

## Linking the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards to outcomes for teachers

SDERA professional learning workshops encourage teachers to “change professional practice in ways that improve the learning, engagement and wellbeing of every Australian student” (AITSL Australian Charter for the Professional Learning of Teachers and School Leaders, 2012). SDERA highlights the explicit links between each workshop and the AITSL Professional Standards for Teachers for ease of recording with the Teacher Registration Board WA (TRBWA).

The table below indicates the explicit links between the *Smart Steps* professional learning workshop and the AITSL Professional Standards for Teachers at a **proficient** career stage.

**Table: *Smart Steps* professional learning workshop applied to the AITSL Professional Standards for teachers in WA**

Domains of Teaching	Standard		Focus Area						
Professional Knowledge	1	Know students and how they learn	1.1	1.2	1.3	1.4	1.5	1.6	
	2	Know the content and how to teach it	2.1	2.2	2.3	2.4	2.5	2.6	
Professional Practice	3	Plan for and implement effective teaching and learning	3.1	3.2	3.3	3.4	3.5	3.6	3.7
	4	Create and maintain supportive and safe learning environments	4.1	4.2	4.3	4.4	4.5		
	5	Assess, provide feedback and report on student learning	5.1	5.2	5.3	5.4	5.5		
Professional Engagement	6	Engage in professional learning	6.1	6.2	6.3	6.4			
	7	Engage professionally with colleagues, parents/carers and the community	7.1	7.2	7.3	7.4			

### Focus area descriptors by teaching domain at a **proficient** career stage:

Professional Knowledge	<p><b>1.5.</b> Using activities from the <i>Smart Steps</i> program, apply differentiated strategies to meet the specific learning needs of students across the full range of abilities.</p> <p><b>2.1.</b> Apply knowledge of road safety risk factors for 0-8 year olds and use resilience and road safety-related teaching strategies from the <i>Smart Steps</i> program.</p>
Professional Practice	<p><b>3.2.</b> Plan and implement the <i>Smart Steps</i> program to develop resilience in students and promote learning in road safety.</p> <p><b>3.3.</b> Select, modify and use relevant teaching strategies from the <i>Smart Steps</i> program to develop students' road safety knowledge, resilience skills, problem-solving, and critical and creative thinking.</p> <p><b>3.4.</b> Select and use <i>Smart Steps</i> program resources to engage students in learning about road safety using resilience strategies.</p> <p><b>3.7.</b> Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning about road safety and resilience.</p> <p><b>4.4.</b> Implement the <i>Smart Steps</i> program to ensure the well-being and safety of students K-2 and address the WA Health and Physical Education syllabus requirements.</p> <p><b>5.1.</b> Select and use the range of <i>Smart Steps</i> program resources to develop assessment strategies to assess student learning in road safety and resilience.</p>
Professional Engagement	<p><b>6.2.</b> Participate in learning to update road safety and resilience knowledge and practice, targeted to professional needs.</p> <p><b>6.3.</b> Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice about road safety and resilience.</p> <p><b>6.4.</b> Undertake professional learning programs designed to address identified student learning needs.</p> <p><b>7.4.</b> Participate in professional networks and forums to broaden road safety and resilience knowledge and improve practice.</p>