidence supporting them and the average cost to implement.

Access the toolkit links below.

### Approaches to LEARNING

- Learning culture
- Wellbeing
- Curriculum
- Assessment
- Reporting
- Student performance measures

### Approaches to TEACHING

- Effective classroom practice**
- Data skills and use
- Learning and development
- Professional standards

### Approaches to LEADING

- Educational leadership
- School planning, implementation and reporting
- School resources
- Management practices and processes

# Effective classroom practice

The identification, understanding and implementation of the most effective teaching methods.

Sort by Name ▾	Average cost ▾	Evidence security ▾	Months' impact ▾
Behaviour interventions	\$\$\$\$\$	🔒🔒🔒🔒	+3
Block scheduling	\$\$\$\$\$	🔒🔒🔒🔒	0
Collaborative learning	\$\$\$\$\$	🔒🔒🔒🔒	+5
Digital technology	\$\$\$\$\$	🔒🔒🔒🔒	+4
Feedback	\$\$\$\$\$	🔒🔒🔒🔒	+8
Homework (Primary)	\$\$\$\$\$	🔒🔒🔒🔒	+2
Homework (Secondary)	\$\$\$\$\$	🔒🔒🔒🔒	+5
Individualised instruction	\$\$\$\$\$	🔒🔒🔒🔒	+3
Learning styles	\$\$\$\$\$	🔒🔒🔒🔒	+2
Mastery learning	\$\$\$\$\$	🔒🔒🔒🔒	+5
Mentoring	\$\$\$\$\$	🔒🔒🔒🔒	0
Metacognition and self-regulation	\$\$\$\$\$	🔒🔒🔒🔒	+7
One to one tuition	\$\$\$\$\$	🔒🔒🔒🔒	+5

# Tailored Toolkits



The [Australian Professional Standards for Teachers](#) (Teaching Standards) make explicit the elements of high quality teaching. It is represented with seven standards of teaching on a gradient from graduate, proficient, highly accomplished and lead in terms of the quality of teaching and their professional practice.

The [Teaching & Learning Toolkit](#) can help teachers as they consider approaches for the classroom across the seven standards. Use the links below to access the Toolkit approaches mapped to each element.

<a href="#">Standard 1 - Know students and how they learn</a>
<a href="#">Standard 2 - Know the content and how to teach it</a>
<a href="#">Standard 3 - Plan for and implement effective teaching and learning</a>
<a href="#">Standard 4 - Create and maintain supportive and safe learning environments</a>
<a href="#">Standard 5 - Assess, provide feedback and report on student learning</a>
<a href="#">Standard 6 - Engage in professional learning</a>
<a href="#">Standard 7 - Engage professionally with Colleagues, parents/carers and the community</a>

The complete Teaching & Learning Toolkit can be accessed [here](#).

Home / The Toolkit / Approaches by organisation / Australian Institute for Teaching and School Leadership (AITSL) / Toolkit approaches mapped to the Australian Professional Standards for Teachers

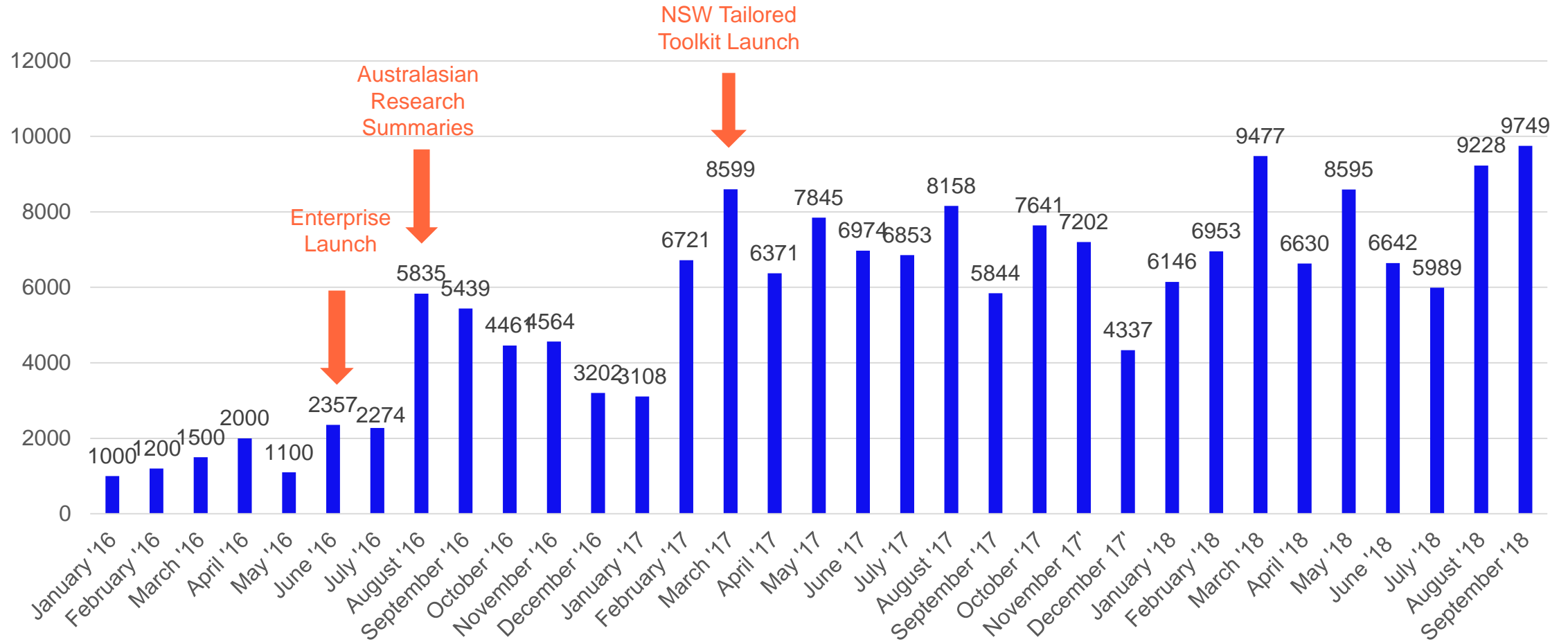
## Standard 2 - Know the content and how to teach it

All approaches in the Toolkit that can support the Australian Professional Standards for Teachers element 'Standard 2 - Know the content and how to teach it'.

Sort by Name ▾ Average cost ▾ Evidence security ▾ Months' impact ▾

Approach	Average cost	Evidence security	Months' impact
Arts participation	\$\$\$\$\$	🔒🔒🔒🔒	+2
Digital technology	\$\$\$\$\$	🔒🔒🔒🔒	+4
Early years intervention	\$\$\$\$\$	🔒🔒🔒🔒	+5
Mastery learning	\$\$\$\$\$	🔒🔒🔒🔒	+5
Meta-cognition and self-regulation	\$\$\$\$\$	🔒🔒🔒🔒	+8
One to one tuition	\$\$\$\$\$	🔒🔒🔒🔒	+5
Oral language interventions	\$\$\$\$\$	🔒🔒🔒🔒	+5
Phonics	\$\$\$\$\$	🔒🔒🔒🔒	+4
Reading comprehension strategies	\$\$\$\$\$	🔒🔒🔒🔒	+5
Sports participation	\$\$\$\$\$	🔒🔒🔒🔒	+2
Small group tuition	\$\$\$\$\$	🔒🔒🔒🔒	+4

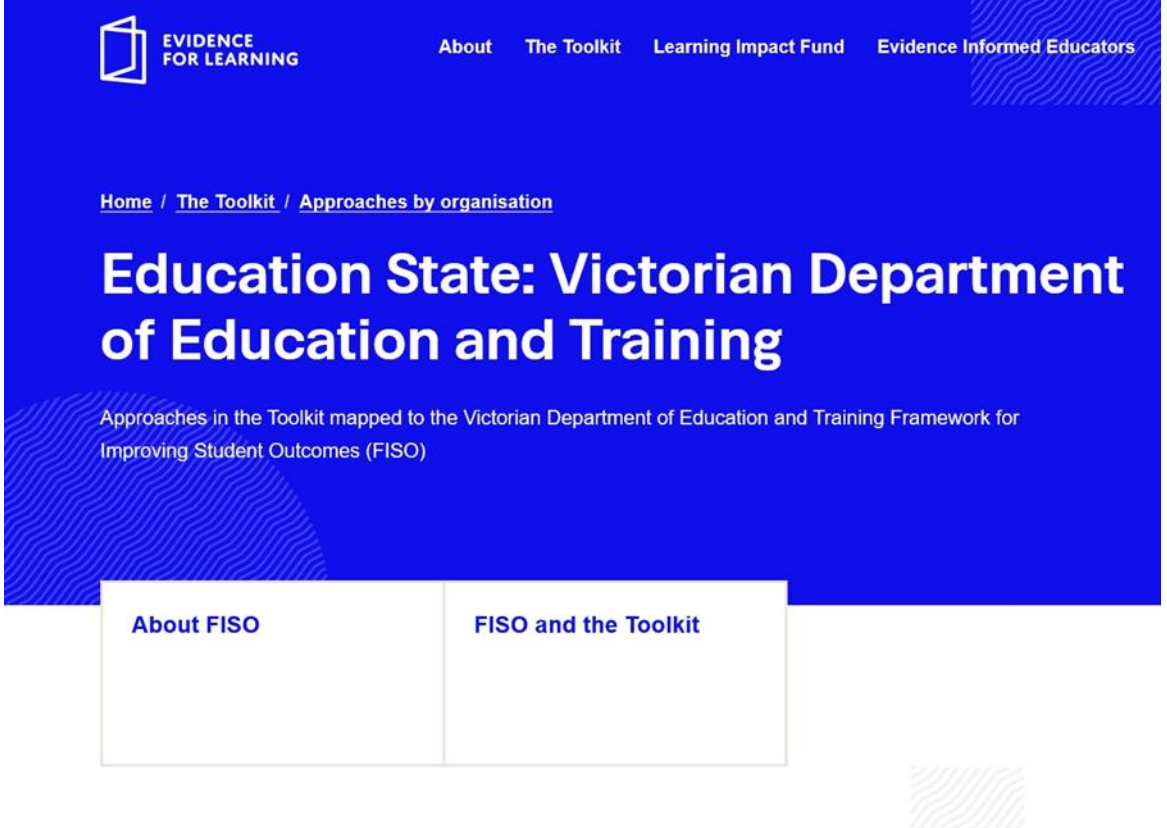
# Monthly Toolkit Sessions





# Building Tailored Toolkits

- 1) Stakeholder engagement to develop interest.
- 2) Mapping of Toolkit approaches to the relevant policy document.
- 3) Feedback and progression of mapping and site building.
- 4) Going live and communications strategies.



The screenshot shows a website page with a blue header. The header contains the Evidence for Learning logo and the text "EVIDENCE FOR LEARNING" on the left, and navigation links "About", "The Toolkit", "Learning Impact Fund", and "Evidence Informed Educators" on the right. Below the header, there is a breadcrumb trail: "Home / The Toolkit / Approaches by organisation". The main heading is "Education State: Victorian Department of Education and Training". Below this, a sub-heading reads: "Approaches in the Toolkit mapped to the Victorian Department of Education and Training Framework for Improving Student Outcomes (FISO)". At the bottom of the page, there are two white boxes with blue text: "About FISO" and "FISO and the Toolkit".

# Building Tailored Toolkits with Silver Stripe

The image displays the SilverStripe CMS interface for editing a page titled "Australian Professional Standards for Teachers".


**Left Panel (Navigation):** Shows a tree view under "Evidence for Learning" > "The Toolkit" > "Approaches by organisation" > "Australian Institute for Teaching and School Leadership (AITSL)" > "Australian Professional Standards for Teachers".

**Page Configuration Panel:**

- Page name: Australian Professional Standards for Teachers
- Publish Date: 2016-11-11 13:25 (Time is in 24-hour format, but you can enter "1:30pm" and it will work.)
- URL Segment: ...lkit/approaches-by-organisation/aitsl/teacher-standards
- Feature on home page:
- Subheading: The Australian Professional Standards for Teachers make explicit the elements of high quality
- Navigation label: Australian Professional Standards for Teachers

**Content Panel:**

- Rich text editor with a toolbar.
- Content: 

 Australian Institute for Teaching and School Leadership Limited


The [Australian Professional Standards for Teachers](#) (Teaching Standards) make explicit the elements of high quality teaching. It is represented with seven standards of teaching on a gradient from graduate, proficient, highly accomplished and lead in terms of the quality of teaching and their professional practice.

The [Teaching & Learning Toolkit](#) can help teachers as they consider approaches for the classroom across the seven standards. Use the links below to access the Toolkit approaches mapped to each element.

  - [Standard 1 - Know students and how they learn](#)
  - [Standard 2 - Know the content and how to teach it](#)
  - [Standard 3 - Plan for and implement effective teaching and learning](#)
  - [Standard 4 - Create and maintain supportive and safe learning environments](#)
  - [Standard 5 - Assess, provide feedback and report on student learning](#)
  - [Standard 6 - Engage in professional learning](#)
  - [Standard 7 - Engage professionally with Colleagues, parents/carers and the community](#)

The complete Teaching & Learning Toolkit can be accessed [here](#).

**Preview Panel (Right):**


- Header: EVIDENCE FOR LEARNING
- Breadcrumbs: Home / The Toolkit / Approaches by organisation / Australian Institute for Teaching and School Leadership (AITSL)
- Section: Australian Professional Standards for Teachers
- Text: The Australian Professional Standards for Teachers make explicit the elements of high quality teaching.
- Image:  Australian Institute for Teaching and School Leadership Limited
- Text: The [Australian Professional Standards for Teachers](#) (Teaching Standards) make explicit the elements of high quality teaching. It is represented with seven standards of teaching on a gradient from graduate, proficient, highly accomplished and lead in terms of the quality of teaching and their professional practice.
- Text: The [Teaching & Learning Toolkit](#) can help teachers as they consider approaches for the classroom across the seven standards. Use the links below to access the Toolkit approaches mapped to each element.

**Bottom Panel:** Shows "Saved" and "Published" status, "More options" dropdown, and "Draft" / "Published" buttons.

# Where to now?

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