

Adventist Identity Teaching Standards

Supplement to the AITSL National Professional Standards for Teachers

Know Students and How they Learn

Focus Area	Graduate	Proficient	Highly Accomplished	Lead
1.7 Understand how students learn about God	1.7.1 Demonstrate knowledge and understanding of how students learn and develop their understanding about God and the implications for teaching.	1.7.2 Design and implement teaching programs to promote and support students' learning about God.	1.7.3 Collaborate with and support colleagues in developing teaching programs which enhance students' learning about God, informed by research and using a flexible range of strategies.	1.7.4 Advocate for and lead in developing and reviewing strategies that build the school's knowledge and capacity for supporting students in learning about God.

Know The Content and How to Teach It

Focus Area	Graduate	Proficient	Highly Accomplished	Lead
2.7 Knowledge of the content of the Bible and its teachings	2.7.1 Demonstrate an understanding of the Bible as a metanarrative, including key Bible stories, passages and teachings.	2.7.2 Use effective teaching strategies to integrate Bible stories and themes into specific content in appropriate and meaningful ways.	2.7.3 Exhibit innovative practice in modelling, sharing with and assisting colleagues to improve strategies for linking Biblical concepts and narratives in their professional practice.	2.7.4 Conduct and lead in regular reviews and initiatives which establish mature policies and processes to improve both teacher and student knowledge and application of the Bible.
2.8 Reflect an Adventist Worldview	2.8.1 Demonstrate knowledge and understanding of how an Adventist Christian Worldview is integrated into learning and teaching.	2.8.2 Understand and differentiate the various worldviews to integrate a genuine Adventist Christian Worldview into classroom and school activities.	2.8.3 Model high-level integration of a genuine Adventist Christian worldview into practice and work with colleagues to develop and evaluate strategies and resources to improve integration.	2.8.4 Lead and develop Adventist Christian worldview 'champions' within the school to ensure teachers and students continue to develop an understanding of an Adventist Christian Worldview.

Plan for and Implement Effective Teaching and Learning

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3.8 Integrate Faith and Learning	3.8.1 Demonstrate an understanding of how integrating Faith and Learning assists students in making their faith relevant.	3.8.2 Plan and implement effective strategies for the integration of Faith and Learning to engage students in their learning about God.	3.8.3 Develop a culture of high expectations surrounding student faith development in the context of a healthy, appropriate non-separation of the sacred and secular.	3.8.4 Model and promote faith and learning integration and lead colleagues in developing, implementing and reviewing professional practice in the integration of faith and learning in the school curriculum.

Create and Maintain Supportive and Safe Learning Environments

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4.6 Promote (and/or Support) Students Belonging to a Community of Faith and Learning	4.6.1 Understand, support and accept the journey of faith and development of each student in an inclusive environment.	4.6.2 Incorporate inclusive strategies that foster acceptance and understanding of the students' journey of faith and development.	4.6.3 Collaborate with and provide advice to colleagues about the ongoing development and support of a community of faith and learning which is welcoming, safe and based on Biblical principles.	4.6.4 Evaluate, review and further develop the school's practice in the context of "The Adventist School – A Community of Faith and Learning" model.

Assess, Provide Feedback and Report on Student Learning

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Engage in Professional Learning

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6.5 Christian professional learning and ethics	6.5.1 Demonstrate an understanding of the rationale of Adventist Education and a commitment to ongoing learning in the context of an Adventist school.	6.5.2 Participate in and contribute to ethical and professional discussion and practice within the context of a Christian professional learning community.	6.5.3 Articulate, implement and promote quality professional learning and communication in the context of a Christian professional learning community.	6.5.4 Advocates and lead professional learning in the Christian context through the strategies supported in the Quality Adventist Schools improvement framework.

Engage Professionally with Colleagues, Parents/care givers and the Community

Focus Area	Graduate	Proficient	Highly Accomplished	Lead
7.5 Mission and ethos of an Adventist school	7.5.1 Understand and apply the mission and ethos of an Adventist school by developing a service focus, and participating in service and worship activities at the school and community level.	7.5.2 Demonstrate service-focused relationships with students, colleagues and parents/care givers, and contribute to service and worship activities at the school and community level.	7.5.3 Build and promote service-focused relationships at every level, and initiate and engage in innovative service-focused activities in the school and community in accordance with the mission and ethos of an Adventist school.	7.5.4 Mentor staff and students in building service-focused relationships, and lead in planning and implementing relevant and meaningful service activities in the school and community in accordance with the mission and ethos of an Adventist school.