



STELLA Standards Framework

Standards Statements

1 Professional Knowledge

- 1.1 Teachers know their students
- 1.2 Teachers know their subject
- 1.3 Teachers know how students learn to be powerfully literate

2 Professional Practice

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- 2.3 Teachers assess and review student learning and plan for future learning

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- 3.2 Teachers continue to learn
- 3.3 Teachers are active members of the professional and wider community

1. Professional Knowledge

1.1 Teachers know their students

<p style="text-align: center;">Standards statement</p> <p style="text-align: center;"><i>(Core descriptions of what accomplished teachers of English and Literacy believe, know and are able to do.)</i></p>	<p style="text-align: center;">Key words & Focus questions</p> <p style="text-align: center;"><i>(For reflection and discussion)</i></p>
<p>1.1 Teachers know their students</p> <p>Accomplished English/Literacy teachers recognise each student's uniqueness. They are aware of their students' diverse sociocultural, language and ethnic heritage and have specific knowledge of the community to which each student belongs, including the literacy practices of that community. They know each student's preferred learning style and linguistic and cognitive capabilities. They recognise and affirm each student's potential and achievements; they know their histories as learners and members of the school community.</p> <p>Accomplished English/Literacy teachers are sensitive to the individual dispositions of their students, the ways they interact with their peers, their engagement with schooling, their values and interests and their aspirations and ideals.</p>	<p>Insight</p> <p>How well does the teacher know the individual learner and his/her capabilities?</p> <p>Sensitivity</p> <p>How does the teacher demonstrate care and concern for students in a context of fostering their linguistic competence?</p> <p>Difference</p> <p>How well does the teacher know and understand the communities to which the students belong and their aspirations for their children?</p>

1. Professional Knowledge

1.2 Teachers know their subject

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<p>1.2 Teachers know their subject</p> <p>Accomplished English/Literacy teachers have a broad, deep and critical knowledge and understanding of the academic discipline (or fields of knowledge) from which their subject and curriculum area are derived, including specialist knowledge relevant to the age ranges they teach. They know the history of their subject and understand the nature of and reasons for curriculum change. They have a comprehensive knowledge of current and relevant curriculum documents and courses of study.</p> <p>They are informed about contemporary issues and debates regarding language, literacy and literature and possess a critical understanding of recent theory and practice relevant to their field, including language acquisition, literacy learning and development, reader response and literary theory. They demonstrate high standards of performance in their own literacy practices and have a firm grasp of the application of new technologies in their field. They have a wide knowledge of different texts and types of texts, classic and contemporary literature (including poetry, fiction and drama), everyday texts, visual, media and electronic texts.</p>	<p>Rigour</p> <p>How comprehensively does the teacher understand the discipline, traditions and debates in English language and literature teaching?</p> <p>Ideology</p> <p>What ideas and values inform English/Literacy teaching?</p> <p>Justification</p> <p>How does the teacher justify the knowledge, skills and understandings he/she most values in the teaching and learning of language and literacy?</p>

1. Professional Knowledge

1.3 Teachers know how students learn to be powerfully literate

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<p>1.3 Teachers know how students learn to be powerfully literate</p> <p>Accomplished English/Literacy teachers know that literacy learning is a lifelong process involving complex textual practices shaped by social, cultural and political influences that change over time and in different contexts. They know their students need to be skilled in a wide range of literacies that enable them to participate as active citizens in a democratic society. They recognise that different literacy teaching approaches impact differently on different groups of students; they draw from a rich repertoire of teaching strategies to adapt their teaching accordingly.</p> <p>Accomplished English/Literacy teachers ensure that their students are constantly learning new ways of using language as they acquire new knowledge, skills and experiences. They design and implement purposeful learning tasks, monitor student progress and provide explicit feedback to each student. They work collaboratively with students affirming their potential as active participants in their own learning.</p> <p>They understand the vital role that home and community play in the development of their students' language and literacy and seek opportunities to use this knowledge when planning for teaching. They understand the central role of oral language in literacy development and knowledge construction and the importance of sustained dialogue between students, and between teacher and students. They ensure their students engage with and produce a wide range of print, media and electronic texts that continually extend their critical understandings of language, themselves and the world around them.</p>	<p>Challenge</p> <p>What range of learning opportunities does the teacher provide so that all students are able to achieve optimum success and recognition for their performance in language and literacy?</p> <p>Complexity</p> <p>How deep, complex and connected is the intellectual content encountered by students?</p> <p>Fairness</p> <p>How does the teacher ensure that students from all social and cultural groups are guaranteed equal access to, and opportunities for success in, the full range of language and literacy outcomes?</p> <p>Inclusiveness</p> <p>How inclusive and responsive is English/Literacy teaching to the linguistic and cultural diversity of all students?</p> <p>Significance</p> <p>In what ways does the teacher provide all students with opportunities to participate in literacy learning that is personally and culturally meaningful to them?</p> <p>Growth</p> <p>What knowledge about patterns of development in language and literacy inform curriculum and teaching decisions?</p>

2. Professional Practice

2.1 Teachers plan for effective learning

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<p>2.1 Teachers plan for effective learning</p> <p>Accomplished English/Literacy teachers keep in mind in their planning the connections between curriculum, assessment and pedagogy. With their knowledge of class dynamics and the needs of individual students firmly in mind, they develop both rigorous long term educational goals and focused instructional goals that ensure all students have the opportunity to engage in purposeful and challenging literacy learning.</p> <p>When planning for learning, accomplished English/Literacy teachers draw on their familiarity with current curriculum policies, a wide and flexible repertoire of instructional practices and extensive knowledge of textual resources including information and communication technologies. They are discriminating in their selection of resources, developing and adapting materials to meet curriculum requirements and providing their students with challenging, authentic language experiences.</p> <p>They continually re-evaluate and adapt their plans to take account of the impact of new knowledge on the changing language and literacy needs of their students. Their planning recognises that both the school community and wider society provide authentic resources that extend the language and learning abilities of their students. They work with colleagues, parents and other members of the community to constructively incorporate such resources into the curriculum.</p>	<p>Responsibility</p> <p>How is accountability demonstrated for the planned learning and language development of all students?</p> <p>Negotiation</p> <p>How does the teacher ensure that the English/Literacy classroom is characterised by continuing dialogue with students about learning goals, processes, content and outcomes?</p> <p>Repertoire</p> <p>What range of English language and literacy teaching strategies does the teacher draw from?</p> <p>Resources</p> <p>What range of curriculum materials, resources and technologies does the teacher draw on when planning for English/Literacy teaching and learning?</p>

2. Professional Practice

2.2 Teachers create and maintain a challenging learning environment

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<p>2.2 Teachers create and maintain a challenging learning environment</p> <p>Accomplished English/Literacy teachers establish a learning environment in which the linguistic and cultural diversity of all students is valued and respected. They articulate learning goals clearly, negotiating with their students about how best to achieve them. They foster productive dialogue enabling students to collaborate in intellectually challenging work. Students understand the value of the activities in which they are engaged and structures are in place that allow them to evaluate their own learning outcomes.</p> <p>Accomplished English/Literacy teachers draw on a broad and flexible repertoire of teaching strategies, adapting strategies to circumstances, content to context, and curriculum delivery to the different backgrounds, learning styles and capabilities of their students.</p> <p>They design rich learning tasks that draw on traditional and new technologies, integrating and balancing listening, speaking, reading, viewing and writing activities. They select print and non-print resource materials from a range of different cultures and eras, providing models of creativity, inventiveness, critical exploration and thought. They teach students to evaluate and choose their own texts and resources both for independent study and leisure activities. They encourage students to draw on the resources of the school community and wider society to extend their language and literacy abilities, assisting students in their growth towards active citizenship in a democratic society.</p>	<p>Trust</p> <p>How does the teacher plan for all students to have the confidence to take risks in English/Literacy learning?</p> <p>Respect</p> <p>In what ways is the English/Literacy classroom characterised by dignity and mutual regard?</p> <p>Participation</p> <p>How does the teacher enable students to engage with and make connections between school and community-based literacies?</p> <p>Momentum</p> <p>What decisions does the teacher make about timing, order and balance in teaching?</p> <p>How do these adjustments and interventions support literacy learning?</p> <p>Persistence</p> <p>How does the teacher sustain focus on significant learning outcomes?</p>

2. Professional Practice

2.3 Teachers assess and review student learning and plan for future learning

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<p>2.3 Teachers assess and review student learning and plan for future learning</p> <p>Accomplished English/Literacy teachers understand the central role of assessment in advancing student learning , improving the effectiveness of teaching practice and contributing to planning for future learning. They recognise that the school community as a whole benefits from constructive and co-ordinated assessment and reporting practices. They develop regular assessment and reporting programs to provide students, care-givers and school authorities with timely and accurate feedback on student achievement and progress in language and literacy development. They ensure that their feedback to students recognises achievement while clearly indicating directions for improvement.</p> <p>Accomplished English/Literacy teachers make judicious use of a wide range of formal and informal assessments. They ensure that assessment tasks and items are relevant, valid, fair and transparent and relate as closely as possible to real and diverse conditions of use and practice. They meet the requirements of mandated testing programs without compromising their teaching goals or the learning needs of their students They constantly use assessment information to monitor and re-evaluate their short and long-term teaching and learning goals.</p>	<p>Feedback</p> <p>How do the teacher's assessment and reporting strategies contribute to students' learning?</p> <p>Review</p> <p>How does the teacher evaluate the success of her/his own teaching? What steps are taken to ensure his/her teaching continues to improve?</p> <p>Accountability</p> <p>How does the teacher meet his/her responsibilities for assessment and reporting to the various audiences within the school and in the wider community?</p>

3. Professional Engagement

3.1 Teachers demonstrate commitment

Standards statement <i>(Core descriptions of what accomplished teachers of English and Literacy believe, know and are able to do.)</i>	Key words & Focus questions <i>(For reflection and discussion)</i>
<p>3.1 Teachers demonstrate commitment</p> <p>Accomplished English/Literacy teachers enjoy the company of young people and value the experiences and insights their students bring to class. They are committed to maximising each student's capacity to become a confident and critical user of language. They are enthusiastic about teaching, and welcome the challenge of planning and organising for powerful learning. They value imagination, creating opportunities in their classrooms for students to engage in productive play with language and meaning.</p> <p>Accomplished English/Literacy teachers enjoy talking about their teaching, and they welcome opportunities for professional development and collaborative work with colleagues. They are always eager to extend their professional knowledge and improve their teaching. They are dedicated to the advancement of their profession and, in the wider community, are willing advocates of the teaching of English and Literacy.</p>	<p>Enjoyment How does the teacher model and promote language as a source of curiosity and pleasure?</p> <p>Enthusiasm How does the teacher demonstrate, and inspire in students, a passion for texts that have personal and cultural significance for them?</p> <p>Dedication How does the teacher sustain and renew commitment to students, teaching and professional life?</p>

3. Professional Engagement

3.2 Teachers continue to learn

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<p>3.2 Teachers continue to learn</p> <p>Accomplished English/Literacy teachers recognise that the context of their teaching is continually evolving. They reflect on, analyse and are able to articulate all aspects of their professional practice, constantly reviewing and refining their teaching to improve students' learning opportunities, and searching for answers to challenging pedagogical questions. They seek opportunities to discuss the effectiveness of their teaching with colleagues, students, parents and care givers.</p> <p>With their own learning goals in mind, accomplished English/Literacy teachers pursue new knowledge through professional renewal activities such as classroom-based action research, professional reading, academic study, discussion and debate with colleagues and participation in conferences and workshops. They utilise the resources of their professional association. They keep themselves informed about recent research and debates in literacy education and literacy theory, taking particular interest in ideas and insights relevant to the contexts of their own teaching.</p> <p>They recognise that their professional practice is grounded in a set of personal beliefs and values about teaching and learning and about the social and cultural importance of their discipline. They continually scrutinise and review their beliefs and values, monitoring the ways in which these values impact on their work in classrooms and shape their professional lives.</p>	<p>Reflection</p> <p>How does the teacher maintain and further develop his/her personal and professional growth?</p> <p>Critique</p> <p>To what extent does the teacher contribute to and learn from current debates about teaching and learning?</p> <p>How open is the teacher in questioning and evaluating classroom, school and wider literacy practices?</p> <p>Development</p> <p>What professional learning goals does the teacher have? What opportunities are taken up to learn from courses, colleagues and the workplace?</p>

3. Professional Engagement

3.3 Teachers are active members of the professional and wider community

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<p>3.3 Teachers are active members of the professional and wider community</p> <p>Accomplished English/Literacy teachers work effectively with others to improve their school as a learning community. They work collegially, mentoring new teachers and inspiring colleagues to continue to strive for excellence and to work through difficulties. They celebrate the achievements of colleagues, willingly share their professional insights, work programs, curriculum resources, and new knowledge, and collaborate in the evaluation of curriculum and pedagogical practice.</p> <p>They play an active role in their professional associations, such as organising, promoting and delivering PD or disseminating their own best practice through professional publications. They are influential in the wider school community and active in building strong links between home and school. They make special efforts to communicate productively with parents and caregivers making sure their policies and practices are transparent.</p> <p>In positions of responsibility they encourage professional debate, respect the judgement of others and allow dissent, supporting team approaches and minimising conflict. They know the history of their school, acknowledge the value of contributions made by past members of the school community and encourage colleagues to be open to innovation and change.</p>	<p>Involvement</p> <p>How is the teacher actively involved in school, community and wider professional contexts?</p> <p>Collaboration</p> <p>How does the teacher work with colleagues, parents and community members to develop the quality of teaching and learning in the school?</p> <p>Advocacy</p> <p>How does the teacher articulate educational ideas and take action to develop support for policy and curriculum change in the school and wider community?</p>