



STANDARDS ELABORATIONS FOR SPECIALIST TEACHERS (VISION IMPAIRMENT) CAREER STAGES

South Pacific Educators in Vision Impairment Inc.

Australia

August 2015

Published by
© South Pacific Educators in Vision Impairment (SPEVI) Inc.
www.spevi.net

Sydney, Australia
2015

Issue of the SPEVI Professional Standards for Specialist Teachers (Vision Impairment) is under a [Creative Commons](https://creativecommons.org/licenses/by-nc-nd/4.0/) “Attribution, Non Commercial, No Derivative Works” license. This public copyright license ensures SPEVI’s rights as the copyright holder. The license allows others to download, copy and share the SPEVI Standards, providing the document is not modified, profit is not made, and SPEVI is correctly attributed as the copyright holder.

Standards Elaborations for Specialist Teachers (Vision Impairment)

Contents

Foreword.....	4
Rationale	4
Aims.....	5
What are the learning challenges for students with vision impairment?	5
Acknowledgements.....	6
Contributors	6
Structure of Standards Elaborations.....	6
Standards Elaborations for Specialist Teachers (Vision Impairment).....	7
DOMAIN - Professional Knowledge	7
Standard 1 - Know students and how they learn.....	7
Standard 2 - Know the content and how to teach it.....	19
DOMAIN - Professional practice	29
Standard 3 - Plan for and implement effective teaching and learning	29
Standard 4 - Create and maintain supportive and safe learning environments.....	36
Standard 5 - Assess, provide feedback and report on student learning.....	44
DOMAIN - Professional Engagement	50
Standard 6 - Engage in professional learning	50
Standard 7 - Engage professionally with colleagues, parents/caregivers and the community	55
About SPEVI	60
Glossary of Terms.....	61
Alternative formats.....	61
Core Curriculum and Expanded Core Curriculum.....	61
Inclusion	62
Vision impairment.....	62
References	63

Foreword

These 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, parents/carers, therapists, orientation and mobility instructors, technology developers and consultants, academics, and administrators. Membership includes some of the most qualified and experienced educators and service providers in Australia, New Zealand and the South Pacific region.

These Standards Elaborations present the professional standards for “graduate”, “proficient”, “highly accomplished” and “lead” specialist teachers (vision impairment). The Standards Elaborations “elaborate” on, and are in addition to, the *Australian Professional Standards for Teachers* (Australian Institute for Teaching and School Leadership, 2014). The Standards Elaborations describe the professional qualities of teachers with tertiary qualifications in education of students with vision impairment across the teaching domains of professional knowledge, professional practice, and professional engagement. The Standards Elaborations also elaborate on the *SPEVI Professional Standards for Specialist Teachers (Vision Impairment)* (2015) that describe the qualities of specialist teachers (vision impairment) at “graduate” stage of their career. Development of the 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).

Rationale

In Australia, Specialist Teachers (Vision Impairment) provide direct and consultative support and leadership across a diverse range of public and private sector educational settings. Their professional activities span the four career stages of graduate, proficient, highly accomplished and lead teacher, and include working closely with parents and carers, school principals, class and subject teachers, health professionals, therapists, psychologists, technology consultants, orientation and mobility specialists, and students with vision impairment. 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. In general, these children and

youth are enrolled with their sighted peers in public and private-sector early intervention, preschool and school services across Australia's states and territories.

Aims

The *aims* of these Standards Elaborations are to:

- a. outline minimal standards for graduate, proficient, highly accomplished and lead Specialist Teachers (Vision Impairment) in the teaching domains of professional knowledge, professional practice, and professional engagement; and
- b. provide guidance to education services providers in ensuring equitable and inclusive access and participation in education for students who are blind, have low vision, deafblindness or additional disabilities, in accordance with Australia's national disability anti-discrimination legislation.

What are the learning challenges for students with vision impairment?

Students who are blind or have low vision 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 acquired during childhood. 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.. The areas of learning that are particularly affected by the presence of a vision impairment include concept and literacy development, access and participation in the curriculum and learning activities, social interaction, independence, self-organisation, orientation and mobility and career education. The provision of services by eye health professionals and specialist teachers (vision impairment) are essential in ensuring that adjustments to the curriculum, teaching methods and the learning environment are matched to each student's assessed visual needs and strengths.

Frances Gentle

President, South Pacific Educators in Vision Impairment

August, 2015

Contact: president@spevi.net

Acknowledgements

These Standards Elaborations for Specialist Teachers (Vision Impairment) are endorsed by the SPEVI Committee of Management:

Frances Gentle
Brian Conway
Karen Gilligan
Paul Pagliano
Sue Silveira

Nicole Anthonysz
Phia Damsma
Jodie Hoger
David Rice
Leanne Smith

Ben Clare
Nicole Donaldson
Sheila Klinger
Hellen Riley

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.

Heather Archbold
Ben Clare
Rebecca Davis
Galiema Gool
Brian Pirie
Trudy Smith
Jen Tait

Lisa Britton
Louise Curtin
Melissa Fanshaw
Jillian Leonard
Narelle Richards
Mike Steer
Kerri Weaver

Therese Campbell
Phia Damsma
Julie Kirkness
Deb Lewis
Sue Silveira
Alison Stephen

Structure of Standards Elaborations

The Standards Elaborations that follow are organised under the teaching domains of “professional knowledge”, “professional practice”, and “professional engagement”. Shaded in grey are the professional standards that apply to all teachers (Australian Institute for Teaching and School Leadership, 2014). The qualities of “graduate”, “proficient”, “highly accomplished” and “lead” specialist teachers (vision impairment) are subdivided for each standard and related focal areas/

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.
1.1.1	Demonstrate knowledge of the physical, social and cognitive implications of low vision and blindness.	Use teaching strategies based on knowledge of the physical, social and cognitive implications of low vision and blindness.	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.
1.1.2	Demonstrate knowledge of the anatomy and physiology of the visual system (eyes, visual pathways and visual processing areas of the brain).	Use teaching strategies based on knowledge of the anatomy and physiology of the visual system (eyes, visual pathways and visual processing areas of the brain).	Select from a flexible and effective repertoire of teaching strategies that are based on knowledge of the anatomy and physiology of the visual system (eyes, visual pathways and visual processing areas of the brain).	Lead colleagues to select and develop teaching strategies that are based on knowledge of anatomy and physiology of the visual system (eyes, visual pathways and visual processing areas of the brain).

Focus Area 1.1 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
1.1.3	Demonstrate knowledge of normal visual function and the causes of disorders of the eye/s, visual pathways and visual processing centres of the brain.	Use teaching strategies based on knowledge of normal visual function and the causes of disorders of the eye/s, visual pathways and visual processing centres of the brain.	Select from a flexible and effective repertoire of teaching strategies based on knowledge of normal visual function and the causes of disorders of the eye/s, visual pathways and visual processing centres of the brain.	Lead colleagues to select and develop teaching strategies that are based on knowledge of normal visual function and the causes of disorders of the eye/s, visual pathways and visual processing centres of the brain.
1.1.4	Demonstrate a capacity to interpret assessments of functional vision, learning media, and technology in order to inform educational adaptations and/or programs for students who are blind or have low vision.	Use teaching strategies based on a capacity to interpret assessments of functional vision, learning media, and technology in order to inform educational adaptations and/or programs for students who are blind or have low vision.	Select from a flexible and effective repertoire of teaching strategies based on interpretation of assessments of functional vision, learning media, and technology in order to inform educational adaptations and/or programs for students who are blind or have low vision.	Lead colleagues to select and develop teaching strategies that are based on interpretation of assessments of functional vision, learning media, and technology in order to inform educational adaptations and/or programs for students who are blind or have low vision.
1.1.5	Demonstrate a capacity to interpret the clinical and functional findings of eye health and medical professionals, and determine the implications for student learning.	Use teaching strategies based on a capacity to interpret the clinical and functional findings of eye health and medical professionals, and determine the implications for student learning.	Select from a flexible and effective repertoire of teaching strategies based on interpretation of the clinical and functional findings of eye health and medical professionals, and determine the implications for student learning.	Lead colleagues to select and develop teaching strategies that are based on interpretation of the clinical and functional findings of eye health and medical professionals, and determine the implications for student learning.

Focus Area 1.1 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
1.1.6	Facilitate student understanding and acceptance of blindness or low vision, and provide the knowledge and skills needed by students to maximise their educational opportunities and independence.	Use teaching strategies to facilitate students' understanding and acceptance of blindness or low vision, and provide the knowledge and skills needed by students to maximise their educational opportunities and independence.	Select from a flexible and effective repertoire of teaching strategies to facilitate students' understanding and acceptance of blindness or low vision, and provide the knowledge and skills needed by students to maximise their educational opportunities and independence.	Lead colleagues to select and develop teaching strategies to improve students' understanding and acceptance of blindness or low vision, and provide the knowledge and skills needed by students to maximise their educational opportunities and independence.
1.1.7	Demonstrate knowledge and understanding of the diverse communication approaches of students who are blind or have low vision, and the communication demands of different environmental settings.	Use teaching strategies that are based on knowledge and understanding of the diverse communication approaches of students who are blind or have low vision, and the communication demands of different environmental settings.	Select from a flexible and effective repertoire of teaching strategies to address the diverse communication approaches of students who are blind or have low vision, and the communication demands of different environmental settings.	Lead colleagues to select and develop teaching strategies to improve the diverse communication approaches of students who are blind or have low vision, and the communication demands of different environmental settings.
1.1.8	Demonstrate an understanding of the implications of visual function on the ability of students to interpret facial expressions and body language.	Use teaching strategies that that are responsive to the relationship between visual function and a student's ability to interpret facial expressions and body language.	Select teaching strategies that take into consideration the relationship between visual function and a student's ability to interpret facial expressions and body language.	Improve colleagues' understanding of the relationship between visual function and a student's ability to interpret facial expressions and body language.

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.
1.2.1	Demonstrate knowledge of current research into visual development and the impact of blindness and vision loss on teaching and learning.	Structure teaching programs using current research and collegial advice about visual development and the impact of blindness and vision loss on teaching and learning	Expand understanding of how students learn using current research into visual development and the impact of blindness and vision loss on teaching and learning.	Lead processes to evaluate the effectiveness of teaching programs using current research into visual development and the impact of blindness and vision loss on teaching and learning
1.2.2	Demonstrate knowledge and pedagogical approaches to the Expanded Core Curriculum (compensatory or access skills, career education, independent living skills, orientation and mobility skills and concepts, recreational and leisure skills, self-determination skills, social interaction skills, use of assistive technology, and sensory efficiency skills).	Structure teaching programs using knowledge and pedagogical approaches to the Expanded Core Curriculum.	Expand understanding of how students learn using knowledge and pedagogical approaches to the Expanded Core Curriculum.	Lead processes to evaluate the effectiveness of teaching programs using knowledge and pedagogical approaches to the Expanded Core Curriculum.

Focus Area 1.2 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
1.2.3	Demonstrate knowledge of alternative formats (audio, braille, electronic, and clear/large print) and the implications for teaching and learning.	Structure teaching programs using knowledge of alternative formats (audio, braille, electronic, and clear/large print) and the implications for teaching and learning.	Expand understanding of how students learn using knowledge of alternative formats (audio, braille, electronic, and clear/large print) and the implications for teaching and learning.	Lead processes to evaluate the effectiveness of teaching programs using knowledge of alternative formats (audio, braille, electronic, and clear/large print) and the implications for teaching and learning.
1.2.4	Understand current standards relating to the development, provision and supply of educational materials (e.g. standards published by the Round Table on Information Access for People with Print Disabilities Inc.).	Structure teaching programs using current standards relating to the development, provision and supply of educational materials (e.g. standards published by the Round Table on Information Access for People with Print Disabilities Inc.).	Expand understanding of how students learn using knowledge of current standards relating to the development, provision and supply of educational materials.	Lead processes to evaluate the effectiveness of teaching programs using knowledge of current standards relating to the development, provision and supply of educational materials.
1.2.5	Demonstrate knowledge of the importance of enhancing the visual learning environment to optimise conditions for students who are blind or have low vision.	Structure teaching programs that enhance the visual learning environment to optimise conditions for students who are blind or have low vision.	Expand understanding of how students learn by demonstrating methods of structuring teaching programs that enhance the visual learning environment to optimise conditions for students who are blind or have low vision.	Lead processes to evaluate the effectiveness of structuring teaching programs that enhance the visual learning environment to optimise conditions for students who are blind or have low vision.

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.
1.3.1	Demonstrate knowledge of the diverse backgrounds of students who are blind or have low vision and the relationship between background and learning potential.	Design and implement teaching strategies that are responsive to the learning attributes of students who are blind or have low vision from diverse backgrounds, and that recognise the relationship between background and learning potential.	Support colleagues to develop effective teaching strategies that address the learning attributes of students who are blind or have low vision from diverse backgrounds, and the relationship between background and learning potential.	Evaluate and revise school programs, using expert and community knowledge and experience to address the learning attributes of students who are blind or have low vision with diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.3.2	Demonstrate an understanding of the need to work closely with parents/carers and schools to determine appropriate and supportive educational opportunities in home and school settings for students who are blind or have low vision.	Work closely with parents/carers and schools to determine appropriate and supportive educational opportunities in home and school settings for students who are blind or have low vision.	Support colleagues to develop an understanding of the importance of working closely with parents/carers and school staff to determine appropriate and supportive educational opportunities in home and school settings for students who are blind or have low vision.	Facilitate dialogue and lead initiatives involving parents/carers and school staff to ensure collaborative educational opportunities in home and school settings for students who are blind or have low vision.

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.
1.4.1	Demonstrate knowledge of the risk factors, prevalence and causes of vision impairment and their impact on social and educational outcomes for Aboriginal and Torres Strait Islander students.	Design and implement effective teaching strategies that take into account the risk factors, prevalence and causes of vision impairment and their impact on social and educational outcomes for Aboriginal and Torres Strait Islander students.	Provide advice and support colleagues in the implementation of effective teaching strategies that take into account the risk factors, prevalence and causes of vision impairment and their impact on social and educational outcomes 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, taking into account the risk factors, prevalence and causes of vision impairment and their impact on social and educational outcomes.

Focus Area 1.4 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
1.4.2	Demonstrate knowledge of the implications of cultural heritage for Aboriginal and Torres Strait Islander students who are blind or have low vision.	Design and implement effective inclusive teaching strategies that are responsive to the implications of cultural heritage for Aboriginal and Torres Strait Islander students who are blind or have low vision.	Provide advice and support colleagues in the implementation of effective inclusive teaching strategies that are responsive to the implications of cultural heritage for Aboriginal and Torres Strait Islander students who are blind or have low vision.	Develop inclusive teaching programs that acknowledge and respect the cultural heritage of Aboriginal and Torres Strait Islander students who are blind or have low vision.
1.4.3	Demonstrate an understanding of the principles of educational service provision and social and educational outcomes for Aboriginal and Torres Strait Islander students who are blind or have low vision.	Design and implement effective teaching strategies based on the principles of educational service provision and social and educational outcomes for Aboriginal and Torres Strait Islander students who are blind or have low vision.	Provide advice and support colleagues in the implementation of effective teaching strategies that are based on the principles of educational service provision and social and educational outcomes for Aboriginal and Torres Strait Islander students who are blind or have low vision using knowledge of and support from community representatives.	Lead school staff in the development of teaching strategies that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students who are blind or have low vision by engaging in collaborative relationships with community representatives and parents/carers.

Focus Area 1.4 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
1.4.4	Demonstrate an awareness of the impact of geographical remoteness on the level of family access to medical and specialised vision services.	Design and implement effective teaching strategies that are responsive to the impact of geographical remoteness on the level of family access to medical and specialised vision services.	Provide advice and support colleagues in the implementation of effective teaching strategies that are responsive to the impact of geographical remoteness on the level of family access to medical and specialised vision services.	Lead school staff in the development of teaching strategies that are responsive to the impact of geographical remoteness on the level of family access to medical and specialised vision services.
1.4.5	Demonstrate an awareness of the consequences of limited educational services for Aboriginal and Torres Strait Islander students who are blind or have low vision.	Design and implement effective teaching strategies that reflect an understanding of the consequences of limited educational services for Aboriginal and Torres Strait Islander students who are blind or have low vision.	Provide advice and support colleagues in the implementation of effective teaching strategies that reflect an understanding of the consequences of limited educational services for Aboriginal and Torres Strait Islander students who are blind or have low vision.	Develop and share teaching programs through collaboration with community representatives and parents/carers that acknowledge and circumvent the adverse consequences of limited educational services for Aboriginal and Torres Strait Islander students who are blind or have low vision.

Focus Area 1.5**Differentiate teaching to meet the specific learning needs of students across the full range of abilities**

	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.
1.5.1	Demonstrate knowledge and understanding of adjustments to the curriculum, assessments and learning environment, and strategies for differentiating teaching to meet the specific learning needs of students who are blind or have low vision.	Develop adjustments to the curriculum, assessments, the learning environment and teaching strategies to meet the learning strengths and needs of students who are blind or have low vision.	Evaluate the effectiveness of adjustments to the curriculum, assessments, the learning environment and teaching programs using student assessment data that are differentiated for the specific learning strengths and needs of students who are blind or have low vision.	Lead colleagues to reflect on and evaluate the effectiveness of adjustments to the curriculum, assessments, the learning environment and teaching programs that are differentiated for the specific learning strengths and needs of students who are blind or have low vision.
1.5.2	Demonstrate knowledge and understanding of the production of alternative formats (audio, braille, electronic, and clear/large print), and strategies for differentiating teaching using alternative formats.	Develop processes and frameworks within school to facilitate the provision of learning media, alternative formats and differentiated teaching strategies to meet the specific learning needs of students who are blind or have low vision.	Regularly monitor and evaluate the effectiveness of learning media and alternative formats (audio, braille, electronic, and clear/large print) for individual students who are blind or have low vision, and in particular, for students with unstable or deteriorating eye conditions.	Lead and support colleagues to identify the appropriate learning media, alternative formats and production methods to facilitate engagement and full participation of students who are blind or have low vision.

Focus Area 1.6**Strategies to support full participation of students with disability**

	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.	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.
1.6.1	Demonstrate knowledge and understanding of the role of government and non-government agencies in providing educational supports for students who are blind or have low vision (e.g. braille code, electronic braille note takers, electronic text, screen readers).	Collaborate with government and non-government agencies in providing educational supports for students who are blind or have low vision that ensure their full participation in teaching and learning activities.	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students who are blind or have low vision.	Initiate and lead the review of school policies to support the active role of relevant specialist non-government and government agencies in providing educational supports for students who are blind or have low vision.

Focus Area 1.6 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
1.6.2	Demonstrate knowledge and understanding of the Australian government Disability Discrimination Act 1992 (DDA), the Disability Standards for Education 2005 (DSE), and other relevant legislation, policies and procedures, in relation to school enrolment, curriculum development, accreditation and delivery and student support services, particularly as these pertain to students who are blind or have low vision.	Support colleagues to design and implement activities that reflect an understanding of the Disability Discrimination Act 1992, the Disability Standards for Education 2005, and other relevant legislation, policies and procedures that promote, protect and support the right of students who are blind or have low vision to full access and participation in learning.	Work with colleagues to access specialist knowledge, training programs and relevant legislation, policies and procedures that promote, protect and support the right of students who are blind or have low vision to full access and participation in learning.	Initiate and lead the review of school policies to ensure compliance with the Disability Discrimination Act 1992, the Disability Standards for Education 2005, and other relevant legislation, policies and procedures that promote, protect and support the right of students who are blind or have low vision to full access and participation in learning.
1.6.3	Demonstrate knowledge and understanding of the range of special provisions for testing and examination for students who are blind or have low vision.	Identify and implement the range of special provisions required by individual students who are blind or have low vision to ensure equitable participation in school based and external examinations and assessments.	Work collaboratively with colleagues to ensure processes are in place within the school to facilitate access to special examination and assessment provisions for students who are blind or have low vision.	Lead and support schools in the application of special provisions for school-based and external examinations for students who are blind or have low vision.

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.
2.1.1	Demonstrate knowledge and understanding of the broad range of foundational concepts that children with typical vision acquire through sight.	Apply knowledge of the broad range of foundational concepts that children with typical vision acquire through sight.	Support colleagues using current and comprehensive knowledge of the broad range of foundational concepts that children with typical vision acquire through sight.	Lead initiatives within the school to evaluate and improve knowledge of the broad range of foundational concepts that children with typical vision acquire through sight.
2.1.2	Demonstrate knowledge of the Unified English Braille (UEB) code and braille teaching strategies.	Apply knowledge of Unified English Braille (UEB) and related braille teaching strategies for engaging braille learners.	Support colleagues to develop a comprehensive knowledge of Unified English Braille and related teaching strategies for engaging braille learners.	Lead initiatives within the school to evaluate and improve knowledge of Unified English Braille (UEB) and engaging teaching strategies and demonstrate exemplary teaching of UEB using effective, research-based learning and teaching braille programs.

Focus Area 2.1 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
2.1.3	Demonstrate knowledge and understanding of literacy development for students who are blind or have low vision, including literacy development using audio, braille, electronic, clear/large print and tactile formats.	Apply knowledge of literacy development for students who are blind or have low vision, to develop engaging teaching and learning activities.	Support colleagues using current and comprehensive knowledge of literacy development for students who are blind or have low vision, to develop and implement engaging learning and teaching programs.	Lead initiatives within the school to evaluate and improve knowledge of literacy teaching strategies for students who are blind or have low vision, and demonstrate exemplary teaching of literacy using effective, research-based programs.
2.1.4	Demonstrate understanding of the range of strategies to maximise sensory efficiency for students who are blind or have low vision.	Apply a range of range of strategies and engaging teaching and learning activities that promote sensory efficiency for students who are blind or have low vision.	Support colleagues using a range of strategies for maximising sensory efficiency for students who are blind or have low vision.	Lead school initiatives to evaluate and improve knowledge of the range of research-based strategies to maximise sensory efficiency for students who are blind or have low vision.
2.1.5	Demonstrate knowledge of the specialised skills and techniques for orientation and mobility, such as 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 who are blind or have low vision.	Support colleagues to develop engaging teaching and learning programs that incorporate the specialised skills and techniques of orientation and mobility for students who are blind or have low vision.	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 who are blind or have low vision.

Focus Area 2.1 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
2.1.6	Demonstrate knowledge of social development in students who are blind or have low vision, and teaching strategies that promote self-advocacy, self-determination, social skills, and interpretation of body language using non-visual cues.	Apply knowledge of the content and teaching strategies for social development in students who are blind or have low vision, to develop engaging teaching activities that promote self-advocacy, self-determination, social skills, and interpretation of body language using non-visual cues.	Support colleagues using current and comprehensive knowledge of social development in students who are blind or have low vision, and teaching strategies to develop and implement engaging teaching and learning programs that promote self-advocacy, self-determination, social skills, and interpretation of body language using non-visual cues.	Lead initiatives within the school to evaluate and improve knowledge of social development in students who are blind or have low vision, and apply teaching strategies using effective, research-based teaching and learning programs that promote self-advocacy, self-determination, social skills, and interpretation of body language using non-visual cues.
2.1.7	Demonstrate knowledge of career education for students who are blind or have low vision, and teaching strategies that promote student transition to post-school environments.	Apply knowledge of career education for students who are blind or have low vision, and teaching strategies to develop engaging teaching activities that promote student transition to post-school environments.	Support colleagues using current and comprehensive knowledge of career education for students who are blind or have low vision, and teaching strategies to develop and implement engaging teaching and learning programs that promote student transition to post-school environments.	Lead initiatives within the school to evaluate and improve knowledge of career education for students who are blind or have low vision, and demonstrate effective, research-based teaching and learning programs that promote student transition to post-school environments.

Focus Area 2.1 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
2.1.8	Demonstrate knowledge and teaching strategies to promote engagement with assistive and mainstream technologies, including keyboarding and typing skills, for students who are blind or have low vision	Apply knowledge of assistive and mainstream technologies, to develop engaging teaching activities for students who are blind or have low vision.	Support colleagues using current and comprehensive knowledge and teaching strategies relating to assistive and mainstream technologies, to develop and implement engaging teaching and learning programs for students who are blind or have low vision.	Lead initiatives within the school to evaluate and improve knowledge of assistive and mainstream technologies, and subject-specific content and teaching strategies using effective, research-based teaching and learning programs for students who are blind or have low vision.

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.
2.2.1	Develop teaching and learning programs that reflect the needs of students who are blind or have low vision, within current curriculum frameworks and the Expanded Core Curriculum.	Organise content into coherent, well sequenced learning and teaching programs for students who are blind or have low vision, within current curriculum frameworks and the Expanded Core Curriculum.	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs for students who are blind or have low vision, within current curriculum frameworks and the Expanded Core Curriculum.	Lead initiatives that utilise comprehensive knowledge of the selection and sequencing of content into coherently organised learning and teaching programs for students who are blind or have low vision, within current curriculum frameworks and the Expanded Core Curriculum.
2.2.2	Organise content that demonstrates an understanding of the relationship between objectives, learning and assessment for students who are blind or have low vision.	Organise content into coherent, well sequenced teaching and learning programs that demonstrate an understanding of the relationship between objectives, learning and assessment for students who are blind or have low vision.	Exhibit innovative practice in the selection and organisation of content and delivery of teaching and learning programs that demonstrate an understanding of the relationship between objectives, learning and assessment for students who are blind or have low vision.	Lead initiatives that utilise comprehensive knowledge of programming methods that demonstrate an understanding of the relationship between objectives, learning and assessment for students who are blind or have low vision.

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.
2.3.1	Use vision-specific assessment tools and reasonable adjustments to ensure meaningful and equitable access to the curriculum, assessment tasks and reporting for students who are blind or have low vision.	Design, implement and trial vision-specific curriculum, assessment and reporting tools and adjustments to ensure meaningful and equitable access and inclusion for students who are blind or have low vision.	Support colleagues to plan and implement vision-specific curriculum, assessment and reporting tools and adjustments to ensure meaningful and equitable access and inclusion for students who are blind or have low vision.	Lead colleagues in the development, implementation and evaluation of vision-specific curriculum, assessment and reporting tools and adjustments to ensure meaningful and equitable access and inclusion for students who are blind or have low vision.
2.3.2	Demonstrate an understanding of the need to collaborate effectively with the class or subject teacher in planning reasonable adjustments to instructional methods and materials to ensure access to curriculum and assessment tasks for students who are blind or have low vision.	Collaborate effectively with class and subject teachers in designing and implementing reasonable adjustments to instructional methods, the curriculum, and assessment and reporting requirements for students who are blind or have low vision.	Support colleagues to develop a collaborative school culture that facilitates planning and implementing adjustments to instructional methods, the curriculum, and assessment and reporting requirements for students who are blind or have low vision.	Lead colleagues to identify barriers to the development of a collaborative school culture that facilitates the development of reasonable adjustments to instructional methods, the curriculum, and assessment and reporting requirements for students who are blind or have low vision.

Focus Area 2.3 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
2.3.3	Demonstrate an understanding of the importance of a team approach when designing learning sequences and lesson plans and when reporting to school staff and parents/carers.	Demonstrate effective team member behaviours and promote a team approach to designing learning sequences and lesson plans and when reporting to school staff and parents/carers.	Support colleagues to understand and value the specialist knowledge of educational teams supporting students who are blind or have low vision, and the contribution to such teams to planning and implementing teaching and learning programs.	Lead colleagues to identify barriers to developing collaborative educational teams supporting students who are blind or have low vision, and lead initiatives to promote and improve effective team practice.
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.
2.4.1	Demonstrate broad knowledge of, understanding of and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages that pertain to blindness and low vision.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages that pertain to blindness and low vision.	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages that pertain to blindness and low vision.	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 that pertain to blindness and low vision.

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.
2.5.1	Know and understand current research into literacy and numeracy teaching strategies for students who are blind or have low vision and the application of research in the classroom.	Apply knowledge and understanding of effective teaching strategies to support literacy and numeracy achievement of students who are blind or have low vision.	Support colleagues to implement effective teaching strategies to improve literacy and numeracy achievement of students who are blind or have low vision.	Support colleagues using research based knowledge and student data to monitor, implement and evaluate the implementation of teaching strategies within the school to improve literacy and numeracy achievement of students who are blind or have low vision.
2.5.2	Understand the implications of blindness and low vision on the stages of students' concept development and acquisition of literacy and numeracy skills.	Identify and advise colleagues on adjustments required to teaching strategies to support the development and acquisition of literacy and numeracy concepts and skills by students who are blind or have low vision.	Support colleagues to implement effective teaching strategies to support the development and acquisition of literacy and numeracy concepts and skills by students who are blind or have low vision.	Lead, monitor and evaluate the implementation of effective teaching strategies to support the development and acquisition of literacy and numeracy concepts and skills by students who are blind or have low vision.

Focus Area 2.5 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
2.5.3	Demonstrate knowledge of Unified English Braille (UEB), learning media and braille instructional strategies.	Apply knowledge of Unified English Braille to prepare accessible literacy and numeracy materials and to provide effective braille instruction.	Support colleagues to understand the implications of students using Unified English Braille to develop literacy and numeracy knowledge and skills.	Lead and implement management initiatives to assist colleagues to learn and retain knowledge of UEB and instructional strategies in the area of braille literacy and numeracy.

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.
2.6.1	Demonstrate knowledge, understanding and competence in the range of assistive and mainstream technologies that support access to the curriculum and learning environment of students who are blind or have low vision.	Develop and implement individualised teaching programs in the use and care of assistive technology that supports participation and access to the curriculum of students who are blind or have low vision.	Determine appropriate assistive technology in collaboration with key stakeholders, based on assessment data, to support participation and access to the curriculum of students who are blind or have low vision.	Make recommendations and support schools in following system processes for the funding and provision of appropriate technology for students who are blind or have low vision.

Focus Area 2.6 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
2.6.2	Implement teaching strategies that encourage students who are blind or have low vision to use and care for assistive and mainstream technologies, including strategies for selecting appropriate technology for specific tasks.	Use effective teaching strategies to integrate teaching and evaluating assistive and mainstream technologies into learning and teaching programs for students who are blind or have low vision, including strategies for selecting appropriate technology for specific tasks.	Model high-level teaching knowledge and skills with colleagues to improve their teaching practice in assistive and mainstream technology programs to ensure the care of equipment and technology for students who are blind or have low vision.	Lead and support colleagues within the school to select and use appropriate assistive and mainstream technologies to expand learning opportunities and content knowledge for students who are blind or have low vision.
2.6.3	Understand and promote current guidelines and strategies for developing accessible documents for students who are blind or have low vision.	Apply current guidelines and strategies when developing accessible documents for students who are blind or have low vision.	Model the development of accessible documents for students who are blind or have low vision following current guidelines and strategies.	Lead and support colleagues within the school to ensure that accessible documents for students who are blind or have low vision are produced using current guidelines and strategies.
2.6.4	Collaborate with eye health professionals in the recommendation of appropriate low vision aids and provide student training in their use and care.	Continue communication with eye health professionals, share eye health information and monitor the student's use and care of recommended low vision aids.	Model high-level teaching skills for colleagues to ensure appropriate student use and care of the low vision aids within 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.
3.1.1	Set challenging learning goals that are specific to the needs of students who are blind or have low vision that promote a culture of high expectations.	Set explicit, challenging and achievable learning goals that are specific to the needs of students who are blind or have low vision.	Develop a culture of high expectations for students who are blind or have low vision by modelling and setting challenging and achievable learning goals	Lead colleagues to encourage students who are blind or have low vision to pursue challenging goals in all aspects of their education.
3.1.2	Consult and liaise with the student, school, parents/carers and other relevant professionals in the development of comprehensive Individual Education/ Learning Plans (IEPs/ILPs) that address the learning strengths and needs of students who are blind or have low vision.	Consult and liaise with the student, parents/carers, and school and other relevant professionals in the setting of explicit, challenging and achievable Individual Education/ Learning Plans (IEPs/ILPs) that address the learning strengths and needs of students who are blind or have low vision.	Consult and liaise with the student, parents/carers, and school and other relevant professionals in developing a culture of high expectations for all students by modelling and setting challenging IEP/ILP goals.	Implement proactive and exemplary practices and expectations when consulting and liaising with school staff, students who are blind or have low vision, and their parents/carers when setting IEP/ILP goals.

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.
3.2.1	Demonstrate an understanding of the developmental level of individual students who are blind or have low vision, and liaise with class or subject teachers to plan and implement appropriate adjustments to the content and teaching strategies.	Liaise with class or subject teachers to plan and implement developmentally appropriate adjustments to teaching and learning programs in order to engage students who are blind or have low vision and to promote learning.	Work with colleagues to promote understanding of the developmental level of individual students who are blind or have low vision, and to plan and evaluate adjustments to teaching and learning programs across the range of learning environments.	Exhibit exemplary practice and lead colleagues to plan, implement and review developmentally appropriate adjustments to teaching and learning programs to develop knowledge, understanding and skills of students who are blind or have low vision.
3.2.2	Plan and implement instructional sequences that build on the individual skills, interests and prior achievements of students who are blind or have low vision.	Plan and implement well-structured instructional sequences that engage students who are blind or have low vision and promote their individual skills and interests.	Work with colleagues to plan, evaluate and modify instructional sequences to create productive learning environments learning and teaching programs that build on the individual skills, interests and prior achievements of students who are blind or have low vision.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of modifications to that aim to build on the individual skills, interests and prior achievements of students who are blind or have low vision.

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 develop knowledge, skills, problem solving and critical and creative thinking.	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.
3.3.1 Include a range of teaching strategies that address the specific learning strengths and needs of students who are blind or have low vision.	Select and use a range of teaching strategies that address the specific learning needs of students who are blind or have low vision across all learning areas.	Support colleagues to select and apply a range of teaching strategies that address the specific learning needs of students who are blind or have low vision across all learning areas.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to address the specific learning needs of students who are blind or have low vision across all learning areas.
3.3.2 Demonstrate an understanding of the need for flexible and innovative strategies to include students who are blind or have low vision within the classroom program.	Develop and implement flexible and innovative strategies to include students who are blind or have low vision within the class program.	Support colleagues to develop and implement flexible and innovative strategies to include students who are blind or have low vision within the class program.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to include students who are blind or have low vision within the class program.

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.
3.4.1	Demonstrate knowledge of individualised resources, including assistive and mainstream ICT, and equipment that enable students who are blind or have low vision to engage in their learning and to access the visual content of the curriculum.	Select and/or create and use a range of individualised resources and equipment, including assistive and mainstream ICT, that enable students who are blind or have low vision to engage in their learning and to access the visual content of the curriculum.	Assist colleagues to create, select and use individualised resources and equipment, including assistive and mainstream ICT, that enable students who are blind or have low vision to engage in their learning and to access the visual content of the curriculum.	Model exemplary skills and lead colleagues in selecting, creating and evaluating individualised resources and equipment, including assistive and mainstream ICT, for students who are blind or have low vision, for application 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 who are blind or have low vision in their learning.	Assist colleagues to create, select and use accessible resources, including tactile graphics and audio-described materials, to engage students who are blind or have low vision 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 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.
3.5.1	Demonstrate to the class/ subject teacher and classmates, a range of compensatory verbal and non-verbal communication strategies to support engagement of students who are blind or have low vision (e.g. verbal description, sound cues, audio description, explicit instructions).	Use effective verbal and nonverbal communication strategies to support the understanding, participation, engagement and achievement of students who are blind or have low vision.	Assist colleagues to select a wide range of verbal and nonverbal communication strategies to support the understanding, engagement and achievement of students who are blind or have low vision.	3.5.1 Demonstrate and lead by example, inclusive and compensatory verbal and non-verbal communication strategies to support engagement of students who are blind or have low vision (e.g. verbal description, sound cues, and predictable environment).
3.5.2	Demonstrate an understanding of alternative and augmentative communication (AAC) systems and assistive technology resources for students with vision impairment and additional disabilities.	Use a range of alternative and augmentative communication (AAC) systems and assistive technology resources for students with vision impairment and additional disabilities.	Collaborate with eye health and allied professionals and therapists to develop alternative and augmentative communication (AAC) systems and assistive technology resources for students with vision impairment and additional disabilities.	Lead and support colleagues in the development, use and interpretation of alternative and augmentative communication (AAC) systems and assistive technology resources for students with vision impairment and additional disabilities.

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.
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve learning of students who are blind or have low vision.	Evaluate personal teaching and learning programs using evidence, including student feedback and assessment data for students who are blind or have low vision, to inform planning.	Regularly collaborate with class and subject teachers and other specialist teachers (vision impairment) to evaluate and adjust teaching programs to ensure equitable access, participation and learning for students who are blind or have low vision.	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, specialist reports, teaching practices and feedback from colleagues, parents/carers, and students who are blind or have low vision.

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.
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 and related service providers.	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 the learning implications of their child’s vision impairment and related service providers.	Work with colleagues to provide 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 the learning implications of their child’s vision impairment and related service providers.	Initiate contextually relevant information and processes to promote the establishment of programs that involve parents/ carers of children who are blind or have low vision in the education of their children and broader school priorities and activities.
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 children and youth who are blind or have low vision to be involved in the consultation review process and in transition planning.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers of children and youth who are blind or have low vision to be involved in the consultation review process and in transition planning.	Initiate contextually relevant processes to establish programs that involve parents/carers of children and youth who are blind or have low vision to be involved in the consultation review process and in 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.
4.1.1	Identify inclusive strategies to support participation and engagement in meaningful learning experiences for students who are blind or have low vision.	Establish and implement inclusive and positive interactions that support participation and engagement in meaningful learning experiences for students who are blind or have low vision.	Model effective practice and support colleagues to implement inclusive strategies that support participation and engagement in meaningful learning experiences for students who are blind or have low vision.	Demonstrate and lead by example the development of productive and inclusive learning environments by reviewing inclusive strategies and exploring new approaches to engage and support students who are blind or have low vision.

Focus Area 4.1 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
4.1.2	Identify strategies to support and promote students' self-esteem, social competency, self-advocacy skills and understanding of their vision condition.	Establish and implement inclusive and positive interactions to support students' self-esteem, social competency, self-advocacy skills and understanding of their vision condition.	Model effective practice and support colleagues to implement inclusive strategies that support students' self-esteem, social competency, self-advocacy skills and understanding of their vision condition.	Demonstrate and lead by example the development of productive and inclusive learning environments that explore new approaches to support students' self-esteem, social competency, self-advocacy skills and understanding of their vision condition.
4.1.3	Identify strategies within the school context that promote academic and social inclusion of students who are blind or have low vision.	Establish and implement positive interactions that promote academic and social inclusion of students who are blind or have low vision.	Model effective practice and support colleagues to implement positive interactions that promote academic and social inclusion of students who are blind or have low vision.	Demonstrate and lead by example the development of productive and inclusive learning environments and explore new approaches to promote academic and social inclusion of students who are blind or have low vision.
4.1.4	Identify strategies to promote student independence and responsibility for learning, including disability-specific skills for students who have low vision or are blind.	Establish and implement inclusive and positive interactions to promote student independence and responsibility for learning including the disability-specific skills for students who have low vision or are blind.	Model effective practice and support colleagues to implement inclusive strategies that promote student independence and responsibility for learning including the disability-specific skills for students who have low vision or are blind.	Demonstrate and lead by example the development of productive and inclusive learning environments that promote student independence and responsibility for learning including the disability-specific skills for students who have low vision or are blind.

Focus Area 4.1 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
4.1.5	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.	Demonstrate and lead by example the development of productive and inclusive learning environments that promote a ‘whole school’ culture of inclusion involving school leaders and the school community through capacity-building 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.
4.2.1	Demonstrate an understanding of classroom practices that facilitate optimal visual, tactual and auditory learning environments for students who are blind or have low vision.	Support class and subject teachers to implement classroom practices that facilitate optimal visual, tactual and auditory learning environments for students who are blind or have low vision.	Model and share with colleagues a repertoire of classroom practices that facilitate optimal visual, tactual and auditory learning environments for students who are blind or have low vision.	Initiate strategies and lead colleagues to implement effective classroom practices that facilitate optimal visual, tactual and auditory learning environments for students who are blind or have low vision.

Focus Area 4.2 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
4.2.2	Demonstrate the capacity to support the class and subject teachers to promote inclusive practices for students who are blind or have low vision.	Support the class and subject teachers to promote inclusive practices for students who are blind or have low vision.	Model and share with colleagues a flexible repertoire of inclusive practices and class management strategies for students who are blind or have low vision.	Initiate strategies and lead colleagues within a school to implement effective inclusive practices and class management strategies for students who are blind or have low vision.

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.
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 on social behaviour.	Develop and share with colleagues a flexible repertoire of behaviour management strategies that take into account the psychological impact of vision loss on social behaviour and that use expert knowledge and workplace experience.	Lead and implement behaviour management initiatives that take into account the psychological impact of vision loss on social behaviour, and assist colleagues to broaden their range of strategies.

Focus Area 4.3 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
4.3.2	Demonstrate knowledge of practical approaches to managing challenging behaviour that afford students who are blind or have low vision the same rights, roles and responsibilities as their sighted peers.	Implement practical approaches to managing challenging behaviour that afford students who are blind or have low vision the same rights, roles and responsibilities as their sighted peers.	Develop and share with colleagues a repertoire of practical approaches to managing behaviour that afford students who are blind or have low vision with the same rights, roles and responsibilities as their sighted peers.	Lead and implement practical approaches to managing challenging behaviour that afford students who are blind or have low vision 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.
4.4.1	Demonstrate strategies to ensure the safety and well-being of students who are blind or have low vision, that are based on an understanding of functional vision, including the teaching of safe behaviours during practical and physical activities.	Ensure the wellbeing and safety within school of students who are blind or have low vision 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 who are blind or have low vision.

Focus Area 4.4 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
4.4.2	Demonstrate knowledge of allied professional services, such as orientation and mobility (O&M) and therapy services that support the well-being and safety of students who are blind or have low vision.	Ensure the wellbeing and safety within school of students who are blind or have low vision 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 who are blind or have low vision.	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.
4.4.3	Demonstrate understanding of legislative requirements, risk assessment procedures and strategies and accommodations to reduce the potential risk of injury or harm to students who are blind or have low vision during practical activities in such curriculum areas as science, physical education or manual arts.	Ensure the wellbeing and safety within school of students who are blind by implementing legislative requirements, including during practical activities in such curriculum areas as science, physical education or manual arts.	Initiate and take responsibility for implementing legislative requirements, risk assessment procedures and strategies and accommodations to reduce the potential risk of injury or harm to students who are blind or have low vision during practical curriculum activities.	Evaluate the effectiveness of student wellbeing policies and safe practices during practical activities in such curriculum areas as science, physical education or manual arts.

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.	
4.5.1	Demonstrate an understanding of the relevant issues and available strategies to support students who are blind or have low vision in their responsible and ethical use of assistive and mainstream ICT (e.g. use of headphone 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 responsible and ethical use of ICT and assistive technology in classroom settings by students who are blind or have low vision.	Model and support colleagues to develop and maintain strategies to promote responsible and ethical use of ICT and assistive technology in classroom settings by students who are blind or have low vision.	Provide professional expertise and support to schools in the review or implementation of new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching by students who are blind or have low vision.

Focus Area 4.5 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
4.5.2	Demonstrate an understanding of safe practices by students who are blind or have low vision when using ICT, assistive technology, and optical and non-optical devices (e.g. appropriate posture when viewing).	Incorporate strategies that promote safe practices by students who are blind or have low vision when using ICT, assistive technology, and optical and non-optical devices (e.g. appropriate posture when viewing).	Model and support colleagues to develop safe practices by students who are blind or have low vision when using ICT, assistive technology, and optical and non-optical devices (e.g. appropriate posture when viewing).	Provide professional expertise and support in the development of safe practices by students who are blind or have low vision when using ICT, assistive technology, and optical and non-optical devices (e.g. appropriate posture when viewing).
4.5.3	Demonstrate an understanding of the need to explicitly teach students who are blind or have low vision, the principles of online communication, confidentiality and cyber safety.	Collaboratively teach the principles of online communication, confidentiality and cyber safety to students who are blind or have low vision.	Model and support colleagues in the principles of online communication, confidentiality and cyber safety for students who are blind or have low vision.	Provide professional expertise and support to schools regarding the principles of online communication, confidentiality and cyber safety for students who are blind or have low vision.

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.
5.1.1	Demonstrate an understanding of the range of assessment strategies and instruments that are currently available for students who are blind or have low vision.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies that are currently available for students who are blind or have low vision.	Develop and apply a comprehensive range of vision-specific assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment for students who are blind or have low vision.	Evaluate school assessment policies and strategies to support colleagues with: using vision-specific assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of inclusive assessment strategies for students who are blind or have low vision

Focus Area 5.1 (cont.)

	Graduate	Proficient	Highly accomplished	Lead
5.1.2	Demonstrate an understanding of the importance of collaboration with the school learning support team when applying for special examination provisions, including provision of visual fatigue rest breaks and the student's preferred literacy medium and format (e.g. braille or print in student's preferred font size).	Collaborate with the school learning support team in the development, selection and use of special examination provisions, including provision of visual fatigue rest breaks and preferred literacy medium and format, for students who are blind or have low vision.	Collaborate with the school learning support team in the development and application of special examination provisions that take into account the clinical and functional vision of individual students who are blind or have low vision.	Lead and support colleagues in the evaluation of school assessment policies and special examination provisions for students who are blind or have low vision.

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.
5.2.1	Demonstrate timely and appropriate consultation strategies to provide students who are blind or have low vision with feedback on their learning.	Provide timely, effective and appropriate feedback to students who are blind or have low vision 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 disability-specific 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 for students who are blind or have low vision.
5.2.2	Participate in collaborative conferences with students, parents/carers, school staff and allied professionals to provide feedback on student learning and to develop ongoing interventions and adjustments.	Model timely, effective and appropriate feedback to students who are blind or have low vision using collaborative conferences with students, parents/ carers, school staff and allied professionals.	Provide collaborative support to school staff in their selection of strategies to provide targeted feedback to students who are blind or have low vision.	Lead collaborative conferences to model timely, effective and appropriate feedback to students who are blind or have low vision, and to negotiate individualised teaching and learning interventions and adjustments with students.

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.
5.3.1	Demonstrate understanding of the importance of regular professional dialogue between all members of the educational team supporting individual students who are blind or have low vision, to support consistent and comparable judgements of learning and to inform future planning.	Understand and participate in regular professional dialogue between members of the educational team supporting individual students who are blind or have low vision, to support consistent and comparable judgements of learning and to inform future planning.	Initiate and organise regular professional dialogue meetings between members of the educational team supporting individual students who are blind or have low vision, to ensure consistent and comparable judgements of student learning, and to inform future planning.	Lead professional dialogue meetings of the educational team supporting individual students who are blind or have low vision, to ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.

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.
5.4.1	Demonstrate the ability to interpret reports and assessments from eye health, medical and allied health professionals and educators, and use this information in the evaluation of student learning and modifications to teaching practice.	Evaluate student academic performance, identify interventions and modify teaching practice based on reports and assessments from eye health, medical and allied health professionals and educators.	Work with colleagues to identify interventions and modify teaching practice using data from internal and external student assessments, including reports and assessments from eye health, medical and allied health professionals and educators.	Coordinate student performance and program evaluation using internal and external student assessment data, including visual profile and medical information, to improve inclusive teaching practices for students who are blind or have low vision.

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.
5.5.1	Demonstrate understanding of the need to provide informative reports and feedback to students who are blind or have low vision, their parents/carers, teachers and other agencies, that include the impact of blindness, deafblindness, or low vision on curriculum adjustments and student achievement.	Provide input into teacher reporting to students who are blind or have low vision and parents/carers, to ensure reports reflect a clear, accurate and respectful understanding of the impact of blindness or low vision.	Work with colleagues to construct accurate, informative and timely reports for students who are blind or have low vision that reflect a clear, accurate and respectful understanding of the variable impact of blindness or low vision on individual students and their parents/carers.	Evaluate and revise reporting and accountability mechanisms in the school to meet the diversity of needs of students who are blind or have low vision, and their parents/carers, due to the variable impact of blindness or low vision.

DOMAIN - Professional Engagement

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.
6.1.1	Demonstrate an understanding of the role of the SPEVI Professional Standards for Specialist Teachers (Vision Impairment) in identifying professional learning needs.	Use the SPEVI Professional Standards and Standards Elaborations for Specialist Teachers (Vision Impairment) and advice from colleagues to identify and plan professional learning needs.	Analyse the SPEVI Professional Standards and Standards Elaborations for 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 SPEVI Professional Standards and Standards Elaborations for 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.

Focus Area 6.1 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
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 and identify areas for further professional development opportunities.	Support colleagues to implement current best practice in the development of teaching and learning programs, through the provision of professional learning opportunities.	Use comprehensive knowledge of current research to plan and lead the development of professional learning programs.

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.
6.2.1	Undertake professional learning with the aim of responding to current research into evidence-based practice in the areas of vision impairment and inclusive education.	Participate in learning in the areas of vision impairment and inclusive education to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Plan for professional learning in the areas of vision impairment and inclusive education by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service specialist teachers (vision impairment) where applicable.	Initiate collaborative relationships to expand professional learning and research opportunities in the areas of vision impairment and inclusive education, and provide quality opportunities and placements for pre-service specialist teachers (vision impairment).

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.
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices for students who are blind or have low vision.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice in relation to students who are blind or have low vision.	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 who are blind or have low vision.	Implement professional dialogue within the school and/or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students who are blind or have low vision.
6.3.2	Build capacity of preschools, schools and school communities to meet the vision-related needs of students to ensure their meaningful access to, and participation in, all aspects of school life.	Contribute to collegial discussions and apply constructive feedback to build capacity of preschools, schools and school communities to meet the vision-related needs of students to ensure their meaningful access to, and participation in, all aspects of school life.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge of the vision-related needs of students to ensure their meaningful access to, and participation in, all aspects of school life.	Implement professional dialogue within the school and/or professional learning network(s) that is informed by feedback, analysis of current research into the vision-related needs of students to ensure their meaningful access to, and participation in, all aspects of school life.

Focus Area 6.3 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
6.3.3	Work collaboratively with other professionals to increase awareness of the abilities and needs of students who are blind or have low vision.	Contribute to collegial discussions and apply constructive feedback to increase awareness of the abilities and needs of students who are blind or have low vision.	Initiate and engage in professional discussions with colleagues in a range of forums to increase awareness of the abilities and needs of students who are blind or have low vision.	Implement professional dialogue within the school and/or professional learning network(s) that is informed by feedback and analysis of current research regarding the abilities and needs of students who are blind or have low vision.

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.
6.4.1	Demonstrate an ability to adapt teaching practice in response to current research and professional learning in the field of vision impairment.	Undertake professional learning programs that address research based methods of adapting teaching practice in the field of vision impairment.	Engage with colleagues to evaluate the effectiveness of professional learning programs that address research based methods of adapting teaching practice in the field of vision impairment.	Advocate, participate in, and lead strategies to support high quality professional learning programs that address research based methods of adapting teaching practice in the field of 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.
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession, as they apply to working with students with disability, including students who are blind or have low vision.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools, as they apply to working with students with disability, including students who are blind or have low vision.	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in relation to students with disability, including students who are blind or have low vision, in all school and community contexts.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students with disability, including students who are blind or have low vision.

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.
7.2.1	Demonstrate knowledge and understanding of relevant international, federal and state/territory legislation and the way it applies to children and youth who are blind or have low vision, from birth to school leaving age.	Understand the implications of and comply with relevant international, federal and state/territory legislation and its application to education of children and youth who are blind or have low vision, from birth to school leaving age.	Support colleagues to review and interpret international, federal and state/territory legislation and its application to education of children and youth who are blind or have low vision, from birth to school leaving age.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with legislation and its application to children and youth who are blind or have low vision, from birth to school leaving age.
7.2.2	Demonstrate understanding of relevant administrative and organisational policies and processes and the way they apply to children and youth who are blind or have low vision, from birth to school leaving age.	Understand the implications of the relevant administrative and organisational policies and processes, and their application to children and youth who are blind or have low vision, from birth to school leaving age.	Support colleagues to review and interpret administrative and organisational policies and processes, and their application to education of children and youth who are blind or have low vision, from birth to school leaving age.	Initiate, develop and implement relevant policies and processes, and their application to education of children and youth who are blind or have low vision, from birth to school leaving age.

Focus Area 7.2 (cont.)				
	Graduate	Proficient	Highly accomplished	Lead
7.2.3	Demonstrate an ability to inform and influence administrative and organisational change, as it applies to children and youth who are blind or have low vision, from birth to school leaving age.	Understand the implications of administrative and organisational change to ensure the equitable inclusion of children and youth who are blind or have low vision, from birth to school leaving age.	Collaborate and support colleagues in the development of administrative and organisational change that ensures the equitable inclusion of children and youth who are blind or have low vision, from birth to school leaving age.	Lead the implementation of administrative and organisational change to ensure the equitable inclusion of children and youth who are blind or have low vision, from birth to school leaving age.

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.
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers during the early stages of diagnosis, treatment and ongoing management of their child’s vision impairment, to understand the educational and social implications for their child's development.	Establish and maintain respectful, sensitive, confidential and collaborative relationships with parents/carers during the early stages of diagnosis, treatment and ongoing management of their child’s vision impairment, to understand the educational and social implications for their child's development.	Demonstrate responsiveness in all communications with parents/carers during the early stages of diagnosis, treatment and ongoing management of their child’s vision impairment, to understand the educational and social implications for their child's development.	Identify, initiate and build on opportunities that engage parents/carers during the early stages of diagnosis, treatment and ongoing management of their child’s vision impairment, to understand the educational and social implications for their child's development.

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.
7.4.1	Understand the role of eye health and allied professionals and specialist teachers (vision impairment) in building teachers' professional knowledge and practice, and in building a supportive community around the child who is blind or has low vision.	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 the child who is blind or has low vision.	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 the child who is blind or has low vision.	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 the child who is blind or has low vision.
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 the South Pacific Educators of Vision Impairment (SPEVI) and the Australian Association of Special Education (AASE), to broaden knowledge and improve practice.	Contribute to professional networks and associations, such as the South Pacific Educators of Vision Impairment (SPEVI) and the Australian Association of Special Education (AASE), to improve teaching and learning.	Become a lead member of professional networks and associations, such as the South Pacific Educators of Vision Impairment (SPEVI) and the Australian Association of Special Education (AASE).

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 Standards 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).

Core Curriculum and Expanded Core Curriculum

The term “core curriculum” is used in the Standards 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 Standards 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

Inclusion

The term “inclusion” as used in the Standards, 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>.

References

- Allman, C.B., Lewis, S., & Spungin, S.J. (Eds.). (2014). *ECC essentials: Teaching the expanded core curriculum to students with visual impairments*. New York, AFB Press.
- Australian Government Attorney-General's Department. (2005). *Disability Standards for Education*. Retrieved from <http://www.ag.gov.au/RightsAndProtections/HumanRights/DisabilityStandards/Pages/Disabilitystandardsforeducation.aspx>.
- Australian Government ComLaw (2004). *Disability Discrimination Act 1992*. Retrieved from <http://www.comlaw.gov.au/Series/C2004A04426>.
- Australian Institute for Teaching and School Leadership. (2014). *Australian professional standards for teachers*. Retrieved from <http://www.aitsl.edu.au/australian-professional-standards-for-teachers>.
- Corn, A.L., & Erin, J.N. (Eds.). (2010). *Foundations of low vision: Clinical and functional perspectives* (2nd ed.). New York, NY: AFB Press, American Foundation for the Blind.
- Foreman, P., & Arthur-Kelly, M. (Eds.). (2014). *Inclusion in action* (4th ed.). South Melbourne, Vic: Cengage Learning.
- Inclusive Design Research Centre, OCAD University. (2013). *What are alternative formats?* Retrieved from <http://www.snow.idrc.ocad.ca/node/127>.
- Keeffe, J. (2015). Using the World Health Organisation estimate methods and Australian population data, estimate of Australian children and youth aged 0-17 years with low vision and blindness. (Unpublished information).
- Round Table on Information Access for People with Print Disabilities. (2011). *Guidelines for producing clear print*. Available from <https://printdisability.wordpress.com/guidelines/guidelines-for-producing-clear-print/>.
- South Pacific Educators in Vision Impairment. (2004). Principles and standards for the education of children and youth with vision impairment, including those with multiple disabilities. Retrieved from www.spevi.net/spevi/files/principlesandstandards04.doc.
- Statewide Vision Resource Centre. (2015). *Core and expanded core curriculum*. Retrieved from <http://www.svrc.vic.edu.au/CUecc.shtml>.
- World Health Organisation. (2015.). International Classification of Diseases, ICD- 10 Version: Visual disturbances and blindness (H53-H54). Retrieved from <http://apps.who.int/classifications/icd10/browse/2015/en#/H53-H54>.