



**Australian Standards
for Paraprofessional Educators in Schools**
Industry Reference Group Meeting 22 March 2022

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ASPES Industry Reference Group Members & Guest Advisors

Leanne Hillman, Bolster Education NSW | Sharon Stone, Deputy Principal, Tallowwood School, NSW | Sharon Crowther, Teacher, TAFE – Miller, NSW | Pragati Bhat, Teacher/Assistant Principal, & Morgan Costa, Assistant Principal, Ponds School, NSW | Haley Will, Teacher Aide, Landsborough State School, QLD | Sarah Trussell, Executive Assistant, Lucindale Area School, SA | Angela Toniolo, Education Support, Mt Beauty Primary School, VIC | Jane Keating, Administrator, Padua College, VIC | Michelle Nunn, Principal, Newbury Primary School, VIC | Jane Wenlock, Coordinator Learning Support, Kolbe Catholic College, VIC | Glynnis Few, HR Manager, NT Christian Schools | Claire Jackson, PhD Candidate, Monash University/ Education Services Australia, VIC | Kerrie Atkins, Senior Director & Esther Duffy, Business Manager, Business Improvement and Support, ACT Public Schools | Astrid Morgan, Deputy Principal, Arbor Grove Primary School, WA | Jen Twine, Middle Leader of Pedagogy, Mater Dei School, Camden, VIC | Nigel Bowra, Lecturer, North Metropolitan TAFE, WA | Kim Thompson, Lead Education Assistant, Ocean Road Primary School, WA | Lianne Reedyk, Education Support, Somers Primary School, VIC | Renae Whyte, Lead Education Assistant, Byford Secondary College, WA | Roxanne Picoaga, Homebush West Primary School, NSW | Adam Heard, Careers Advisor, Casuarina Senior College, NT | Michelle Newell, Industry Relationship Lead - Early Childhood, TAFE NSW | Susan De Silva, Education Officer - Learner Diversity, Catholic Education, Sandhurst, VIC | Julie Buick, Teacher Aide, Kolbe Catholic College, VIC | Sara Gaske, Education Organiser, United Workers Union, QLD | Paul Sedunary, Principal, Good Samaritan Catholic Primary School, VIC | Bex Nikotermo, Deputy Principal, Currumbin Community Special School QLD

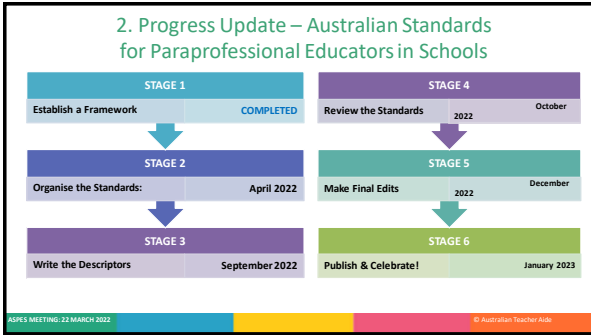
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AGENDA

1. Welcome & Introductions
2. Progress update of the Australian Standards for Paraprofessional Educators in Schools
3. Summary of Feedback Stage 2.1
4. Ratifying the Standards - Discussion of Feedback
5. Defining Career Stages
6. Describing the Domains based on the Standards
7. Timeline – Where to next?
8. CLOSE

<https://www.australianteacheraide.com.au/aspes-industry-reference-group-0>

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3. Summary of Feedback – Stage 2.1

November 2021 you provided feedback on Stage 2.1 in order to determine the Standards in each domain

You were able to select 7 Standards from the:

- A) Australian Professional Standards for Teachers (APST)
- B) The Assistant Teacher Professional Standards (NT) (ATPS)
- C) Suggest alternate Standards

February 2022 you provided feedback on:

- A) Preferred wording of the Standards
- B) Selection of Additional Standards

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IRG Feedback: Stage 2.1

- The existing standards in this consultation round include important areas of **communication and establishing collaborative partnerships**, considers **supporting student learning**, and also **continued professional development** which is great and highly important to the knowledge, skills and practices of EAs.
 - Nigel Bowra, Lecturer – Education Support, North Metropolitan TAFE, WA
- The seven standards effectively cover what **paraprofessionals should know and do**, **how to interact with others**, and **how to engage in professional learning**.
 - Angela Toniolo, Education Support, Mount Beauty Primary School, VIC
- Good idea to link to the teacher standards where possible
 - Jen Twine, Middle Leader of Pedagogy, Mater Dei School Camden, NSW

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IRG Feedback: Stage 2.1 - Affirmations

- The three domains: Professional Knowledge, Professional Practice, Professional Engagement are important to mirror and reflect those of their classroom partners [AITSL Teacher Standards] – incorporating our common understanding of the characteristics, and complexities of the skill of teaching. The seven standards identified are a great framework.
- The common understanding and language about effective teaching practice, will support focused and purposeful professional discussions.
- The Teaching Assistant Standards are becoming a significant resource in delivering our goals for young Australians [The Alice Springs (Mparntwe) Education Declaration].
- The TA Standards will represent a national commitment to achieving the highest level of quality for teaching assistants so each young Australian can gain the best possible education. The framework will inform self-reflection, and professional learning choices, supporting and guiding teaching assistants develop their skills and practices. As a public statement of what teaching assistants could know and be able to do, it will positively contribute to increasing the professionalisation of teaching assistants; and I'm excited about all of that!
- Leanne Hillman, Bolster Education, NSW

IRG Feedback: Stage 2.1 – Important Considerations

- Paraprofessionals are not teachers. They do not have the legal obligations of teachers and therefore do not have the same responsibilities. Regardless of their title, paraprofessionals do not have teacher training and do not plan for teaching and learning, they do not plan for student assessment or reporting, they do not lead the communication with parents or the community. Paraprofessionals contribute to these things and the Standards must reflect this.
- They do need to understand students and how they learn, as well as knowing how to assist in the delivery of content, including having an understanding of disability but this should be reflected in the Standard descriptors. The Standards and the future descriptors must be written as a support role, not a teaching role.
- Sharon Stone, Deputy Principal Instructional Leader, Tallwood School NSW

Discussion of Feedback

- Webform options, and your selections for each Standard
- Polling to confirm preferred Standard
- Poll results
 - Clear consensus - ratify the Standard
 - No clear consensus - further review

Please refer to the Table of Draft ASPES Standards

Table of Draft ASPES Standards

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Professional Knowledge: Standard 1

STANDARDS	APST	ATPS (NT)						
Professional Knowledge	A	B	C	D	E	F	G	
Standard 1	Know students and how they learn	Know students and how they learn	Know how to engage with and assist students	Know how to engage with students and support their learning	Know how to engage with students and assist their learning and wellbeing	Know how to engage with students and support their learning and wellbeing		

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POLL - Professional Knowledge

Standard 1	Result
Know students and how they learn	19
Know how to engage with, and assist students	0
Know how to engage with students, and support their learning	19
Know how to engage with students and assist their learning and wellbeing	19
Know how to engage with students and support their learning and wellbeing	44

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Professional Knowledge: Standard 2

STANDARDS	APST	A TPS (NT)					
Professional Knowledge	A	B	C	D	E	F	G
Standard 2	Know the content and how to teach it	Know what and how to teach	Know how to support teaching and learning in the classroom	Know the content and how to assist in the delivery of content	Know how to facilitate student engagement in learning	Know how to support teaching and learning in different school settings	Know how to support student learning and wellbeing needs

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POLL - Professional Knowledge

Standard 2		Result
Know what and how to teach		0
Know how to support teaching and learning in the classroom		27
Know the content and how to assist in the delivery of content		20
Know how to facilitate student engagement in learning		7
Know how to support teaching and learning in different school settings		40
Know how to support student learning and wellbeing needs		7

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Professional Practice: Standard 3

STANDARDS	APST	A TPS (NT)					
Professional Practice	A	B	C	D	E	F	G
Standard 3	Plan for and implement effective teaching and learning	Collaborate with team teacher to plan for and implement effective teaching and learning	Support the implementation of effective teaching and learning	Assist with planning and implementing effective teaching and learning	Collaborate with teachers to plan for and implement effective learning	Collaborate with the learning support team/teacher to plan and implement effective strategies to support learning and development	Collaborate with teachers to support the planned delivery of teaching and learning

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POLL - Professional Practice

Standard 3		Result
Collaborate with team teacher to plan for and implement effective teaching and learning		0
Support the implementation of effective teaching and learning		27
Assist with planning and implementing effective teaching and learning		7
Collaborate with teachers to plan for and implement effective learning		20
Collaborate with the learning support team/teacher to plan and implement effective strategies to support learning & development		7
Collaborate with teachers to support the planned delivery of effective teaching and learning		40

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Professional Practice: Standard 4

STANDARDS	APST	ATPS (NT)						
Professional Practice	A	B	C	D	E	F	G	
Standard 4	Create and maintain supportive and safe learning environments	Contribute to maintaining a safe and challenging learning environment	Contribute to maintaining a safe, secure and inclusive learning environment	Contribute to maintaining a safe, supportive and inclusive learning environment				

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Professional Practice: Standard 5

STANDARDS	APST	ATPS (NT)						
Professional Practice	A	B	C	D	E	F	G	
Standard 5	Assess, provide feedback and report on student learning	Contribute to assessment providing feedback and reporting on student progress	Provide feedback and report on student learning to teachers	Contribute to assessment and provide feedback on student progress in line with school procedures	Contribute to assessment under the guidance of the teacher providing feedback and reporting on student progress	Contribute to assessment under the guidance of the teacher and provide feedback on student progress		

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Professional Engagement: Standard 6

STANDARDS	APST	A/TPS (NT)					
Professional Engagement	A	B	C	D	E	F	G
Standard 6	Engage in professional learning	Engage in professional learning	Engage in ongoing professional learning	Engage in relevant professional learning			

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Professional Engagement: Standard 7

STANDARDS	APST	A/TPS (NT)					
Professional Engagement	A	B	C	D	E	F	G
Standard 7	Engage professionally with colleagues parents carers and community	Engage professionally with colleagues parents carers and community members	Engage and communicate professionally with colleagues and the school community	Engage professionally with colleagues students families and the wider school community			

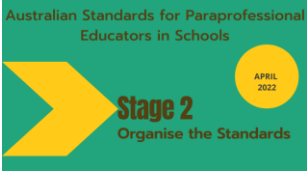
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IRG Discussion: Stage 2.1 – Ratifying the Standards

Over to You!

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Where to next?



Australian Standards for Paraprofessional Educators in Schools


Stage 2
Organise the Standards

APRIL 2022

- Stage 2.1**
 - In progress
- Stage 2.2**
 - Decide on the career stages
- Stage 2.3**
 - Write a description of each domain


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Thank you for joining us



We Empower Educators to Help Students Succeed

We acknowledge the Traditional Custodians of the various lands on which we work today including the Aboriginal and Torres Strait Islander people participating in this webinar.



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