

TOWARDS TEACHING STANDARDS FOR SPECIAL & INCLUSIVE EDUCATION:

HOW CAN WE CREATE
OUR OWN
PROFESSIONAL PRACTICE?

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Change
Challenge
Choice

FOCUS QUESTIONS:

1. Are our current diverse roles properly reflected within the Australian Professional Standards for Teachers?
2. What are our key skills and abilities that differ from mainstream educators?
3. What other models are available?

Who am I?

I am a mother, a daughter, a sister, a friend and a partner.
I am also a teacher. These are my identities.

Who are you?

Who is at an SSP or specialist setting?

Who works in a mainstream school?

Who is a pre-2002 teacher?

Who has thought about, or achieved HALT?

Where does this work come from?

After looking at AITSL Highly Accomplished and Lead (HALT) Standards when working in an SSP as a classroom teacher, I noticed that the current standards did not reflect my practice.

So, I looked around and found the work of Ian Dempsey and Kerry Dally at the University of Newcastle. I am indebted to this work but have no other affiliation to it.

Putting aside time constraints, priority shifts and staffing pressures, HALT is valuable work because it acknowledges our extraordinary practice.

INTRODUCTION

Why do we need Professional Standards?

- Our work with students is not always about delivering the curriculum - it may be about relationships, boundaries, teaching kindness, health, social and wellbeing practices.
- How can we be acknowledged for this?
- Why should we be acknowledged for this?

ACTIVITY

With your colleagues nearby, brainstorm a typical day at your school.

Focus on activities and skills that are specialised or support individual students.

Write these down on post its.

You have 5-10 minutes.

The image on the next slide may assist.

Can you group your notes into three or four headings?

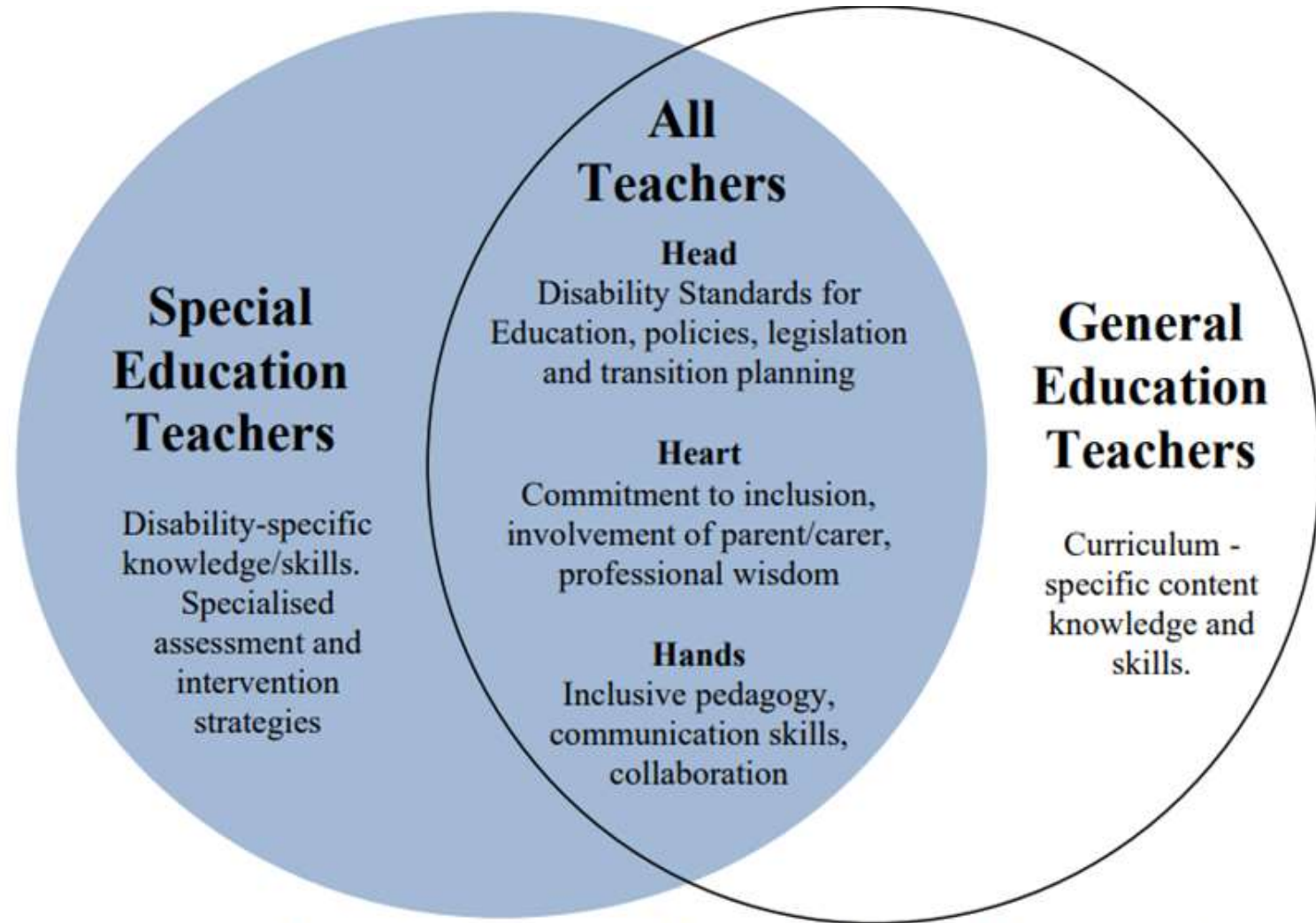


Figure 1. Shared and unique roles of special and general education teachers

This image may assist...

Key Skills -

| COMMUNICATION | INSTRUCTION | ORGANISATION | COLLABORATION |
|---|--|---|--|
| <ul style="list-style-type: none">● unconditional positive regard● acceptance● listening● daily feedback | <ul style="list-style-type: none">● IEP● personalised materials● teaching social skills such as going first, sharing, winning and losing | <ul style="list-style-type: none">● Behaviour management plans● risk assessments● integration | <ul style="list-style-type: none">● AR funding applications● reporting and assessment |

The work of Dally and Dempsey (2015) sets out an Appendix of Statements describing our work.

They have ordered the statements at Proficient level through three levels

- 1) newly created statements that reflect our work
- 2) modified existing statement
- 3) original statement maintained

This is available [here](#)

NB the existing names for each of the seven AITSL standards has remained

EXAMPLES of **modified** statements:

1.1.1 - Select and use a flexible and effective repertoire of teaching strategies to meet the needs, capacities and **interests** of individual students

1.1.7 - Review programs and teaching practices and make adjustments where necessary to ensure that learning activities are accessible and appropriate for students with additional learning needs

τ The original Statement from AITSL reads as -

Domain: Professional Knowledge

Standard 1: Know students and how they learn

| Descriptor at career stage | | | |
|---|--|---|---|
| Graduate | Proficient | Highly Accomplished | Lead |
| Focus area 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 teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning. | 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. |

Examples of **NEW** Statements:

- 1.1.6 - Modify instructional materials to ensure they are in a format that is suitable and accessible for the student.
- 1.1.9 - Develop reasonable activity substitutes in cases where a student is unable to participate in class or extra-curricular environments
- 3.10 - Design teaching and learning activities that promote generalisation of learning across time and across environments.

So, where to now?


Is it possible to add, review, align or change
the current AITSL Teaching Standards to reflect our
practice, knowledge and skills?

YES!



Scan this QR code to participate in a simple google form about what's important to you as a Special/Inclusive educator.

This should take no more than 3 minutes to complete.



We work in so many diverse ways.
I hope you all see that our work is
incredible, extraordinary, just as
our students are!

Thank you all for listening.

Please ask any questions now,
we have a few minutes...

or email

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REFERENCES

Dempsey, I and Dally, K. Professional Standards for Australian Special Education Teachers Article in *Australasian Journal of Special Education*, May 2014

Dally, K. A., Ralston, M. M., Strnadová, I., Dempsey, I., Chambers, D., Foggett, J., Paterson, D., Sharma, U., & Duncan, J. (2019). Current Issues and Future Directions in Australian Special and Inclusive Education. *Australian Journal of Teacher Education*, 44(8). Retrieved from <https://ro.ecu.edu.au/ajte/vol44/iss8/4>

Dempsey, Ian (2015). Content Validation of Statements Describing the Essential Work of Australian Special Education Teachers



THANK YOU

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