



Australian Government
Australian Sports Commission

Teacher Professional Learning Guidelines For the Sport Sector

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INTRODUCTION

The **Teacher Professional Learning Guidelines** assists sporting organisations to develop high quality professional learning for teachers who deliver sport to students.

Schools are a great marketplace for sports to gain exposure and grow participation in young people, however, accessing the school market is competitive.

A popular and effective way of introducing your sport to students is by utilising the skills and experience of Health and Physical Education (HPE) and classroom teachers to deliver positive, quality sport programs in their school.

In order to get the best results, sports should invest time to developing quality professional learning resources for teachers. that meet their needs and priorities.

These guidelines have been designed to inform your sport on how to develop quality professional learning programs for teachers. It includes a step-by-step process, and outlines key considerations to assist in developing new, or enhancing existing, teacher professional learning.

The Australian Sports Commission (ASC) has a strong focus on building the sport sector's capacity and capability to increase access and participation in sport for all Australians, in particular children and young people.

WHAT IS TEACHER PROFESSIONAL LEARNING?

Teacher professional learning (also referred to as teacher professional development) is the learning teachers do to enhance how they address and improve student learning outcomes in their teaching practice. It includes any opportunity where a teacher can **develop knowledge, skills and abilities** that can be translated back into their profession.

Teacher professional learning is mandatory for all teachers working in Australia in order to maintain their ongoing teacher registration.

There are two types of teacher professional learning:

1. **Formal** - these provide teachers with industry certification, accreditation or qualification upon successful completion. For example, the ASC's [Community Coaching General Principles](#). Formal learning can be attractive for teachers as they can assist with employment opportunities.
2. **Informal** - these **do not** provide teachers with a formal recognition of the professional learning undertaken, but are attractive options for teachers as they can be flexible and less onerous.

Teacher professional learning can be delivered in a number of ways, for example:



Face-to-face workshop

Such as a practical workshop to a group of primary or secondary school teachers within a local area.



Remotely

Such as a course run as a series of online webinars, accessible by teachers around Australia.



Self-directed guide

Such as a booklet that supports teachers to deliver your sport to students.



Coaching and mentoring

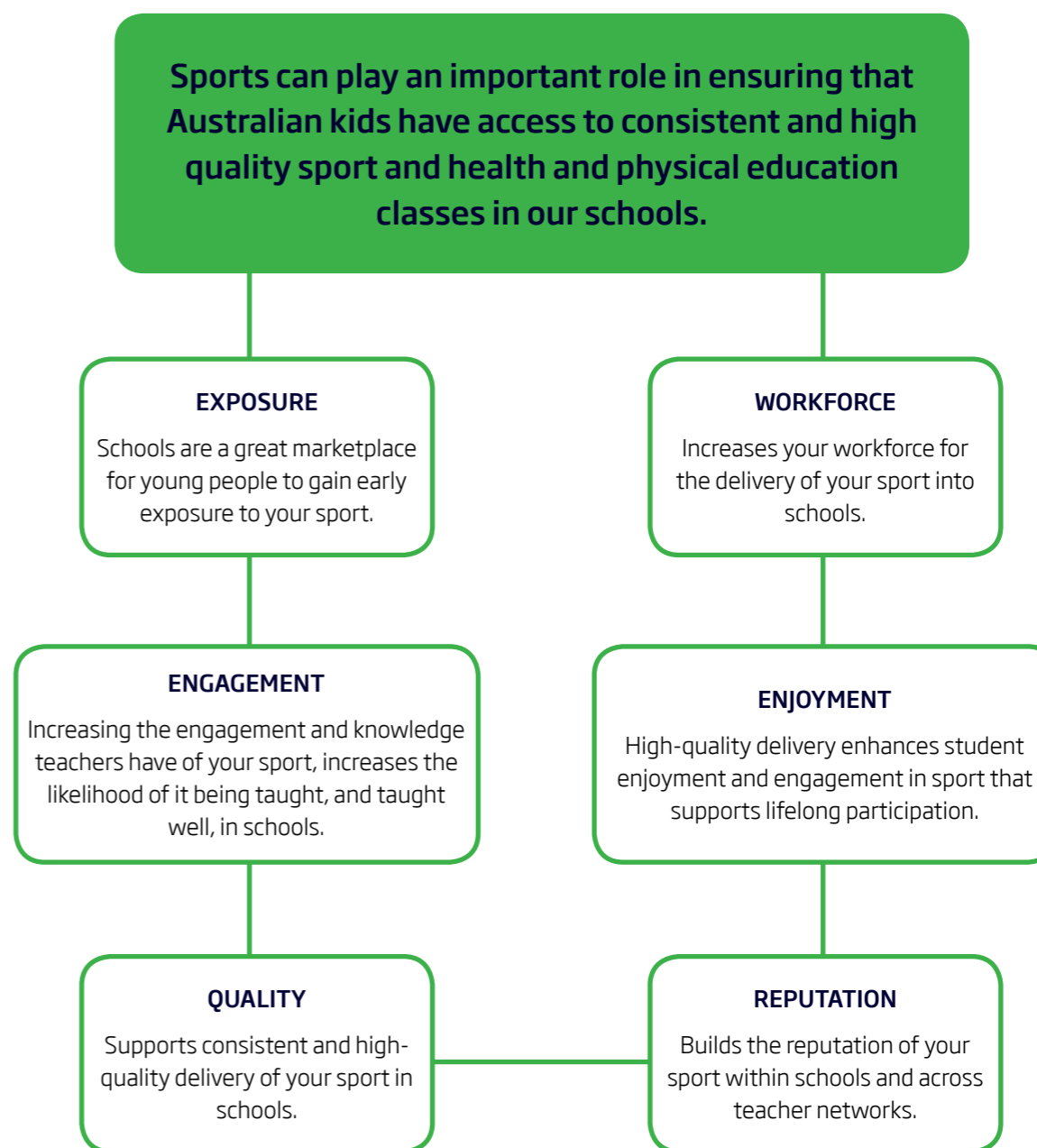
Such as a coach providing personal support and advice to a teacher/s.



Professional learning networks

Such as a program or course provided to university students who are pre-service teachers; or a session at an education conference.

WHY DEVELOP TEACHER PROFESSIONAL LEARNING?



CHARACTERISTICS OF EFFECTIVE TEACHER PROFESSIONAL LEARNING

There are **three characteristics** that are essential to the uptake and sustainability of effective professional learning.

1 Make it relevant

The most successful teacher professional learning assists teachers to address and adapt to the challenges they face in improving student learning, engagement and wellbeing.

Professional learning needs to:

- > assist teachers to meet the learning needs of their students
- > link with the goals of the school, sector and system
- > be based on current research relating to teaching and learning
- > align to teachers' needs and requirements - such as its content and flexibility

2 Make it collaborative

An important feature of successful teacher professional learning is the connection it creates between teachers within and across schools, and to external experts. By including purposeful collaboration, teachers will experience heightened learning, reaping more benefits from their involvement.

Professional learning needs to:

- > include opportunities for interaction and feedback
- > gather feedback from teachers during the development, implementation and evaluation of the professional learning
- > offer and promote networking across teachers, schools and experts

3 Make sure it's future-focussed

Professional learning should not only focus on improving the existing practice of teachers, but also assist with their ability to be adaptable and to deal with new/ unexpected challenges.

Professional learning needs to:

- > develop understanding of theories and principles, so that teachers can apply this knowledge across varying situations
- > encourage further research, and show them where and how to source related information
- > include examples of ways to be innovative, creative and adaptable

For further information on the characteristics of effective professional learning go to: [Australian Charter for the Professional Learning of Teachers and School Leaders](#).



HOW TO DEVELOP TEACHER PROFESSIONAL LEARNING

To support organisations in the development of teacher professional learning, the Australian Institute for Teaching and School Leadership (AITSL) has developed the [Designing Professional Learning Report \(2014\)](#) that outlines the essential components and elements to consider when designing professional learning for teachers.

For the purpose of these guidelines, the details of the report have been simplified and aligned to sport to support the development of sport-related teacher professional learning.

When designing teacher professional learning, there are 10 interlinked design elements that you should consider to ensure that the learning is:

- > relevant to the **environment** - including its participants, unique operating context and local conditions
- > **delivered** in a way that enables teachers to learn effectively
- > supports **action** so that learning is translated into practice.

These 10 design elements are stepped out for easy consideration in the following table, however priority and focus across these elements will depend on the sport and the context of the professional learning.

Teacher Professional Learning Design Elements

10 STEPS	ELEMENT	SPECIAL CONSIDERATIONS
Environment - <i>creating an environment that engages teachers in learning</i>		
①	Participants Understand your professional learning participants (teachers), their learning needs and behaviours as well as the type of learning they prefer.	<ul style="list-style-type: none"> > Who are the participants? Have they changed? > What is the purpose of the professional learning? Is this clear to participants? > Are the learning goals aligned with the needs of participants? > Will formal or informal learning meet participant needs?
②	Conditions Understand the unique conditions of the environment where your learning will take place to identify any opportunities or threats to participant access or learning.	<ul style="list-style-type: none"> > Are there any broad factors that will impact this professional learning, such as: policies; delivery/attendance costs; differences across States; differences between Catholic, Government or Independent education sectors; external restrictions on participants to undertake learning; and more generally the alternatives, opportunities and constraints? > What can be done to minimise or negate the impact of those factors that might impede learning?
Delivery - <i>the ways that enable teachers to learn effectively</i>		
③	Structure Consider the practical arrangement of the learning and if it is suitable for your participants such as its timing, location and sequence of events. The structure can be flexible or controlled - determined by the context and purpose of the learning.	<ul style="list-style-type: none"> > Is the structure of the professional learning flexible and adaptable to fit participants' varying needs or preferences? > Can it be tailored to suit individuals? > If the structure is tightly controlled, does it meet the majority of participant needs?
④	Accessibility Make your professional learning accessible to as many participants as possible by applying strategies such as: flexibility; online applications; preparation or pre-readings that can be undertaken at will; varying options for participation (webinar, face-to-face).	<ul style="list-style-type: none"> > Is the mode/s of delivery accessible by participants? > Is the professional learning designed and delivered so it is easily accessed, understood, readable and navigable? > Are there any other ways you could share content to participants?
⑤	Aesthetics Consider the visual, auditory and physical aspects of your professional learning that elicit a sensory response from participants, and how these can be used to engage participants or enhance their learning outcomes.	<ul style="list-style-type: none"> > Can sound, imagery, examples or experiencing something be used to enhance how participants engage with the content or enhance their learning outcomes? > Can the content be represented in a number of different ways to support learning? > Can space or different spaces be used to enhance engagement or learning outcomes? Can it be sourced? > Is the representation of the content and the deliverer suitably presentable to participants?
⑥	Content Determine the content - the knowledge, attributes, skills, aspirations and behaviours - that is appropriate for your participants. The content should meet the purpose of professional learning, meet the needs of the participants and extend their learning.	<ul style="list-style-type: none"> > Is the content aligned to the purpose of the learning and participants' needs? > Is the content sensitive to the context of the participants? > What content do participants need to know? What content will extend and challenge participants?
⑦	Mode Determine the most appropriate mode/s of delivery and participation for your professional learning. It is important to consider different ways of delivery and participation, as individual learning preferences vary. For example: <ul style="list-style-type: none"> > Face-to-face learning or self-directed learning > Collaborative or individual learning > A blended approach to delivery including all of the above 	<ul style="list-style-type: none"> > Can the professional learning be suitably delivered in various modes to support accessibility, and diverse participant learning preferences? > Does the mode meet the purpose of the learning, and goals and needs of the participants?
⑧	Tools Consider tools that enhance knowledge transfer, deepen engagement and support understanding of the content. They should encourage participation through activity, interaction, collaboration, application and review. For example, surveys, polls and templates.	<ul style="list-style-type: none"> > What tools and resources are required to support participation? > Can tools be developed to allow for practical and immediate implementation of the learning in situ? > Can tools be developed to provide or encourage further research or learning?
Action - <i>translating the learning into practice</i>		
⑨	Transference Consider the ways in which the professional learning, including its tools, can support participants to directly transfer their learning into practice. Examples include: in-session drills or planning activities; take-away guides; post-learning activities or reflection exercises.	<ul style="list-style-type: none"> > What support is required for participants to successfully transfer their learning to the classroom? Is the learning designed to provide this support? > How are participants supported to create new knowledge and improve practices through cycles of goal setting, enacting, monitoring and adjusting? Can the learning design be altered to better support such practice?
⑩	Adaption Consider how the professional learning can allow participants to reflect on and evaluate their learning, and apply it in a variety of different situations and contexts over time.	<ul style="list-style-type: none"> > Is the learning more broadly applicable? How easy will it be for participants to do this? > Does the professional learning include examples of ways to be innovative, creative and adaptable?

Reference: Designing Professional Learning, AITSL, 2014 (www.aitsl.edu.au/docs/default-source/default-document-library/designing_professional_learning_report.pdf?sfvrsn=4)

HOT TIPS

Sports, take notice. Here are some specific tips for developing sport-related teacher professional learning.

Element: **CONTENT**

What do teachers want to learn about?

- **Communication and group management for sport activities**
How to get activities started quickly through effective grouping of students and providing concise instructions for each activity. For example:
 - how to set up small-sided games
 - managing distribution of equipment to groups
 - where to position themselves so that instructions can be given to all groups.
- **Teaching, practising and refining fundamental and specialised sport skills**
How to both teach skills and provide strategies for modifying incorrect techniques. For example:
 - how to teach dribbling, shooting or leaping to participate in a basketball game
 - how to correct a student's basketball shooting and lay-up technique.
- **Understanding basic sport rules and how to implement them**
Learning what the main rules of the game are, and basic tips for officiating a small-sided and larger group game. For example:
 - how a game of Twenty 20 Cricket is organised (e.g. number of overs per bowler, total overs for the batting team).
- **Understanding strategic concepts of a game**
How to teach concepts of attack, defence, scoring and possession. For example:
 - strategies the attacking team can use to maintain possession and move the ball down the court in netball
 - strategies a team can use to create scoring opportunities in badminton.
- **Effective questioning**
How to ask questions to engage students and promote understanding of the preferred techniques and tactics of the game. All questions should elicit a verbal or physical response from the student. For example:
 - show me how you should hold a tennis racquet? Why should you hold it in a certain way? What happens when you hit the ball holding the racquet like that?
 - what type of basketball pass should you use to get the longest distance? Why is a certain type of pass more suitable? When might that pass be effective in a game? Would you use the same pass if you had a defender on you?
- **Modifying activities and equipment to suit different abilities**
How to promote inclusive lessons where all students are engaged and achieving a level of success. This includes strategies to support teachers to recognise how and when they may be able to modify activities or equipment. For example:
 - increase the goal size to allow students a higher chance to score
 - use a softer, larger ball to make it easier to catch.

Element: **ACCESSIBILITY**

How can you make it accessible to teachers, who are generally time-poor and have varied skills and knowledge when it comes to sport planning and delivery?

- **Use clear simple instructions**
Descriptions should be to the point and inform teachers only what they need to know.
- **Limit sport-specific language**
Unnecessary technical language can cause confusion. Adapt your language to teachers by observing the language used in the *Australian Curriculum*. If it is necessary to use sport-specific language, provide a glossary for these terms. For example:
 - if using "dummy pass" as a term in a Rugby League resource, an explanation of this term may be necessary for teachers.

Element: **AESTHETICS**

Use aesthetics to engage teachers and enhance their learning outcomes.

- **Include illustrations to explain activities**
Visual representation of the activity will assist a teacher's understanding of how the activity should be delivered.

HOW TO MAKE YOUR PROFESSIONAL LEARNING COUNT

Linking to the Australian Professional Standards for Teachers

The best way to show that your professional learning is relevant to teachers is to align it to the *Australian Professional Standards for Teachers* (APST). By doing so, teachers will be able to count it as part of their annual professional development that maintains their mandatory teacher registration.

The APST comprises **seven standards**, grouped into three domains, which outline what teachers should know and be able to do.

Teaching domain	APST Standard
<i>Professional Knowledge</i>	<ul style="list-style-type: none"> ① Know students and how they learn ② Know the content and how to teach it
<i>Professional Practice</i>	<ul style="list-style-type: none"> ③ Plan for and implement effective teaching and learning ④ Create and maintain supportive and safe learning environments ⑤ Assess, provide feedback and report on student learning
<i>Professional Engagement</i>	<ul style="list-style-type: none"> ⑥ Engage in professional learning ⑦ Engage professionally with colleagues, parents/carers and the community

Each standard consists of **focus areas** and **descriptors** that provide further illustration of teachers' professional knowledge, practice and engagement.

Each standard is described at four levels of practice – graduate, proficient, highly accomplished and lead.

To align to a Standard, the teacher professional learning **must enable teachers to know and do what is required for that Standard** at the identified level – as stated by the Standard, its focus areas and descriptors.

Recommendation

When developing teacher professional learning it is recommended that sports look to address **one or more** of the below three standards.

APST Standard	For example, your professional learning can enable teachers to:
Standard 2: Know the content and how to teach it <i>Domain: Professional Knowledge</i>	<ul style="list-style-type: none">> Teach aspects of the Australian Curriculum in a practical way using sport.> Apply strategies for teaching sport-specific movement skills within small-sided games.> Adapt or improve their sport lessons by integrating technology to support student learning outcomes.
Standard 3: Plan for and implement effective teaching and learning <i>Domain: Professional Practice</i>	<ul style="list-style-type: none">> Plan and deliver a Physical Education or sport program that builds in complexity, so students can develop or refine their skills.> Select and use a range of teaching strategies to develop student's problem solving and critical and creative thinking in sport settings.
Standard 4: Create and maintain supportive and safe environments <i>Domain: Professional Practice</i>	<ul style="list-style-type: none">> Investigate what safety considerations need to be addressed when delivering Physical Education and sport lessons in a variety of environments.> Manage individuals or groups of students in a range of classroom, indoor and outdoor sport activities, to achieve student learning outcomes.> Apply strategies in sport activities that promote student inclusivity such as teamwork, communication skills, fairness, cooperation and respect.

The other remaining four standards require a more sophisticated knowledge of education priorities which should only be addressed with the assistance of a teacher professional learning expert in the development process.

Promoting your teacher professional learning as 'linked' to the APST

Once the teacher professional learning is linked to one or more of the APST Standards at a particular level, this can be identified on the teacher professional learning product or module.

For example:

The [Insert Teacher Professional Learning product name] has been aligned to Standard [Insert Standard Number/s] of the Australian Professional Standards for Teachers at a [Standard level].

Option for endorsement in New South Wales and Australian Capital Territory

In New South Wales and the Australian Capital Territory, there is the option for Sports to have their teacher professional learning courses endorsed with the [NSW Education Standards Authority](#) (NESA) and the [Teacher Quality Institute](#) (TQI). This is optional, requires a unique endorsement process and is recommended with the assistance of an education expert.



NEED SUPPORT DEVELOPING YOUR TEACHER PROFESSIONAL LEARNING?

If you are in need of a little assistance, engage an education expert to support you with the development of your teacher professional learning.

An education expert can provide you with further guidance to develop your teacher professional learning, as well as to share current insights about teachers that will enhance the relevance and sustainability of the planned learning.

Below are a number of organisations you can reach out to who can either identify experts to assist you, or provide support themselves.

- > **State and Territory Teacher Regulatory Authorities** – each state and territory has a teacher regulatory authority, responsible for nationally consistent teacher registration in Australia. A teacher's registration requires evidence of ongoing teacher professional learning. The regulatory authorities in each state are responsible for identifying how much and what type of professional learning teachers are required to undertake to maintain their registration. [Links to each of the teacher regulatory authorities](#)
- > **The Australian Council for Health, Physical Education and Recreation (ACHPER)** – a leading member-based professional association advocating for quality health & physical education curriculum, supporting professional learning of teachers and promoting active and healthy lifestyles for all Australians. [National and State and Territory ACHPER contact details](#)

HOW TO GET YOUR TEACHER PROFESSIONAL LEARNING NOTICED

Marketing your teacher professional learning is key to its successful implementation. Teachers are busy professionals who have little to no free time. Therefore, professional learning needs to be marketed in ways and in places that are easily accessible for teachers.

Try some (or all!) of the below marketing approaches to get your professional learning noticed by teachers.

Social media

Teachers often use Facebook, Twitter and Pinterest to locate new professional learning courses and tools to support their teaching. These social media platforms are useful ways to market your professional learning as they can build awareness and engagement across teacher networks virtually, minimising time and resources required by other marketing avenues.

Word of mouth

Teacher recommendations are highly effective within teacher networks. When promoting your professional learning consider establishing teacher advocates to spread awareness within teacher networks.

Industry events

Providing practical demonstrations at education sector events and conferences will generate greater awareness of your professional learning amongst teachers. It provides a unique opportunity to engage directly with teachers without any distractions or competing demands.

Professional associations

Marketing through professional school and teacher associations can build awareness and involvement across diverse teacher networks, all whilst utilising the support of a recognised and trusted organisation. Associations usually provide a variety of marketing opportunities that can reach a large group of teachers with minimal effort, such as newsletter inclusions, social media promotions, website promotions, sponsorships, event presentations.

Community connections

Many sporting communities including members, volunteers and supporters already have established connections to local schools. By engaging your existing sporting community to promote your professional learning, you will be able to strengthen your brand, strengthen your grassroots relationships, create strong community advocates and increase awareness within schools.

CHECKLIST

Step	Task	Tick
Step 1 Assistance	Do you need assistance from an education expert to support you with the development of your teacher professional learning?	<input type="checkbox"/>
Step 2 Characteristics	Is your teacher professional learning: <ul style="list-style-type: none"> > Relevant, > Collaborative, and > Future focused? 	<input type="checkbox"/>
Step 3 Development (environment)	Is your teacher professional learning targeted to your environment ? Consider your: <ul style="list-style-type: none"> > Participants > Conditions 	<input type="checkbox"/>
Step 4 Development (delivery)	Does the delivery of your teacher professional learning enable participants to learn effectively? Consider: <ul style="list-style-type: none"> > Structure > Accessibility > Aesthetics > Content > Mode > Tools 	<input type="checkbox"/>
Step 5 Development (action)	Does your teacher professional learning support action so that learning is translated into practice. Consider: <ul style="list-style-type: none"> > Transference > Adaption 	<input type="checkbox"/>
Step 6 Linking to the APST	Does your teacher professional learning link to one or more of the Standards in the Australian Professional Standards for Teachers?	<input type="checkbox"/>
Step 7 Marketing	Do you have plans in place to market your teacher professional learning to teachers?	<input type="checkbox"/>



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