AEU Victorian Branch – Pedagogy Policy

Acknowledgement of Country

This policy was developed on the various lands of Aboriginal and Torres Strait Islander peoples of Nations across Victoria and includes the voices and contributions of First Nations educators. We acknowledge and pay our respects to all Aboriginal and Torres Strait Islander peoples and Traditional Custodians throughout Victoria, including Elders past, present and emerging First Nations leaders.

Introduction

1. The AEU believes that the constant exercise of teacher professional autonomy and judgement are fundamental to the quality of learning in schools.

2. Pedagogy[1] is at the centre of the professional work of teaching. Pedagogy - integrated with curriculum development, implementation and review, and assessment and reporting - is one of the three key elements through which teachers can exercise their professional judgement.

3. Teachers as professionals develop deep pedagogical expertise throughout their career based on:

   - a detailed knowledge of the context in which they are teaching
   - the needs of the students in their classes
   - the curriculum
   - a deep understanding of how students learn in the subject areas they are teaching.

   This expertise must be respected and supported when teachers make professional decisions about the pedagogies appropriate for the learning programs in their classrooms and schools. The capacity of the teaching profession to successfully meet the learning needs of students must also be recognised by the Australian community.

4. Pedagogical models, and related staff professional development and centralised teaching resources, can help to support high quality teaching practices while reducing the preparatory burden placed on staff. To do this, any model for teaching needs to:

   - draw on the perspectives and expertise of teachers and other educators
   - allow time for staff to assess evidence-based models and resources, and to work together to select those best suited to their school and students
   - ensure the role of teachers is not reduced solely to the implementation of others' ideas
   - allow teachers to continue to develop and share their professional expertise with colleagues.

5. Pedagogical models that impose a culture of compliance and/or narrow solutions on teachers are not to be required by the Victorian Department of Education (the Department). The exercise of professional judgment allows for individualised support for students at the point of need. It also contributes to the intrinsic rewards and joys felt by teachers, flowing on positively to their wellbeing and commitment to the teaching profession.

6. Debates about teaching quality, for example in public discussions about education, need to meaningfully represent the breadth of teaching strategies and practices that teachers use. Debates must not misrepresent that there is one fixed best approach to teaching or a choice between only two possibilities, such as explicit instruction and inquiry. The teaching profession must be supported to respond to those who simplify pedagogical work.

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[1] For a definition of pedagogy, see item 1.1 of this policy.

7. The teaching profession must be given the opportunity and the time to be involved in the formulation, production and selection of research designed to inform teaching practices. This is because decisions about which evidence is the 'best' for teachers to use can be: political; dominated by particular worldviews; based on a limited evidence base; Western-centric; contestable; or determined *for* teachers rather than *with* them. Teachers' own systematic observations of, and reflections on, students' learning are also a form of evidence of teaching practice that cannot be discounted.

8. Teachers have both a right and responsibility to critically question and test the evidence claims and standards presented to them by the Department and external sources.

9. A one-size-fits-all agenda which uses standardised testing scores as a proxy for educational quality is inappropriate. The Department needs to support and show confidence in the profession, and its capacity to develop and sustain teaching and learning quality, by supporting school staff to have the time to:

   - discuss and explore different teaching and learning practices, including a broad evidence-base
   - work together on common pedagogical and curriculum issues
   - share ideas within and across schools.

   The Department can then use the information generated by these processes to address school level needs, identified by the profession itself, to enhance and sustain educational quality.

10. As new technologies - such as artificial intelligence - continue to emerge, it must be recognised that teacher's pedagogical and relational expertise is central to the educational experience of students and cannot be replaced. For example, scripted and programmed technological 'solutions' that are promoted as more 'effective' or 'personal' than classroom teaching are often not supported by evidence of improved student outcomes.

11. A commitment to sustaining improvements in student learning needs to prioritise:

   - placing teachers - rather than those outside of the profession - at the centre of any decisions made about the pedagogies, programs and technologies that are to be implemented in schools and how to adapt these to best suit the needs of their students
   - investment in school staff professional expertise, including giving staff the time to collaborate with peers and undertake high-quality learning and development
   - trust in teachers' professional judgement, autonomy and pedagogical expertise. This includes providing supports for teachers to develop their capabilities in these areas
   - resourcing to enable the teaching and learning conditions that are needed to meet students' diverse learning and welfare needs.

1. The nature of effective pedagogy

1.1. Pedagogy is the art and science of teaching. It is not just teaching practice, but incorporates the theories, beliefs, policies and orientations that inform and shape it. It informs all teaching strategies and practices in the classroom. As teachers gain new understandings of how students learn, their pedagogical stance will shift in response to those ideas.

1.2. Pedagogy that arises from classroom experiences within the context of professional practice is best placed to meet the educational interests of all students.

1.3. Teachers' teaching strategies and practices are nuanced, attend to the development of the whole person and take into account learners, relationships, philosophy and society. Pedagogy cannot be reduced to component parts without compromising the whole. For example, a narrow focus on standardised pedagogical approaches or technicist versions of literacy and numeracy are insufficient to lift student learning and wellbeing outcomes.

1.4. While every teacher has their own teaching style - which reflects the many roles they play in the classroom and blends their background, interests, knowledge and experience with students' needs and curriculum-appropriate approaches - effective pedagogy is based on the principles, ideas and strategies outlined in Section 11 of this policy.

2. Different student needs and contexts

2.1. Schools and the Department must invest in discussing, assessing and strengthening school culture, due to:

- the central role of teachers, their wellbeing, agency and a culture of trust in promoting pedagogical developments and student learning
- the diversity of school contexts and student cohorts.

School culture has a significant impact on the pedagogies employed by its teachers, as connections are made between the key ideas of the curriculum and the background, interests and learning needs of students.

2.2. Rather than any one-size-fits-all approach, teachers must be supported by government, policy makers, commentators in the media and politics, the employer and school leaders to select from - and use - a breadth of teaching strategies and differentiated instruction. When this occurs, along with the time and resourcing to do so, teachers can:

- be inclusive of the specific learning needs and backgrounds of their students
- adapt strategies and differentiation to the context in which they are teaching
- use their professional judgement to meet the needs of all students within that context
- respond to students needs by drawing on a body of professional knowledge, a broad evidence-base, education support staff expertise and allied health specialists.

2.3. For disability inclusion, regardless of school setting, schools must be fully and equitably resourced so that staff are:

- able to differentiate their teaching and cater for all student needs in their inclusive classrooms
- provided with high-quality, relevant professional development
- provided with ongoing access to, and the involvement of, appropriately trained professionals to support both staff and students.

2.4. Education support staff play a vital role, working with teachers, in supporting teaching strategies, particularly relating to the individualised learning and inclusion of students with disability or additional needs. Education support staff have a deep knowledge of the students they work with.

2.5. When highly respected and valued, education support staff can contribute deep knowledge drawn from their diverse personal, educational, career and cultural backgrounds. Education support staff must be able to access professional learning provided by the Department and undertaken within working hours, as well as time within working hours to plan and prepare with classroom teachers.

3. First Nations education and pedagogies

3.1. Specific attention must be paid to First Nations education and pedagogies across the Victorian school system, in recognition that past pedagogies and curricula have not valued and affirmed Aboriginal and/or Torres Strait Islander students' proud, rich and diverse cultures, knowledges, languages, experiences and

histories. Schools and staff must be given time, resources and supports to make space for decolonisation and undo any remnants of the colonial constructions of education that remain with us today[2].

3.2. It is crucial that all schools and staff are supported and fully resourced by the Department to incorporate culturally responsive pedagogies into staff members' repertoires, enabling them to:

- adopt an approach to First Nations education that is not based on a deficit view, including having high academic expectations of all students
- connect teaching and learning to students' everyday lives
- view cultural difference as an asset for learning, including encouraging all students to see their own and each others' cultures as an asset
- build trust and relationships with and between Aboriginal and/or Torres Strait Islander students, their peers, families and local communities, while focusing on students' learning needs
- create opportunities to implement First Nations pedagogies respectfully in schools. This requires schools to engage in a dialogue with local communities, for example with families and traditional owner groups, and learning spaces to be designed to facilitate these approaches
- adapt and create physical learning environments that recognise and incorporate Aboriginal and Torres Strait Islander peoples' cultural backgrounds, beliefs and values. This includes exploring ways to connect student learning to spaces beyond the classroom, such as to local land, culture and community
- explore and critique issues of power and discrimination with all students.

All students benefit in classrooms with the above features, irrespective of their cultural backgrounds.

3.3. Staff members are to interrogate the ways in which their own and societal biases and assumptions shape their beliefs about learning and how they teach and engage with their students. Staff, supported by the Department, engage in regular and critical reflection on how their teaching strategies and practices help to improve the learning of First Nations students.

3.4. An explicit focus on culturally responsive leadership is needed, in addition to culturally responsive teaching, to address embedded inequities in our education system. This requires the Department to expand their focus beyond purposeful and collaborative leadership, e.g. in the 2022-26 Dhelk Wukang Aboriginal Inclusion Plan, to articulate leadership priorities and authentic practical actions that support leaders to foreground equity and combat the production and maintenance of inequity.

3.5. Culturally responsive leaders contribute to the development and maintenance of school-based routines, structures and systems that prioritise and align culturally responsive pedagogies, curriculum, high quality teaching materials and assessment to support all students, irrespective of background. Pedagogical leadership includes the modelling of pedagogies and teaching strategies that are inclusive, reflexive and transformative.

3.6. The Department must support all staff to work and learn collaboratively with peers from schools that already implement culturally responsive approaches to schooling, including pedagogies, leadership and/or engaging effectively with First Nations students, families and communities. The Department is to:

- identify these schools in consultation with the union and First Nations staff
- promote cross-school connections
- provide time for staff to collaborate
- evaluate the learning and wellbeing outcomes for students at these schools. Findings will build the evidence base for what works for First Nations students and are to be shared widely across the public education system.

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[2] Throughout this policy "decolonisation" refers to the process of recognising the impacts of European settlement on Aboriginal and Torres Strait Islander peoples and seeking ways to reverse and remedy these impacts.

3.7. In addition to imparting knowledge of First Nations cultures and histories, initial teacher education programs are to equip teachers with the skills and knowledge of how to implement culturally responsive pedagogies and how to engage with Aboriginal and Torres Strait Islander families and communities.

4. Whole school approach to pedagogy

4.1. A whole school approach to pedagogy aims to raise quality and standards across the entire school through the coordinated and consistent adoption of a set of pedagogical models, strategies or practices by staff. It can outline the expectations for teaching and learning within a school, create a common language for staff and students and promote collaboration. Examples can include engaging staff in professional learning and collaboration to extend their knowledge in digital pedagogies, introducing a specific school-wide approach to teaching literacy, or implementing a set of evidence-based teaching strategies to increase student engagement.

Developing a whole school approach

4.2. When developing a whole school approach to pedagogy, school leaders need to:

- consult regularly with staff and the local AEU sub-branch during the development process and prior to any final decision-making
- develop and communicate a shared vision with all staff and seek ways to strengthen school collective efficacy
- establish a trusting professional learning environment for staff, including creating opportunities for dialogue about pedagogies
- empower teachers to question and/or discuss decisions made around pedagogy
- connect any proposed pedagogical change with a clear purpose and to the local context.

4.3. Pedagogical leadership needs to be distributed, rather than sitting solely with a designated senior staff member. This will build staff buy-in and ensure there is not an overly narrow focus on rigid instructional approaches. Pedagogical leadership is embodied by any staff member that leads pedagogically within a school, including teachers, middle leaders and principals.

4.4. Pedagogical models must not be too directive or restrictive. There needs to be room for teachers to use a range of teaching strategies – to engage and challenge students, and meet their learning needs - within any common school approach to pedagogy. The priority must also be on providing teachers with the resources, time and support they need to meet the individual needs of each student, including access to a broad evidence-base.

Implementing a whole school approach

4.5. When implementing whole school pedagogical reform, school leaders must:

- engage in regular consultation with staff to evaluate the implementation's progress and to identify any challenges, as well as potential solutions
- support teachers' pedagogical decisions within the common school approach, rather than monitoring or requiring compliance.

4.6. Whole school approaches need to incorporate processes – such as the testing of new ideas, trial and error, making mistakes, learning as you go - that support innovative teaching and prevent the creation of a tick-the-box script-based compliance culture. When teachers are supported and trusted to try out effective practices, their teaching identity, commitment and motivation all grow, with positive impacts on student outcomes.

4.7. All staff members are to be provided with the time and supports needed to engage in collaborative learning and embed pedagogical change into practice. All staff with pedagogical leadership roles and/or

responsibilities are to be given the time and supports needed to work effectively with colleagues within their standard hours of work.

5. Subject specific pedagogies

5.1. Teaching expertise must be recognised and respected. Teachers develop both general and subject-specific pedagogical skills and knowledge during their initial teacher education and other university courses, in the workplace and through professional learning.

5.2. Any whole school or generalised approaches to pedagogy must be flexible enough to allow for the appropriate, diverse teaching strategies, practices and pedagogical content knowledge required in different curriculum areas.

5.3. Teachers should not be required to teach in learning areas beyond their qualifications and expertise, due to the importance of discipline-based pedagogy and curriculum to student learning. In-field teachers have the depth of year level or domain-specific expertise needed to adjust, develop, and implement the curriculum to meet the needs of their students.

6. Emergencies and remote learning

6.1. The Department must have comprehensive plans and pedagogical supports in place for emergencies and for rapid transitions to and from remote learning. Existing evidence indicates that emergencies, such as natural hazard events and pandemics, are likely to occur more frequently and intensely in the future.

6.2. While a focus on health by the Department during emergencies is crucial, equal emphasis is needed on how best to adapt teaching and learning approaches during crises. Suitable plans and supports for schools are to be developed and determined in consultation with school staff and the AEU, underpinned by evidence on what worked in schools during the COVID-19 pandemic. Guidance could be provided, for example, on how to prepare school-based systems, resources and processes and how to regularly assess disaster-readiness.

6.3. Pedagogical supports for emergencies need to include effective online resources for teachers, education support staff and parents that facilitate remote learning and disaster recovery. Advice could be provided, for example, on optimal technology use, subject dependent content intersected with year level and strategies to support post-disaster student social and emotional wellbeing.

6.4. While remote learning provides a valuable option for students who are unable to access the curriculum on-site at their school, it cannot replicate the quality of face-to-face learning. This includes in-person discussion and demonstration, peer interaction and learning, hands-on learning, lesson adjustment through present time classroom feedback and student wellbeing.

6.5. Department policies and planning must address the impact on students, educators, parents/carers and schools of the substantial differences between remote learning delivered online and on-site face-to-face learning. This includes planning time, pedagogy, curriculum applications, assessment, welfare and wellbeing of students and staff, communication with students and parents, screen time, duty of care, equity, workload, administration, technology resources and support.

6.6. Remote learning requires decisions to be made about the quantity and quality of screen time that students need to maximise their learning, engagement and opportunities for peer collaboration. Teachers are best placed to determine the appropriate lesson time for their students. The Department is to provide guidance to the school community on reasonable hours of online learning to ensure parental expectations are managed.

6.7. Teachers must not be expected to concurrently teach face-to-face and remotely. The AEU is opposed to any Department or school-based directions or requirements for teachers to do this, as this has major workload implications that can diminish the educational quality for students.

7. Technology

7.1. The use of technology must be based on a strong commitment to the professional autonomy and expertise of teachers. The use of technology must also be subject to the oversight principles set out in the AEU's Technology and Teaching policy.

7.2. The relationship between educator and learner must form the basis of the learning and development process for technology in schools and be central during its development, implementation and use. While ICT can certainly supplement the educator-learner relationship, its appropriate use must be under the supervision of qualified teachers and other educators with expertise in pedagogy and student learning.

7.3. Although ICT innovations, including various forms of artificial intelligence and machine learning, may be used by educators as supplementary tools, entirely digital forms of instruction unmediated by the expertise of a qualified teacher cannot substitute for genuinely interactive human teaching and learning. The pedagogical and developmental value of a physically present teacher in a class setting cannot be replicated by ICT.

7.4. When new ICT innovations emerge that can impact on student learning and teachers' pedagogical strategies and practices, decisions about the appropriate use of the new technologies in schools must be made in consultation with school staff and the AEU. Decisions can impact on, and require a reconsideration of, pedagogy and assessment.

7.5. All school staff must be provided with timely, high-quality resources and professional learning about any new ICT innovations. This will enable them to effectively navigate change and make informed decisions about how and when to adopt new technologies into teaching practices and classrooms.

7.6. The pedagogical and curriculum decisions made by teachers must determine whether and how technology is used in their classrooms. Whatever the technology being used, sufficient flexibility and transparency is required to support teachers to implement the decisions they have made about appropriate pedagogical models and the inclusive needs and readiness of students.

7.7. Meeting the personal learning needs of students is central to teaching practice. The AEU rejects the narrative that algorithms and software can provide a greater 'personalisation' of learning than classroom teachers. This narrative comes from vested interests in the technology sector, technology 'boosters' in academia and various conservative commentators in the media and politics. Properly qualified human teachers working in appropriately resourced teaching and learning conditions are best able to meet the personal learning needs of each student.

7.8. The AEU also rejects attempts by governments, in the name of personalised learning, to contract commercial companies to develop online resources that atomise the curriculum and reduce teaching to a scripted process and learning to a checklist. Such an approach casts doubt on the competence of the teaching profession. Teachers are professionals who must not be viewed as only having the technical competence to implement the ideas of others.

7.9. For further policy positions relating to the role of technology in teaching and student learning, refer to the AEU's technology and teaching policy.

8. Initial teacher education

8.1. School placements are essential to allow pre-service teachers to develop their pedagogical skills and confidence in the classroom. Initial Teacher Education (ITE) programs must occur in partnership between schools and universities. Pre-service teachers work and learn both alongside teachers in schools and lecturers in universities during their courses. They establish and practice a repertoire of pedagogies prior to entering the profession.

8.2. Students enrolled in ITE courses require teaching and learning about a range of teaching strategies and practices, as well as concepts such as professional autonomy and judgement. This includes within the course content and during practical professional experiences in schools.

8.3. Universities as research-based institutions are to be supported to offer an ITE curriculum which is comprehensive, relevant and evidence-based as part of their formal course accreditation processes. Specific pedagogies and teaching strategies based on ideology must not be imposed upon universities by politicians.

8.4. ITE courses are to integrate genuine pedagogical debates within the wider education community into their overall curriculum.

8.5. Early career staff are to be equipped with:

- strong knowledge and skills in the areas of student wellbeing and engagement, and adjustments for students with disabilities.
- opportunities to further develop their professional judgement and adaptability
- ways to engage in collaborative inquiry in and across schools and to effectively locate and interpret research
- fully resourced mentor programs, including the time both mentors and teachers need to meet.

These areas of expertise interact with pedagogy, as they influence how students can be taught, and may help to retain new graduates.

9. Role of State Government and the Department

9.1. It is the Department's responsibility to develop and provide a range of centralised resources for schools to inform and support teaching and learning, that:

- are developed in partnership with the profession
- respect and use the teaching experience and expertise in schools rather than relying entirely on, or favouring, external 'experts'
- cater for the diverse range of school contexts and student populations
- are easily accessible
- are accompanied by professional learning programs.

9.2. In addition to working in partnership with the profession during resource development, the Department is to access a broad range of evidence, rather than relying on the same few academics or research sources such as the OECD and consultancy companies. The evidence must be selected in consultation with the profession and the AEU.

9.3. Funded research into teacher-based practices in Victorian classrooms is also needed. It must be carried out in partnership with the profession and made accessible to school staff.

9.4. The Department must properly advise and support schools to ensure school staff have time during paid working hours to collaborate with, and mentor, others. This will enable staff to share pedagogical expertise, evaluate existing programs and develop and test new ideas.

9.5. For any Department-promoted pedagogical models, the Department, either centrally or through its regional offices, must:

- provide a clear rationale for why the model is being recommended
- clearly articulate how the model complements the professional autonomy of school staff and their professional judgment about how best to meet the needs of their students
- identify and remove any inherent expectations embedded in processes and requirements to have a single model in schools, for example within improvement planning processes and promotion criteria

- communicate that a single pedagogical model is not to be imposed on schools.

  This will help to address undue pressures placed on school leaders and teachers to implement a single or one-size-fits-all approach.

9.6. Schools must be free to review and adapt any Departmental pedagogical models to meet student needs. This may mean:

- selecting parts of models relevant to the school context
- combining models with other resources
- ensuring that effective teacher and school-developed teaching strategies are not squeezed out by any top-down one-size-fits-all approaches.

9.7. Decisions about the implementation of any Department-promoted pedagogical model in schools need to be determined at the school level based upon the professional judgement of teachers and school-determined priorities. This includes consideration of timelines and whether it is implemented in part or whole or at all.

9.8. It cannot be assumed that sameness and commonality across schools and year levels – involving curriculum, pedagogy and assessment - is the path to improvement for all students. Instead, it is the local actions of a respected, experienced and progressive education profession that strengthens learning and student engagement. The wide-reaching efforts of policymakers to align Australian schools to shared data and standards, often based on full cohort standardised testing, have seen little or no improvement in student outcomes.

9.9. While it is useful to have access to centrally devised advice, guidelines and standards to inform practice, schools must not be required to align their teaching and learning programs to specific centrally-determined materials that cannot meet the on-the-ground learning needs of diverse student cohorts, classrooms and schools.

9.10. The development of teaching and learning resources must not be completely outsourced to education stakeholders and/or private corporations outside of schools. Resource development is an intricate and important part of a teacher's work that supports them to appropriately tailor teaching and learning to their students. Schools must be properly resourced and supported to allow teachers the time to do this work, including collaborating with peers within and across the school system.

9.11. The design of physical learning environments needs to occur in consultation with the teaching profession, as physical spaces can both limit and afford new opportunities for pedagogical practices. Full funding for well maintained and good condition public education facilities is also a minimum requirement, as building quality can impact on student learning outcomes.

10. Working and learning conditions

10.1. There is a well-established relationship between working conditions and the ability to implement appropriate pedagogies. The implications for teacher workload must be a central consideration in the adoption and implementation of any school or Department pedagogical models and policies.

10.2. Teachers are not to be over-burdened by forms of unnecessary documentation and red tape. They must be provided with enough time to engage in practices that have a direct impact on student learning. This includes planning lessons, assessing student progress, participating in professional learning, collaborating, mentoring colleagues and reflecting on their teaching. Policies that add to the administrative burden of teachers are self-defeating as they take time away from these crucial activities.

10.3. Schools and teachers must be provided with increased resources, time and classroom support wherever more intensive pedagogies - such as forms of differentiated instruction or support and personalised learning

- are to be implemented in classrooms with many levels of student diversity. Access to increased resources and supports needs to be equitable across schools, classrooms and students.

11.   Principles of effective pedagogy

The AEU believes effective pedagogy is based on the following principles, ideas and strategies:

Educational values

11.1.   Learning is both an individual and a social practice. Pedagogical practice needs to be consistent with agreed educational values, including respectful relationships, trust, democratic practices, an appreciation of diversity, inclusion, equity and an intolerance of discrimination and bullying.

Understanding students

11.2.   Teachers demonstrate knowledge and understanding of how students learn and the implications for teaching. They structure their teaching programs using the expertise they have gained from their own practice, qualifications, relevant research and collegial advice about student learning.

11.3.   Teachers design and implement teaching activities that support the participation and learning of all students, including those with disabilities and additional learning needs.

11.4.   Teachers have an in-depth knowledge of the capacities and needs of their students, including their diverse linguistic, cultural and religious backgrounds, and know how the experiences that students bring to their classroom affect their continued learning. Teachers draw on the knowledge and expertise of education support staff to inform their understanding of student needs.

11.5.   Teachers work to establish supportive student relationships that enhance learning. This is achieved by building trust and a positive classroom environment in which students can confidently take risks and make mistakes.

Lifelong learning and self-evaluation

11.6.   Teachers are lifelong learners. They draw on a wide range of evidence, resources, professional learning and the expertise of peers, mentors and education support staff, to improve their pedagogy over time.

11.7.   Teachers regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students. They gather evidence to iteratively improve their practice and to draw conclusions about the progress students have made in their learning, including through peer observation, professional learning community cycles, student assessment and asking for student feedback.

11.8.   Teachers use this knowledge as a basis for establishing whether, and how effectively, individuals and groups are learning. It guides further learning and enables teachers to evaluate and adjust the methodology, structure and content of lessons and programs.

Teaching strategies

11.9.   Teachers have a range of effective teaching strategies and practices designed for different purposes and use them to implement well planned teaching lessons and programs. They know that there is no one fixed approach to teaching and reject the idea that decisions about pedagogy are an either/or proposition.

11.10.   Teachers make decisions about appropriate strategies and practices using their pedagogical and curriculum expertise and specific knowledge of their students and their contexts. This can be supported by the provision of high-quality guidance, resources and a broad evidence base by the Department.

11.11.   Teachers and education support staff help students reach toward new knowledge, skills and self-understanding along a learning continuum. The learning process is scaffolded by teachers, in collaboration with education support staff, to assist students over any difficulties and into the next stage of their learning.

11.12.   Teachers help students learn how to learn and to increase their range of strategies for learning. They support the efforts of students to build their capacity to take increasing responsibility for their own learning. As part of this process, they build a conscious student voice and foster student agency in their pedagogical models and value the role of collaborative peer learning between students.

11.13.   Teachers recognise and utilise 'teachable moments' when students are most ready to learn about a topic. Such catalysts for learning can occur in a planned way - when students engage with different ideas and concepts throughout the early, middle and senior years - and spontaneously as unplanned opportunities arise in a lesson.

11.14.   Teachers set challenging and achievable learning goals for all students in their classroom, in consultation with their students and based on high expectations calibrated to each student's age and stage of learning. They plan and implement well-structured learning and teaching programs or lesson sequences that are engaging and promote learning.

11.15.   They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students. They understand that the more diverse these are, the more complex the pedagogies needed to meet them. This requires:

- flexibility
- an understanding of classroom realities
- engagement with education support staff as a valued source of knowledge about student needs
- the continuing use of professional judgement.

11.16.   Teachers know the content of their subjects and curriculum. They organise content into coherent, well-sequenced learning and teaching programs. They understand what constitutes effective, developmentally appropriate strategies in their programs and use this knowledge to make the content meaningful and engaging to students.

11.17.   The process of designing teaching and learning experiences is inherently creative and intellectual.

11.18.   Teachers and education support staff create and maintain safe, inclusive and productive learning environments which support student wellbeing. Teachers, aided by education support staff, employ teaching strategies and practices that recognise the links between student learning achievement and student welfare. They understand that all learning has social, emotional and cognitive elements and cognitive development is enhanced when students experience safety and support to take risks in the classroom.

11.19.   Teachers implement fair and equitable behaviour management plans to establish and maintain workable routines to enable an environment where student time is spent on learning tasks. They establish and negotiate clear expectations with students and address discipline issues promptly, fairly and respectfully.