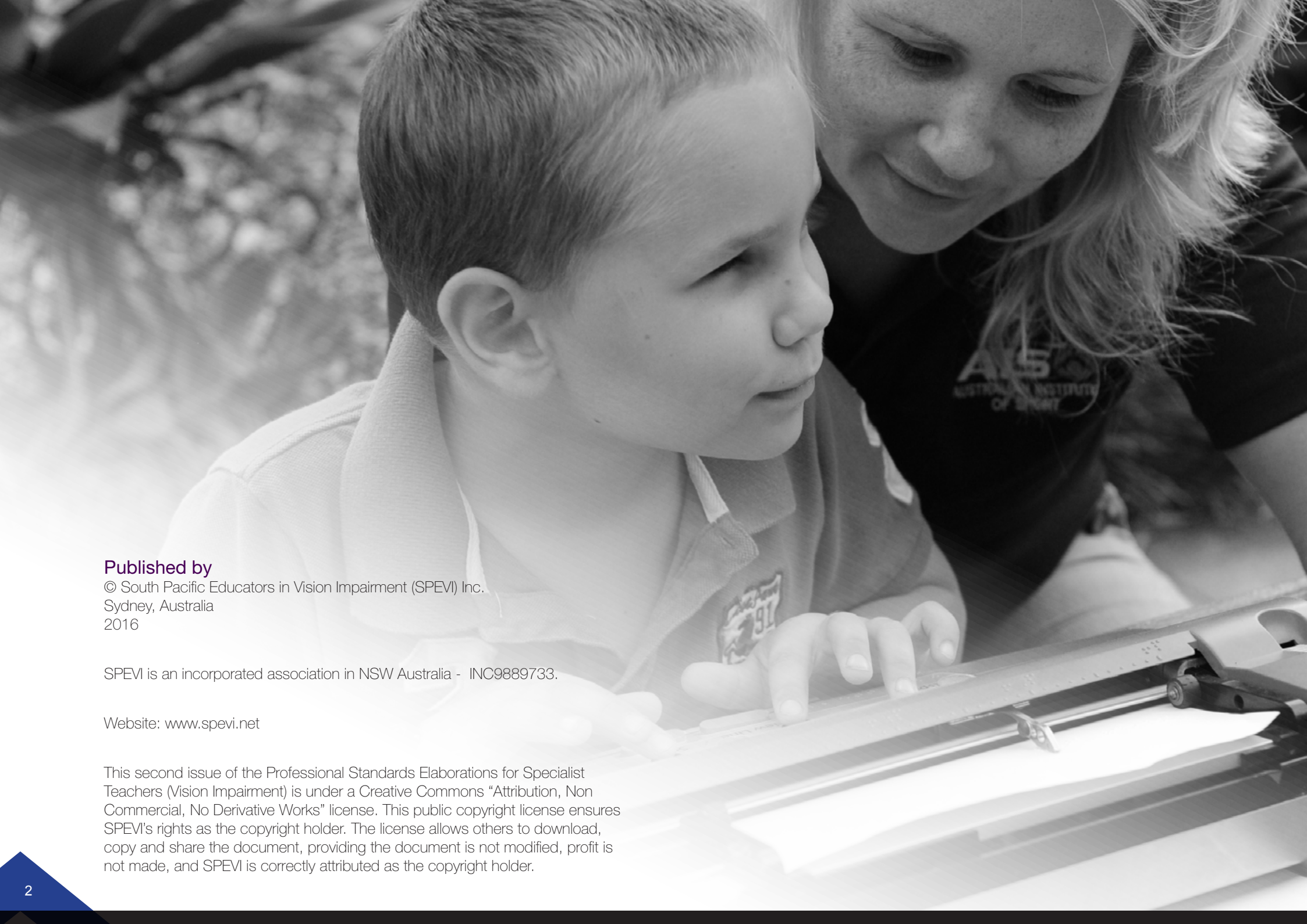


Professional Standards Elaborations for Specialist Teachers (Vision Impairment)

Career Stages



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Contents

Foreword	4
Rationale	4
Aims	5
Acknowledgements	6
Contributors	7
Structure of Professional Standards Elaborations	7
SPEVI Professional Standards Elaborations for Specialist Teachers (Vision Impairment)	8
DOMAIN - Professional Knowledge	9
Standard 1 - Know students and how they learn	7
Standard 2 - Know the content and how to teach it	14
DOMAIN - Professional practice	19
Standard 3 - Plan for and implement effective teaching and learning	19
Standard 4 - Create and maintain supportive and safe learning environments	24
Standard 5 - Assess, provide feedback and report on student learning	29
DOMAIN - Professional Engagement	32
Standard 6 - Engage in professional learning	32
Standard 7 - Engage professionally with colleagues, parents/caregivers and the community	36
About SPEVI	40
Glossary of Terms	42
Alternative formats	42
Core Curriculum and Expanded Core Curriculum	42
Inclusion	42
Vision impairment	42
References	43

Foreword

These Professional Standards Elaborations have been prepared by members of the South Pacific Educators in Vision Impairment (SPEVI). SPEVI is the major professional association for specialist educators of children and youth with vision impairment (VI) in Australia, New Zealand and Pacific Island Countries. SPEVI acts as the professional body in matters pertaining to the education and support of children and young people who are blind, have low vision, deafblindness, or additional disabilities (see www.spevi.net). SPEVI membership includes educators, administrators, academics, parents and carers, eye health professionals and therapists, orientation and mobility instructors, and technology developers and consultants. Membership includes some of the most qualified and experienced professionals in the field of vision impairment in Australia, New Zealand and the South Pacific region.

In Australia, Specialist Teachers (Vision Impairment) work in a range of educational settings. They provide direct and consultative services for learners, families and educators in public, private and faith-based preschools and schools in urban, rural and remote communities. As specialists in the field of vision impairment, they are important members of educational teams for individual learners, supporting colleagues and leading school initiatives to ensure the provision of high quality education for learners with vision impairment.

These Standards Elaborations “elaborate” on the Australian Professional Standards for Teachers (Australian Institute for Teaching and School Leadership [AITSL], 2010). The AITSL Teacher Standards are endorsed by the Ministers of Education in all states and territories, and are used for accreditation of initial teacher programs for graduate teachers and for teacher registration and registration renewal (see <http://www.aitsl.edu.au/>). The SPEVI Elaborations describe the minimum levels of Professional Knowledge, Professional Practice and Professional Engagement for Specialist Teachers (Vision Impairment), across the career stages of “Graduate”, “Proficient”, “Highly Accomplished” and “Lead” teacher. Development of the Teacher Standards Elaborations has been guided by the Disability Standards for Education (Australian Government Attorney-General’s Department, 2005), and the Disability Discrimination Act 1992 (Australian Government ComLaw, 2004).

The Elaborations are endorsed by the SPEVI Committee of Management, and on behalf of the Committee, I wish to acknowledge with thanks, the professionals in the field of vision education who contributed their knowledge and expertise (see list of Contributors).

Frances Gentle

President, South Pacific Educators in Vision Impairment

Rationale

Current estimates, based upon World Health Organisation measures (Keeffe, 2015) indicate there are about 800 Australian children aged 0-4 years and 3500 children aged 5-17 years with low vision or blindness. Students who are blind or have low vision generally experience impairments of the visual system that affect the eye/s, visual pathways, and/or visual processing areas of the brain. There are many possible causes of vision impairment that may be present from birth or are acquired during childhood or adolescence. The educational implications of vision impairment vary according to the degree of visual acuity or visual field loss (see Glossary of Terms for definition of “vision impairment”). Students may for example, have difficulties in seeing the print and diagrams in a textbook, or on a white board, or seeing the learning activities and social interactions between teachers and peers in the classroom or school environment. Quality education outcomes for learners with vision impairment require individualised adjustments to the curriculum, teaching methods and the learning environment, in accordance with each learner’s assessed visual and academic needs and strengths. The areas of learning that are particularly affected by the presence of a vision impairment include concept and literacy development, access to teaching-learning activities, social interaction, independence, self-organisation, orientation and mobility, and career education. The provision of quality services by Specialist Teachers (Vision Impairment) is essential in ensuring equity of access to quality education for learners with vision impairment.

In general, children and youth with vision impairment are enrolled with their sighted peers in early intervention, preschool and school services within their local communities across Australia’s states and territories. Specialised educational services are also available in some regions, including special units and schools for learners with vision impairment and additional disabilities, or lessons delivered via videoconferencing technology for learners who live in rural and remote communities.

Aims

The aims of the SPEVI Professional Standards Elaborations are to:

- a. Elaborate on the Australian Professional Standards for Teachers (AITSL, 2010) by describing the knowledge and skills of Specialist Teachers (Vision Impairment) across the three Domains of Professional Knowledge, Professional Practice, and Professional Engagement, and across the four career stages of “Graduate”, “Proficient”, “Highly Accomplished” and “Lead”.
- b. Make explicit the elements of high-quality, effective specialist teaching that will ensure equitable and inclusive education for learners with vision impairment, and will improve their educational outcomes.
- c. Provide education service providers and stakeholders with a useful framework for reflecting on the recruitment, professional practice and improvement of specialist teachers.
- d. Support professional learning and career progression for Specialist Teachers (Vision Impairment), by describing quality Professional Knowledge, Practice and Engagement aligned to the career stages of the Standards.



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Ben Clare	Jodie Hoger	Sue Silveira
Brian Conway	Sheila Klinger	Leanne Smith
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Contributors

Those who have participated in the formulation of these Standards Elaborations for Specialist Teachers (Vision Impairment) are presented below (in alphabetical order). The SPEVI Committee of Management acknowledges, with thanks, the support of Trudy Smith, Chair of the National Association of Australian Teachers of the Deaf (NAATD), in guiding the contributors through the development process.

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Structure of Professional Standards Elaborations

The Standards Elaborations that follow are organised under the teaching Domains of “Professional Knowledge”, “Professional Practice”, and “Professional Engagement”. Each teaching domain commences with the relevant AITSL (2010) Teacher Standard (shaded in grey), followed by the Elaboration/s for Specialist Teachers (Vision Impairment).



SPEVI Professional Standards Elaborations for Specialist Teachers (Vision Impairment)

DOMAIN – Professional Knowledge

Standard 1 - Know students and how they learn

Focus Area 1.1: Physical, social and intellectual development and characteristics of students

	Graduate	Proficient	Highly accomplished	Lead
	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.
SPEVI Standards Elaborations				
1.1.1	Demonstrate knowledge of the anatomy and physiology of the visual system (eyes, visual pathways and visual processing areas of the brain) and how visual disorders may affect learning.	Use teaching strategies based on knowledge of the anatomy and physiology of the visual system and how visual disorders may affect learning.	Select from a flexible and effective repertoire of teaching strategies that are based on knowledge of the anatomy and physiology of the visual system, the causes of visual disorders and their impact on student learning.	Lead colleagues to select and develop teaching strategies that are based on knowledge of the anatomy and physiology of the visual system, the causes of visual disorders and their impact on student learning.
1.1.2	Demonstrate knowledge of the physical, social and cognitive implications of low vision and blindness.	Use teaching strategies based on knowledge of the unique physical, social and cognitive implications of low vision and blindness for individual students.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and cognitive implications of low vision and blindness.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and cognitive implications of low vision and blindness.
1.1.3	Demonstrate a capacity to interpret assessments and recommendations for clinical and functional eye health, learning/literacy media and assistive technology to support student learning.	Use teaching strategies based on a capacity to interpret the clinical and functional findings of eye health and medical professionals, assessments and recommendations for learning/literacy media and assistive technology to support student learning.	Share with colleagues teaching strategies that are based on a capacity to interpret assessments by a range of professionals and recommendations for learning/literacy media and assistive technology.	Lead colleagues to select and develop teaching strategies and educational adaptations that are based on interpretation of assessments of functional vision, learning/literacy media and assistive technology.
1.1.4	Demonstrate knowledge of social development in students with vision impairment, and teaching strategies that promote students' social skills in self-advocacy, self-determination and interpretation of non-verbal social communication and body language.	Use teaching strategies based on knowledge of social development and individual characteristics of students with vision impairment, to promote students' social skills in self-advocacy, self-determination and interpretation of non-verbal social communication and body language.	Using knowledge of current research into social development in students with vision impairment, support colleagues to develop engaging teaching strategies that promote students' interpersonal and social communication skills.	Lead initiatives within the school to evaluate and improve knowledge of social development in students with vision impairment, and apply research-based teaching strategies to promote students' interpersonal and social communication skills.

Focus Area 1.2: Understand how students learn

	Graduate	Proficient	Highly accomplished	Lead
	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.
SPEVI Standards Elaborations				
1.2.1	Demonstrate knowledge of current research into visual development and the impact of blindness and vision loss on teaching and learning at preschool and school levels.	Structure early childhood, preschool and school teaching programs using current research and collegial advice about visual development and the impact of blindness and low vision on how students learn.	Expand understanding of how students learn using current research into visual development and the impact on student learning of blindness and low vision.	Lead processes to evaluate the effectiveness of teaching programs using current research into visual development and workplace knowledge of the impact on student learning of blindness and low vision.
1.1.2	Demonstrate knowledge of current research into the Expanded Core Curriculum (see Glossary of Terms), and its importance for curriculum access and participation for preschool and school-age students with vision impairment.	Develop and implement teaching programs in early childhood and school settings using research and collegial advice about the Expanded Core Curriculum for students with vision impairment.	Share knowledge and understanding with early childhood and school colleagues of research-based educational methodologies that specifically focus on delivery of the Expanded Core Curriculum in early childhood, preschool and school programs.	Lead processes to develop educational methodologies that focus on delivery of the Expanded Core Curriculum for preschool and school-age students with vision impairment.
1.1.3	Understand current guidelines for the production and provision of educational materials in alternative formats (audio, braille, electronic, and large print) for students with vision impairment.	Structure teaching programs using national and international guidelines for production and provision of educational materials in alternative formats (audio, braille, electronic, and large print) for students with vision impairment.	Expand understanding of current guidelines for the production of educational materials in alternative formats, and use workplace knowledge of students' learning using audio, braille, electronic, and/or large print formats.	Lead processes to evaluate the effectiveness of educational policies and workplace practices relating to producing alternative literacy formats and their use in teaching programs for students with vision impairment.
1.1.4	Demonstrate knowledge of the importance of enhancing or supplementing the visual learning environment to learning for students with vision impairment.	Structure teaching programs that enhance or supplement the visual learning environment to optimise learning conditions for students with vision impairment.	Expand understanding of how students with vision impairment learn by using research and workplace knowledge of accessible learning environments.	Lead processes to evaluate the accessibility of school learning environments to ensure the learning needs of students with vision impairment are addressed.

Focus Area 1.3: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Graduate	Proficient	Highly accomplished	Lead
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

SPEVI Standards Elaborations

SPEVI recognises the importance of Focus Area 1.3 for Specialist Teachers (Vision Impairment) providing consultative support for colleagues and direct support for students with vision impairment and parents/carers with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Focus Area 1.4: Strategies for teaching Aboriginal and Torres Strait Islander students

Graduate	Proficient	Highly accomplished	Lead
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.

SPEVI Standards Elaborations

1.4.1	Demonstrate knowledge and understanding of strategies that are culturally sensitive and appropriate for teaching Aboriginal and Torres Strait Islander students with vision impairment.	Design and implement culturally sensitive and relevant teaching strategies that are inclusive of Aboriginal and Torres Strait Islander students with vision impairment.	Provide advice and support colleagues in the implementation of culturally sensitive and appropriate teaching strategies that are inclusive of Aboriginal and Torres Strait Islander students with vision impairment and their parents/carers and community representatives.	Lead teachers in the development of culturally sensitive and appropriate policies and teaching programs that are inclusive of Aboriginal and Torres Strait Islander students with vision impairment, and their parents/carers and community representatives.
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Focus Area 1.5: Differentiate teaching to meet the specific learning needs of students across the full range of abilities (AITLS, 2010)

Graduate	Proficient	Highly accomplished	Lead
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	Evaluate learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities.	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.

SPEVI Standards Elaborations

1.5.1	Demonstrate knowledge and understanding of strategies for differentiating the curriculum, learning environment and teaching methods to meet the specific learning strengths and needs of students with vision impairment.	Support colleagues in their development and implementation of differentiated adjustments to the curriculum, learning environment and teaching strategies to meet the specific learning strengths and needs of students with vision impairment.	Evaluate the effectiveness of adjustments to the curriculum, learning environment and teaching programs, using student assessment data that are differentiated for the specific learning strengths and needs of students with vision impairment.	Provide professional learning opportunities and lead colleagues to evaluate the effectiveness of teaching and learning approaches to differentiation of the curriculum, learning environment and teaching programs that are differentiated for the specific learning strengths and needs of students with vision impairment.
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Focus Area 1.6: Strategies to support full participation of students with disability

Graduate	Proficient	Highly accomplished	Lead
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

SPEVI Standards Elaborations

1.6.1	Demonstrate knowledge and understanding of national disability anti-discrimination legislation that supports equitable participation and learning of students with vision impairment.	Design and implement teaching activities that support equitable access, participation and learning of students with vision impairment and address relevant disability anti-discrimination policies and legislative requirements.	Provide expert advice and support to colleagues regarding the development of teaching programs that support access, participation and learning of students with vision impairment, in accordance with national disability anti-discrimination policies and legislation.	Initiate and lead the review of school policies to ensure compliance with national disability anti-discrimination policies and legislation relating to equitable education access and participation of students with vision impairment.
1.6.2	Demonstrate knowledge and understanding of the range of special examination and assessment provisions for students with vision impairment.	Identify and implement the range of special provisions for individual students with vision impairment to ensure equitable access and participation in school-based and external examinations and assessments.	Work collaboratively with colleagues to ensure school processes are in place to facilitate access to special examination and assessment provisions for students with vision impairment.	Initiate and lead the review of school policies and approaches to the identification and implementation of special provisions for school-based and external examinations for students with vision impairment.

DOMAIN – Professional Knowledge

Standard 2 - Know the content and how to teach it

Focus Area 2.1: Content and teaching strategies of the teaching area				
	Graduate	Proficient	Highly accomplished	Lead
	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.
SPEVI Standards Elaborations				
2.1.1	Demonstrate knowledge and understanding of the educational consequences of vision impairment, and adjustments to content and teaching strategies across all areas of the curriculum.	Apply knowledge of the educational consequences of vision impairment to develop engaging adjustments to teaching strategies and activities across the curriculum.	Support colleagues using current evidence-based research into the educational consequences of vision impairment to develop engaging adjustments to learning and teaching programs.	Lead initiatives within the school to evaluate and improve knowledge of adjustments to curriculum and teaching strategies, and demonstrate exemplary, research-based adjustments to teaching and learning programs.
2.1.2	Demonstrate knowledge of the Unified English Braille (UEB) code and related braille teaching strategies.	Apply knowledge of the Unified English Braille (UEB) code and related braille teaching strategies for engaging braille learners.	Support colleagues to develop a comprehensive knowledge of UEB and related teaching programs for engaging braille learners.	Lead school initiatives to develop policies and systems for implementing the Unified English Braille (UEB) code and related braille teaching programs.
2.1.3	Demonstrate understanding of the range of strategies to maximise sensory efficiency of students with vision impairment.	Apply a range of range of engaging teaching and learning strategies and activities that promote sensory efficiency of students with vision impairment.	Support colleagues in designing and implementing engaging learning and teaching programs that include strategies for maximising sensory efficiency of students with vision impairment.	Lead school initiatives to evaluate and improve research-based learning and teaching programs that promote sensory efficiency of students with vision impairment.
2.1.4	Demonstrate knowledge of career education and options for students with vision impairment, strategies that support and promote student transition to post-school environments.	Apply knowledge of career education for students with vision impairment, and strategies to develop engaging teaching activities that promote and support transition to post-school environments.	Support colleagues using current and comprehensive knowledge of career education and options for students with vision impairment, and strategies to develop and implement engaging teaching and learning programs that promote and support transition to post-school environments.	Lead initiatives within the school to evaluate and improve knowledge of career education and options for students with vision impairment, and demonstrate effective, research-based teaching and learning programs that promote and support transition to post-school environments.

Focus Area 2.2: Content selection and organisation

Graduate	Proficient	Highly accomplished	Lead
Organise content into an effective learning and teaching sequence.	Organise content into coherent, well sequenced learning and teaching programs.	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.

SPEVI Standards Elaborations

2.2.1	Organise the Curriculum and Expanded Core Curriculum content into effective and engaging learning and teaching sequences for students with vision impairment.	Organise the Curriculum and Expanded Core Curriculum content into coherent, well sequenced and engaging learning and teaching programs that ensure full participation for students with vision impairment.	Exhibit innovative practice in the selection and organisation of Curriculum and Expanded Core Curriculum content to ensure the delivery of accessible learning and teaching programs for students with vision impairment.	Lead initiatives that utilise comprehensive knowledge of the selection and sequencing of content into coherently organised learning and teaching programs for students with vision impairment, within current curriculum frameworks and the Expanded Core Curriculum.
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Focus Area 2.3: Curriculum, assessment and reporting

	Graduate	Proficient	Highly accomplished	Lead
	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.

SPEVI Standards Elaborations

2.3.1	Use knowledge of vision-specific adjustments to curriculum, assessment and reporting to design equitable learning sequences, lesson plans and content for students with vision impairment.	Design and implement learning and teaching programs for students with vision impairment that demonstrate an understanding of the relationship between student engagement and learning and reasonable adjustments to curriculum, assessment and reporting requirements.	Support colleagues to plan and implement learning and teaching programs using knowledge and understanding of the relationship between vision-specific adjustments to curriculum, assessment and reporting requirements and student learning.	Lead colleagues to develop and evaluate learning and teaching programs using comprehensive knowledge of specific eye conditions and adjustments to curriculum, assessment and reporting requirements.
2.3.2	Demonstrate understanding of the importance of professional collaboration with class or subject teachers when planning reasonable adjustments to learning sequences and lesson plans for students with vision impairment.	Collaborate effectively with educational colleagues when designing and implementing reasonable adjustments to learning and teaching programs for students with vision impairment.	Support colleagues to develop a collaborative school culture that facilitates planning and implementing reasonable adjustments to learning and teaching programs for students with vision impairment.	Lead colleagues in developing a collaborative school culture that supports the collegial development of reasonable adjustments to learning and teaching programs for students with vision impairment.

Focus Area 2.4: Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

	Graduate	Proficient	Highly accomplished	Lead
	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

SPEVI Standards Elaborations

SPEVI recognises the importance of Focus Area 2.4 for Specialist Teachers (Vision Impairment) providing consultative support for colleagues and direct support for Aboriginal and Torres Strait Islander students with vision impairment and their parents/carers in early intervention, preschool and school settings.

Focus Area 2.5: Literacy and numeracy strategies

Graduate	Proficient	Highly accomplished	Lead
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research based knowledge and student data.

SPEVI Standards Elaborations

2.5.1	Know and understand current research into the developmental stages of literacy, numeracy and concept development, and vision-specific literacy and numeracy teaching strategies for students using alternative formats (braille, large print, audio and electronic).	Apply knowledge and understanding of effective teaching strategies that recognise and support literacy, numeracy and concept development for students using alternative learning and literacy media to access and participate in learning.	Support colleagues to develop and implement effective teaching strategies that support literacy and numeracy development and achievement using alternative learning and literacy media (braille, large print, audio and electronic).	Using research-based knowledge and student data, lead school colleagues in monitoring and evaluating teaching strategies to improve achievement levels in literacy and numeracy for students using alternative learning and literacy media (braille, large print, audio and electronic).
2.5.2	Demonstrate knowledge of Unified English Braille (UEB), teaching strategies to support students who use tactile learning media and braille literacy media.	Apply knowledge of Unified English Braille (UEB) to prepare accessible literacy and numeracy materials and to provide effective UEB instruction for students and teachers.	Support colleagues to learn UEB and to implement effective strategies for teaching UEB to students who use tactile learning media.	Lead initiatives to monitor and evaluate teacher strategies to learn and teach UEB in the context of students' literacy and numeracy development.

Focus Area 2.6: Information and communication technology (ICT)

	Graduate	Proficient	Highly accomplished	Lead
	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

SPEVI Standards Elaborations

2.6.1	Implement teaching strategies for selecting and using appropriate assistive and mainstream ICT to expand access to specific content areas across the curriculum for students with vision impairment.	Use effective teaching strategies to integrate the selection, care and use of assistive and mainstream ICT to make selected content accessible, relevant and meaningful for students with vision impairment.	Model high-level teaching knowledge and skills and work with colleagues to select and use appropriate assistive and mainstream ICT to improve their teaching practice and make content accessible, relevant and meaningful.	Lead and support schools in following system processes for funding and provision of assistive ICT, and support colleagues to use effective teaching strategies to expand ICT learning opportunities and content knowledge for students with vision impairment.
2.6.2	Understand and promote current guidelines and strategies for developing accessible documents for students with vision impairment.	Apply current guidelines and strategies when developing accessible documents for students with vision impairment.	Model the development of accessible documents for students with vision impairment following current guidelines and strategies.	Lead and support colleagues within the school to ensure that accessible documents for students with vision impairment are produced using current guidelines and strategies.
2.6.3	Collaborate with eye health professionals in the recommendation of appropriate low vision aids and provide student training in their use and care.	Maintain communication with eye health professionals, share eye health information with students, parents/carers and colleagues, and monitor student use and care of prescribed low vision aids.	Work with colleagues to ensure appropriate student use and care of prescribed low vision aids across the range of learning environments.	Lead and support colleagues within the school to ensure an ongoing evaluation of the management and student use of low vision aids.

DOMAIN – Professional Practice

Standard 3 - Plan for and implement effective teaching and learning

Focus Area 3.1: Establish challenging learning goals				
	Graduate	Proficient	Highly accomplished	Lead
	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
SPEVI Standards Elaborations				
3.1.1	Set learning goals that provide achievable challenges and are specific to the individual needs and strengths of students with vision impairment.	Set explicit, challenging and achievable learning goals that promote a culture of high expectations for individual students with vision impairment.	Develop a school culture of high expectations for students with vision impairment by modelling and setting challenging and achievable learning goals.	Lead colleagues to develop a school culture that expects and encourages students with vision impairment to pursue challenging and achievable goals in all aspects of their education.
3.1.2	Consult and liaise with the student, parents/carers and educational team in developing and reviewing Individual Education/Learning Plans (IEPs/ILPs) that address the learning needs and strengths of students with vision impairment.	Consult and liaise with the student, parents/carers, teachers and allied professionals in developing IEPs/ILPs that address explicit, challenging and achievable educational goals for students with vision impairment.	Model the development and review of IEPs/ILPs and work with colleagues to select goals that address the learning needs and strengths of students with vision impairment.	Demonstrate proactive and exemplary practice and expectations when setting IEP/ILP goals and in pursuing those goals with school staff, students with vision impairment and their parents/carers.

Focus Area 3.2: Plan, structure and sequence learning programs

	Graduate	Proficient	Highly accomplished	Lead
	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.

SPEVI Standards Elaborations

3.2.1	Demonstrate an understanding of the developmental level of individual students with vision impairment, and liaise with class or subject teachers to plan and implement effective teaching strategies.	Liaise with teachers to plan and implement well-structured and developmentally appropriate adjustments to teaching and learning programs or lesson sequences that engage students with vision impairment and promote learning.	Work with colleagues to promote understanding of the developmental level of individual students with vision impairment, and plan, evaluate and modify learning and teaching programs to create accessible, engaging learning environments.	Exhibit exemplary practice and lead colleagues to plan, implement and review teaching and learning programs to ensure they address the developmental, academic and social requirements of students with vision impairment.
3.2.2	Plan instructional sequences that demonstrate knowledge of specific eye conditions and their educational implications for enrolled students.	Plan and implement instructional sequences that demonstrate a broad knowledge of specific eye conditions and their educational implications for enrolled students.	Work with colleagues to plan, evaluate and modify learning and teaching programs that demonstrate a broad knowledge of eye conditions and their educational implications for enrolled students.	Lead colleagues to develop knowledge and understanding of the specific eye conditions and their educational implications for students enrolled in the school.

Focus Area 3.3: Use teaching strategies

	Graduate	Proficient	Highly accomplished	Lead
	Include a range of teaching strategies.	Select and use relevant teaching strategies to individualised teaching strategies	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.

SPEVI Standards Elaborations

3.3.1	Include a range of flexible and individualised teaching strategies to ensure equitable access and participation of students with vision impairment.	Select and use relevant, individualised and compensatory teaching strategies to ensure students with vision impairment have equitable access to learning.	Support colleagues to develop and implement relevant, individualised and compensatory teaching strategies to ensure students with vision impairment develop knowledge, skills, problem solving and critical and creative thinking.	Work with colleagues to review, modify and expand their repertoire of individualised and compensatory teaching strategies to enable students with vision impairment to use knowledge, skills, problem solving and critical and creative thinking.
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Focus Area 3.4: Select and use resources

	Graduate	Proficient	Highly accomplished	Lead
	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.
SPEVI Standards Elaborations				
3.4.1	Demonstrate knowledge of individualised resources, including assistive and mainstream ICT and associated keyboarding and typing programs that enable students with vision impairment to independently access and engage in their learning.	Select and/or create and use a range of individualised resources, including assistive and mainstream ICT and associated keyboarding and typing programs, to engage students with vision impairment in all aspects of their learning.	Assist colleagues to create, select and use individualised resources, including assistive and mainstream ICT and associated keyboarding and typing programs, to engage students with vision impairment in their learning and to access the visual content of the curriculum.	Model exemplary skills and lead colleagues in selecting, creating and evaluating vision-related resources, including assistive and mainstream ICT and associated keyboarding and typing programs, for application by teachers within and beyond the school.
3.4.2	Demonstrate knowledge and understanding of the production and use of accessible materials including tactile graphics and audio-described materials.	Select and/or create and use accessible resources, including tactile graphics and audio-described materials, to engage students with vision impairment in their learning.	Assist colleagues to create, select and use accessible resources, including tactile graphics and audio-described materials, to engage students with vision impairment in their learning.	Model exemplary skills and lead colleagues in selecting, creating and evaluating accessible resources, including tactile graphics and audio-described materials, for application by teachers within and beyond the school.

Focus Area 3.5: Use effective classroom communication

	Graduate	Proficient	Highly accomplished	Lead
	Demonstrate a range of verbal and nonverbal communication strategies to support student engagement.	Use effective verbal and nonverbal communication strategies to support student understanding, participation, engagement and achievement.	Assist colleagues to select a wide range of verbal and nonverbal communication strategies to support students' understanding, engagement and achievement.	Demonstrate and lead by example inclusive verbal and nonverbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.

SPEVI Standards Elaborations

3.5.1	Demonstrate a range of compensatory verbal and non-verbal communication strategies to support engagement of students who are blind, have low vision, deafblindness, or additional disabilities (e.g. use of verbal description, sound cues, audio description, alternative and augmentative communication (AAC) systems, and explicit instructions).	Use effective and appropriate verbal and nonverbal communication strategies to support understanding, participation, engagement and achievement of students who have limited access to visual and nonverbal communication, including students who are blind, deafblind or have additional disabilities.	Assist colleagues to select a wide range of appropriate verbal and nonverbal communication strategies to support understanding, engagement and achievement of students with vision impairment who have limited access to visual and nonverbal communication.	Demonstrate and lead by example inclusive verbal and nonverbal communication strategies using collaborative strategies and contextual knowledge to support understanding, engagement and achievement of students who are blind, have low vision, deafblindness, or additional disabilities.
3.5.2	Demonstrate knowledge and understanding of the diverse communication approaches of students with vision impairment, and the differing communication demands across environmental settings.	Use effective and diverse communication approaches and strategies to support students with vision impairment, including strategies to address communication demands across different environmental settings.	Select from a flexible and effective repertoire of communication approaches and strategies to address the diverse communication needs of students with vision impairment in different environmental settings.	Demonstrate and lead colleagues to select and develop a diverse range of communication approaches and strategies to support and promote effective communication by students with vision impairment across different communication and environmental settings.

Focus Area 3.6: Evaluate and improve teaching programs

Graduate	Proficient	Highly accomplished	Lead
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.

SPEVI Standards Elaborations

SPEVI recognises the importance of Focus Area 3.6 for Specialist Teachers (Vision Impairment) in relation to evaluating and improving teaching programs for students with vision impairment in early intervention, preschool and school settings.

Focus Area 3.7: Engage parents/carers in the educative process

Graduate	Proficient	Highly accomplished	Lead
Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.

SPEVI Standards Elaborations

3.7.1	Encourage parents/carers to be involved in the educative process and to advocate for their child by providing information about the learning implications of their child's vision impairment.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in the educative process and to advocate for their child by providing information about their child's vision impairment and associated implications for learning and teaching.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be actively involved in their child's education, including sharing personal perspectives and information about the learning implications of their child's vision impairment.	Initiate contextually relevant processes that support and promote the involvement of parents/carers of children with vision impairment in all aspects of their child's education and participation in school life.
3.7.2	Involve parents/carers of children and youth who are blind or have low vision in the consultation review process and in transition planning.	Plan for appropriate and contextually relevant opportunities for parents/carers of students with vision impairment to be actively involved in annual consultation review processes and home-to-school and school-to-post school transition planning.	Work with colleagues to support and promote opportunities for parents/carers of students with vision impairment to participate in consultation review processes and transition planning.	Lead the establishment of school support programs that involve parents/carers of students with vision impairment in the consultation review process and transition planning.

DOMAIN – Professional Practice

Standard 4 - Create and maintain supportive and safe learning environments

Focus Area 4.1: Support student participation				
	Graduate	Proficient	Highly accomplished	Lead
	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
SPEVI Standards Elaborations				
4.1.1	Facilitate students' understanding and acceptance of their blindness or low vision, and promote their responsible and independent acquisition of relevant knowledge and skills to maximise participation and engagement in classroom activities.	Use positive and inclusive interactions to facilitate students' understanding and acceptance of their vision impairment, and support their responsible and independent acquisition of essential knowledge and skills to engage in classroom activities and learning opportunities.	Model effective practice and support colleagues to implement effective and inclusive strategies to facilitate students' understanding and acceptance of their vision impairment, and to promote students' independent and responsible engagement in learning.	Demonstrate and lead by example the development of strategies to improve students' understanding and acceptance of their blindness or low vision, and review inclusive strategies and explore new approaches to students' independent and responsible engagement in learning.
4.1.2	Demonstrate knowledge of the specialised skills and techniques for orientation and mobility, including body and environmental awareness; spatial understanding; safe, independent, confident, socially acceptable movement; independent travel; postural control and balance; fine and gross motor abilities; and echolocation.	Apply knowledge of the content and teaching strategies associated with the specialised skills and techniques of orientation and mobility for students with vision impairment.	Support colleagues to develop engaging teaching and learning programs that incorporate the specialised skills and techniques of orientation and mobility for students with vision impairment.	Lead initiatives within the school to evaluate and improve teaching and learning programs that incorporate research-based specialised skills and techniques of orientation and mobility for students with vision impairment.

4.1.3	Identify strategies to support the academic and social inclusion of students with vision impairment, including strategies to develop self-esteem, social competency and self-advocacy, and to establish and maintain friendships with peers.	Establish and implement inclusive and positive interactions to support the development of students' self-esteem, social competency and self-advocacy, and interpersonal and friendship skills.	Model effective practice and support colleagues to implement inclusive strategies that support students' self-esteem, social competency and self-advocacy, and interpersonal and friendship skills.	Demonstrate and lead by example the development of learning environments that support the academic and social inclusion of students with vision impairment, and review inclusive strategies and explore innovative approaches to developing students' social and interpersonal skills.
4.1.4	Identify strategies to support a whole school culture of inclusion, involving school leaders and the school community through capacity-building and empowerment.	Establish and implement strategies to support a whole school culture of inclusion involving school leaders and the school community through capacity-building and empowerment.	Model effective practice and support colleagues to implement a whole school culture of inclusion involving school leaders and the school community through capacity-building and empowerment.	Lead colleagues and the school community in reviewing and developing inclusive policies and learning environments that promote a whole school culture of inclusion and empowerment.

Focus Area 4.2: Manage classroom activities

Graduate	Proficient	Highly accomplished	Lead
Demonstrate the capacity to organise classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.

SPEVI Standards Elaborations

4.2.1	Demonstrate the capacity to support the class and subject teachers to organise classroom activities and provide instructions to facilitate optimal visual, tactual and auditory learning for students with vision impairment.	Support class and subject teachers to establish and maintain orderly routines to facilitate optimal visual, tactual and auditory learning environments for students with vision impairment.	Model and share with colleagues a flexible repertoire of strategies for classroom management to facilitate optimal visual, tactual and auditory learning environments for students with vision impairment.	Initiate strategies and lead colleagues to implement effective classroom practices to support vision-specific learning needs and promote responsible and independent learning.
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Focus Area 4.3: Manage challenging behaviour

	Graduate	Proficient	Highly accomplished	Lead
	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.

SPEVI Standards Elaborations

4.3.1	Demonstrate knowledge of the psychological impact of vision loss on social behaviour.	Manage challenging behaviour that is influenced by the psychological impact of vision loss by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience of the psychological impact of vision loss on social behaviour.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies addressing the psychological impact of vision loss on social behaviour.
4.3.2	Demonstrate knowledge of practical approaches to managing challenging behaviour that afford students with vision impairment the same rights, roles and responsibilities as their sighted peers.	Implement practical approaches to managing challenging behaviour that afford students with vision impairment the same rights, roles and responsibilities as their sighted peers.	Model and share with colleagues a repertoire of strategies for establishing behaviour management strategies that establish equitable rights, roles and responsibilities for students with and without vision impairment.	Lead and implement practical approaches to managing challenging behaviour that afford students with vision impairment the same rights, roles and responsibilities as their sighted peers.

Focus Area 4.4: Maintain student safety

Graduate	Proficient	Highly accomplished	Lead
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.

SPEVI Standards Elaborations

4.4.1	Describe strategies to support students' well-being and to teach safe behaviours during practical and physical activities that are based upon an understanding of functional vision and school and/or system, curriculum and legislative requirements.	Ensure the wellbeing and safety within school of students with vision impairment by demonstrating an understanding of their functional vision when implementing school and/or system, curriculum and legislative requirements.	Initiate and take responsibility for providing school staff with an understanding of the safety implications of blindness or low vision when implementing current school and/or system, curriculum and legislative requirements.	Lead school staff in evaluating the effectiveness of student wellbeing policies and safe working practices using school and/or system, curriculum and legislative requirements for students with vision impairment.
4.4.2	Describe allied professional services, such as orientation and mobility (O&M) and therapy services that support the well-being and safety of students with vision impairment.	Ensure the wellbeing and safety within school of students with vision impairment by working collaboratively with allied professional services, such as orientation and mobility (O&M) and therapy services.	Initiate and take responsibility for providing school staff with an understanding of the role of allied professional services, such as orientation and mobility (O&M) and therapy services in maintaining the safety of students with vision impairment.	Evaluate the effectiveness of student wellbeing policies and safe working practices in collaboration with relevant allied professional services, such as orientation and mobility (O&M) and therapy services, using school and/or system, curriculum and legislative requirements for students with vision impairment.
4.4.3	Describe school and/or system, curriculum and legislative requirements, risk assessment procedures, and strategies and accommodations to reduce the potential risk of injury or harm to students with vision impairment during practical activities in such curriculum areas as science, physical education or manual arts.	Implement school and/or system, curriculum and legislative requirements that ensure the wellbeing and safety of students with vision impairment during practical activities in such curriculum areas as science, physical education or manual arts.	Implement school and/or system, curriculum and legislative requirements to reduce the potential risk of injury or harm to students with vision impairment during practical curriculum activities.	Lead the evaluation of school and/or system, curriculum and legislative requirements that promote the safety and wellbeing of students with vision impairment during practical activities across the curriculum.

Focus Area 4.5: Use ICT safely, responsibly and ethically

	Graduate	Proficient	Highly accomplished	Lead
	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.
SPEVI Standards Elaborations				
4.5.1	Demonstrate an understanding of the relevant issues and available strategies to support the safe, responsible and ethical use of assistive and mainstream ICT and optical and non-optical devices by students with vision impairment (e.g. use of headphones when using voice output software, seeking permission prior to recording teacher and classmate discussions, appropriate use of optical aids).	Incorporate teaching and learning strategies to promote the safe, responsible and ethical use of assistive and mainstream ICT and optical and non-optical devices in classroom settings by students with vision impairment.	Model, and support colleagues to develop and maintain strategies to promote the safe, responsible and ethical use of assistive and mainstream ICT and optical devices by students with vision impairment.	Provide professional expertise and support in the review or implementation of policies and strategies to ensure the safe, responsible and ethical use of assistive and mainstream ICT and optical devices in learning and teaching activities for students with vision impairment.
4.5.2	Demonstrate an understanding of the need to specifically teach students with vision impairment, the principles of online communication, confidentiality and cyber safety.	Teach the principles of online communication, confidentiality and cyber safety to students with vision impairment.	Model and support colleagues in the principles of online communication, confidentiality and cyber safety for students with vision impairment.	Provide professional expertise and support to schools regarding the principles of online communication, confidentiality and cyber safety for students with vision impairment.

DOMAIN – Professional Practice

Standard 5 - Assess, provide feedback and report on student learning

Focus Area 5.1: Assess student learning

	Graduate	Proficient	Highly accomplished	Lead
	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.
SPEVI Standards Elaborations				
5.1.1	Demonstrate an understanding the range of disability-specific assessment strategies, instruments and assessment data that are currently available for students with vision impairment.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies and assessment data that are currently available for students with vision impairment.	Use existing student assessment data to develop and apply a comprehensive range of disability-specific assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment and its use for students with vision impairment.	Evaluate school assessment policies and strategies to support colleagues with: using disability-specific student assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of vision-specific assessment strategies for students with vision impairment.
5.1.2	Demonstrate an understanding of the importance of collaboration with the school learning support team when applying for special examination provisions for students with vision impairment, including additional rest breaks to combat visual fatigue and provision of alternative formats (e.g. braille or print in student's preferred font size).	Collaborate with the school learning support team to develop, select and use special examination provisions for students with vision impairment, including additional rest breaks to combat visual fatigue and provision of alternative formats.	Share with colleagues the process of developing and applying special examination provisions for students with vision impairment that take into account the clinical and functional vision of individual students.	Lead and support colleagues in the evaluation of school assessment policies and approaches to special examination provisions for students with vision impairment.

Focus Area 5.2: Provide feedback to students on their learning

	Graduate	Proficient	Highly accomplished	Lead
	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.

SPEVI Standards Elaborations

5.2.1	Participate in collaborative conferences with students, parents/carers, school staff and allied professionals to provide timely feedback on student learning and to develop ongoing interventions and adjustments.	Model timely, effective and appropriate feedback to students with vision impairment using collaborative conferences with students, parents/ carers, school staff and allied professionals.	Provide collaborative support to school staff in their selection of effective strategies to provide targeted feedback to students with vision impairment that is based on informed and timely judgements of each student's disability-specific needs and strengths.	Model exemplary practice and timely, effective and appropriate feedback to students with vision impairment that is based on informed and timely judgements of each student's disability-specific needs and strengths.
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Focus Area 5.3: Make consistent and comparable judgments

	Graduate	Proficient	Highly accomplished	Lead
	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.

SPEVI Standards Elaborations

5.3.1	Demonstrate understanding of the importance of regular professional dialogue between educational team members supporting individual students with vision impairment, with the aim of supporting consistent and comparable student assessments and judgements of learning and to inform future planning.	Understand and participate in regular professional dialogue between educational team members supporting individual students with vision impairment, with the aim of supporting consistent and comparable student assessments and judgements of learning.	Initiate regular professional dialogue meetings of the educational team members supporting individual students with vision impairment, with the aim of organising vision-specific assessment moderation to support consistent and comparable judgements of student learning.	Lead processes with educational teams supporting individual students with vision impairment in their evaluation of moderation activities and judgements of student learning to meet curriculum and school or system requirements.
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Focus Area 5.4: Interpret student data

Graduate	Proficient	Highly accomplished	Lead
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

SPEVI Standards Elaborations

5.4.1	Demonstrate the capacity to interpret student assessment data, including assessment reports from eye health, medical, educational and allied health professionals, and use this information to evaluate student learning and modify teaching practice.	Evaluate student academic performance, identify interventions and modify teaching practice using student assessment data, including assessment reports from eye health, medical, educational and allied health professionals.	Work with colleagues to identify learning and teaching interventions and modify teaching practice using internal and external student assessment data and regular assessment reports from eye health, medical, educational and allied health professionals.	Coordinate student performance and program evaluation using internal and external student assessment data and vision-specific professional assessments to improve teaching practice for students with vision impairment.
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Focus Area 5.5: Report on student achievement

Graduate	Proficient	Highly accomplished	Lead
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

SPEVI Standards Elaborations

5.5.1	Demonstrate understanding of the need to provide accurate and reliable reports and feedback to students with vision impairment, their parents/carers, teachers and other agencies, including reports on the nature and effectiveness of educational adjustments designed to support student achievement.	Provide input into teacher reporting on student achievement to students with vision impairment and parents/carers, ensuring reports reflect an accurate and respectful understanding of the educational impact of blindness or low vision and the effectiveness of interventions to support student achievement.	Work with colleagues to construct accurate, informative and timely reports to students with vision impairment and parents/carers that include information about the effectiveness of educational interventions and adjustments designed to support student achievement.	Lead school colleagues in the evaluation and revision of reporting and accountability mechanisms to ensure reports for students, parents/carers and colleagues accurately report vision-specific adjustments and interventions and student achievement.
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DOMAIN – Professional Practice

Standard 6 - Engage in professional learning

Focus Area 6.1: Identify and plan professional learning needs

Graduate	Proficient	Highly accomplished	Lead
Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.

SPEVI Standards Elaborations

6.1.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers and the SPEVI Professional Standards Elaborations for Specialist Teachers (Vision Impairment) in identifying professional learning needs.	Use the Australian Professional Standards for Teachers and the SPEVI Professional Standards Elaborations for Specialist Teachers (Vision Impairment), together with advice from colleagues, to identify and plan professional learning needs.	Analyse the Australian Professional Standards for Teachers and the SPEVI Professional Standards Elaborations for Specialist Teachers (Vision Impairment), to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	Use comprehensive knowledge of the Australian Professional Standards for Teachers and the SPEVI Professional Standards Elaborations for Specialist Teachers (Vision Impairment), to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.
6.1.2	Demonstrate an understanding of current research into the implications of vision impairment on academic, social and emotional development.	Apply knowledge of current research in the development and implementation of teaching practice for students with vision impairment and identify areas for further professional development opportunities.	Support colleagues to implement current research-based best practice in the development of teaching and learning programs for students with vision impairment, through the provision of professional learning opportunities.	Use comprehensive knowledge of current research to plan and lead the development of professional learning programs for colleagues in the area of vision impairment.

Focus Area 6.2: Engage in professional learning and improve practice

Graduate	Proficient	Highly accomplished	Lead
Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.

SPEVI Standards Elaborations

6.2.1	Understand the relevant sources of professional learning in vision impairment for class and specialist teachers, and the implications of research for professional practice.	Participate in learning to update knowledge and practice in the field of vision impairment, targeted to class and specialist teachers' professional needs and school and/or system priorities.	Plan for, and support colleagues in planning for professional learning by accessing and critiquing relevant research in the field of vision impairment, and engage in high quality targeted opportunities to improve practice and offer Specialist Teachers (Vision Impairment) support in securing quality placements where applicable.	Initiate collaborative relationships to expand professional learning and research opportunities in the field of vision impairment, and support and promote quality opportunities and placements for pre-service Specialist Teachers (Vision Impairment).
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Focus Area 6.3: Engage with colleagues and improve practice

	Graduate	Proficient	Highly accomplished	Lead
	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
SPEVI Standards Elaborations				
6.3.1	Seek and apply constructive feedback from supervisors and colleagues to improve specialist teaching practices in vision impairment.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve specialist knowledge and practice in vision impairment.	Initiate and engage in professional discussions with colleagues to evaluate and improve professional knowledge and practice in vision impairment and the educational outcomes of students with vision impairment.	Implement professional dialogue within the school and/or professional learning network(s) that is informed by feedback, analysis of current research and practice in the field of vision impairment, to improve the educational outcomes of students with vision impairment.
6.3.2	Demonstrate an understanding of the importance of a team approach to improving vision-related teaching practices for students with vision impairment in early childhood and school settings.	Demonstrate effective team member behaviours and promote a team approach to designing and reviewing learning sequences, lesson plans and teaching practices for students with vision impairment.	Support colleagues to understand the role of Specialist Teachers (Vision Impairment) in educational teams, and their capacity to contribute to the evaluation and improvement of educational outcomes for students with vision impairment.	Lead colleagues to identify barriers to developing collaborative educational teams supporting students with vision impairment in early childhood and school settings, and lead initiatives to promote and improve effective team practice.

Focus Area 6.4: Apply professional learning and improve student learning

	Graduate	Proficient	Highly accomplished	Lead
	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.
SPEVI Standards Elaborations				
6.4.1	Demonstrate an understanding of the need to adapt specialist teaching practice in response to current research and professional learning in the field of vision impairment.	Undertake professional learning programs that include research based methods of adapting teaching practice in the field of vision impairment to address identified learning needs of students with vision impairment.	Engage with colleagues to evaluate the effectiveness of professional learning activities that explore current research in vision impairment to address the learning needs of students with vision impairment.	Advocate, participate in and lead strategies to support high quality, research based professional learning programs for colleagues that focus on improving learning of students with vision impairment.

DOMAIN – Professional Engagement

Standard 7 - Engage professionally with colleagues, parents/caregivers and the community

Focus Area 7.1: Meet professional ethics and responsibilities

Graduate	Proficient	Highly accomplished	Lead
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.

SPEVI Standards Elaborations

SPEVI recognises the importance of Focus Area 7.1 for Specialist Teachers (Vision Impairment) in relation to meeting professional ethics and responsibilities in all dealings with students with vision impairment, parents/carers, colleagues, and early childhood and school communities. .

Focus Area 7.2: Comply with legislative, administrative and organisational requirements

Graduate	Proficient	Highly accomplished	Lead
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.

SPEVI Standards Elaborations

7.2.1	Understand the relevant national disability anti-discrimination legislation, and administrative and organisational policies and processes required of teachers, including Specialist Teachers (Vision Impairment), in early childhood, preschool and school settings.	Understand the implications of and comply with relevant national disability anti-discrimination legislation, and disability-inclusive administrative and organisational policies and processes.	Support colleagues to review and interpret national disability anti-discrimination legislation, and disability-inclusive administrative and organisational policies and processes.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of national disability anti-discrimination legislation, and disability-inclusive administrative, organisational and professional responsibilities.
7.2.2	Understand the implications of administrative and organisational change to ensure the equitable inclusion of children and youth with vision impairment, from birth to school leaving age.	Demonstrate an ability to inform and influence administrative and organisational change, as it applies to children and youth with vision impairment across early childhood and school settings.	Collaborate and support colleagues in promoting administrative and organisational change to ensure the rights of learners with vision impairment and families/carers are respected.	Lead initiatives within the school to review and update administrative and organisational policies and procedures relating to students with vision impairment and other disabilities.

Focus Area 7.3: Engage with parents/carers

	Graduate	Proficient	Highly accomplished	Lead
	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.	Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

SPEVI Standards Elaborations

7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers during the stages of diagnosis, treatment and ongoing management of their child's vision impairment.	Establish and maintain respectful, sensitive, confidential and collaborative relationships with parents/carers during the stages of diagnosis, treatment and ongoing management of their child's vision impairment, and support their understanding of the educational and social implications for their child's development.	Demonstrate responsiveness in all communications with parents/carers of children who are diagnosed with vision impairment, and provide information on the impact of vision impairment of their children's learning and wellbeing.	Support parents during medical assessments and procedures associated with their child's vision impairment, and Identify, initiate and build on opportunities that engage parents/carers as important members of their child's educational team and in the school's setting of disability-inclusive educational priorities.
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Focus Area 7.4: Engage with professional teaching networks and broader communities

	Graduate	Proficient	Highly accomplished	Lead
	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.
SPEVI Standards Elaborations				
7.4.1	Understand the role of Specialist Teachers (Vision Impairment) and health professionals in building teachers' professional knowledge and practice, and in building a supportive community around students with vision impairment.	Interact with eye health and allied professionals and Specialist Teachers (Vision Impairment) to build teachers' professional knowledge and practice, and to build a supportive community around students with vision impairment.	Contribute to teaching and learning by promoting professional networks between eye health and allied professionals, Specialist Teachers (Vision Impairment), and class and subject teachers, to build a supportive community around students with vision impairment.	Lead and support colleagues in their professional learning of the role of eye health and allied professionals and Specialist Teachers (Vision Impairment) in building a supportive community around students with vision impairment.
7.4.2	Understand the importance of membership of professional networks and associations, such as the South Pacific Educators of Vision Impairment (SPEVI) and the Australian Association of Special Education (AASE), in broadening teachers' knowledge and practice.	Participate in professional networks and associations, such as SPEVI and AASE, to broaden knowledge and improve practice in vision impairment.	Contribute to professional networks and associations, such as SPEVI, and build productive links with the wider disability community to improve teaching and learning in the fields of disability and vision impairment.	Become a lead member of professional networks and associations and support the involvement of colleagues in external learning opportunities in the fields of disability and vision impairment.



About SPEVI

About SPEVI

The South Pacific Educators in Vision Impairment (SPEVI) Inc. is the major professional association for educators of students with vision impairments in Australia, New Zealand and the South Pacific region. SPEVI acts as the professional body in matters pertaining to the education and support of persons who are blind, have low vision, deaf-blindness, or additional disabilities. SPEVI membership is open to educators, professionals and parent groups who support and promote education for persons with vision impairment. For more information about SPEVI, visit the website, www.spevi.net.

SPEVI Vision

To promote educational systems in Australia, New Zealand and Pacific Island Countries in which diversity is valued and disability is not viewed as a characteristic by which to judge a person's worth.

SPEVI Mission

To stimulate professional and public debate and action on vision impairment issues and change that affect, or have the potential to affect the daily lives of persons who are blind and vision impaired, while emphasising concepts of inclusive, responsive educational communities and interdependence between learners and families within those communities where all people are valued.

SPEVI Aims

- To be recognised as the professional body of educators whose speciality is in matters pertaining to the education of persons with vision impairment in Australia, New Zealand and Pacific Island Countries.
- To advocate on behalf of members, persons with vision impairment and parents/carers for equitable education access and participation, in accordance with international and national disability anti-discrimination legislation.
- To encourage the highest standards in the educators of persons with vision impairment by promoting research and professional training for general and specialist teachers.
- To promote and facilitate the interchange of information and collaboration among educators, professionals, parent groups and the broader community concerning education and equal opportunity for persons with vision impairment.
- To encourage the use of appropriate mainstream and assistive technologies, resources and optical and non-optical aids, in the education of persons with vision impairment, and to promote teacher education programs in the use and care of existing and new techniques and technology.

Glossary of Terms

Alternative formats

The term “alternative formats” is used in the Elaborations to describe the various ways of producing information, besides regular print, that enable people with vision impairment or other print disabilities to access information. The range of alternative formats includes audio, braille, electronic, and clear large print. Clear print refers to an approach to print design that creates legible, uncluttered documents that are easier to read (Round Table on Information Access for People with Print Disabilities, 2011). Students with vision impairment may prefer different formats for different tasks or activities, learning environments, or time of the day, and changes over time in format preferences may be due to visual changes associated with deteriorating or unstable eye conditions (Inclusive Design Research Centre, OCAD University, 2013).

Inclusion

The term “inclusion” as used in the Elaborations, refers to the belief that schools should provide for the needs of all students in their community, whatever the level of their ability, disability, educational need, or other form of diversity (Foreman & Arthur-Kelly, 2014).

Vision impairment

The term “vision impairment” (or visual impairment), refers to any degree of vision loss that affects an individual’s ability to perform the tasks of daily life (Corn & Erin, 2010). The term vision impairment generally refers to vision loss that is not correctable by surgery, medication, or the prescription of spectacles or other optical devices. The most common forms of vision impairment affect the sharpness or clarity of vision (termed visual acuity), or the extent of vision (termed visual fields). For information about the World Health Organisation (2015) classification system of mild, moderate and severe vision impairment and blindness, visit the website <http://apps.who.int/classifications/icd10/browse/2015/en#/H53-H54>.

Core Curriculum and Expanded Core Curriculum

The term “core curriculum” is used in the Elaborations to define the knowledge, skills and attitudes that all students should have acquired by the completion of their secondary school education (Statewide Vision Resource Centre [SVRC], 2015). The core curriculum is generally related to the school’s academic subjects. The term “expanded core curriculum” is used in the Elaborations to define the essential additional disability-specific knowledge, skills and attitudes for students who are blind, have low vision, deafblindness, or additional disabilities. Each student with vision impairment is unique, and so are the additional areas they require in order to achieve success in their educational setting. Experiences and concepts casually and incidentally learned by sighted students, for example, may need to be systematically and sequentially taught to students with vision impairment.

Allman, Lewis and Spungin (2014) and the South Pacific Educators in Vision Impairment (2004), identify the following areas of the Expanded Core Curriculum for students with vision impairment:

- Concept and literacy development using alternative formats (braille and tactile graphics, large print, and/or electronic)
- Sensory efficiency (including visual perceptual skills and maximising use of remaining vision)
- Assistive technology
- Orientation and Mobility
- Physical abilities
- Independent living
- Social interaction
- Recreation and leisure
- Career education
- Self-determination

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