

# What does it look like to improve your classroom practice?

## The Classroom Practice Continuum

The Classroom Practice Continuum was developed to support the implementation of the *Australian Professional Standards for Teachers*, in particular the Professional Practice Domain. By translating the Focus Areas of this domain into observable classroom practices, the Continuum gives actions to the words on paper and provides an answer to the question 'What does it look like to improve my classroom practice?'

The Continuum supports the *Australian Teacher Performance and Development Framework* and the *Australian Charter for the Professional Learning of Teachers and School Leaders*. It takes the key element of observation and feedback outlined in these policies and provides a basis for conversations, improvement-focused feedback and establishing directions for continued learning and growth.

There are six levels of practice in the Continuum and these align with the four career stages of the Standards within the Professional Practice Domain. The sophistication and range of a teacher's classroom practice increases in complexity along the Continuum as teachers build their expertise. By demonstrating this progression, teachers can see what it looks like to improve their own classroom practice and the impact of this on student learning, engagement and wellbeing.

### How can the Continuum support teachers and school leaders?

The Continuum can provide support in many ways:

- assisting teachers to self-assess their classroom practice
- supporting school leaders to provide improvement-focused feedback on classroom practice
- developing a shared language to describe classroom practice.



**'The Classroom Practice Continuum gives teachers a frame of reference to explore their own growth and development - how they can become more and more expert over time'** Professor Patrick Griffin  
[http://www.aitsl.edu.au/classroom-practice#Media\\_Centre](http://www.aitsl.edu.au/classroom-practice#Media_Centre)

## Looking at Classroom Practice resource guide

The Looking at Classroom Practice resource guide has been developed to assist school leaders, teachers and educators across Australia in unpacking and engaging with the Continuum.

The resource guide provides a rich narrative that outlines the development of the Continuum and the research base that informed and supported this process. The nature of expertise is examined in more detail – what does expertise look like and what attributes would an expert teacher demonstrate? The work of noted academics such as professors John Hattie and Patrick Griffin are presented to support the resource guide's exploration of expertise.

The resource guide aims to support schools by providing a comprehensive section on observation support material. This section discusses the 'What and Why' of classroom observation, including pre and post conversations and the establishing of protocols. The purpose of observation is discussed, with guiding questions to assist teachers and school leaders to reflect on their own context.

A comprehensive reference section is also included to support teachers and school leaders to explore improvement in teaching practice, the nature of expertise and classroom observation in greater depth.

**The Classroom Practice Continuum and the Looking at Classroom Practice resource guide are available now at <http://www.aitsl.edu.au/classroom-practice>**

**For further information about Looking at Classroom Practice, please email [classroompractice@aitsl.edu.au](mailto:classroompractice@aitsl.edu.au)**

