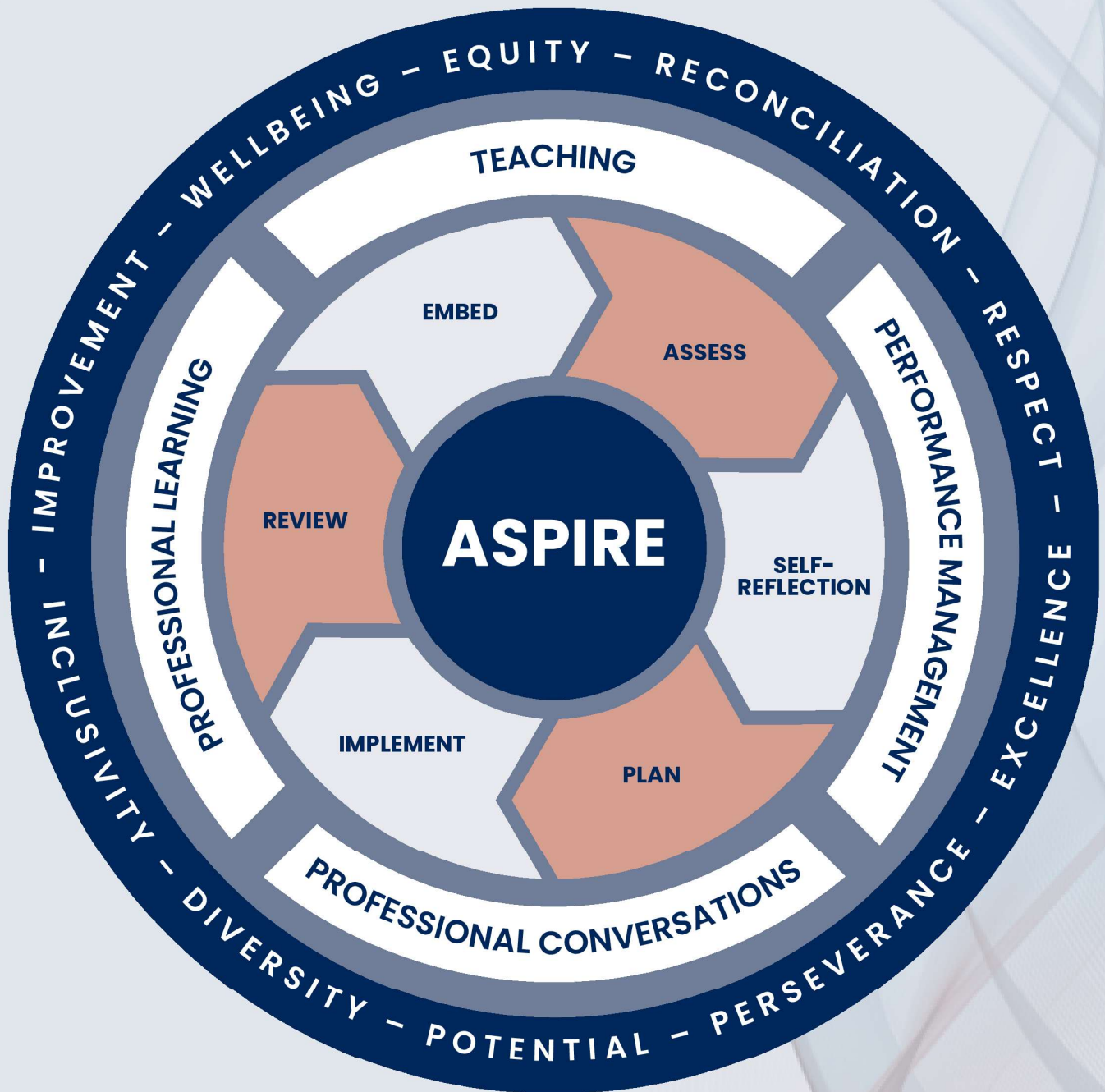




ASPIRE Pedagogical Framework



Australian Institute for Teaching and School Leadership (AITSL)

Teachers believe in the learning potential of every student, nurturing a culture of continuous improvement. They embrace diversity and inclusivity, ensuring all students feel recognised and supported. Student wellbeing and engagement are central to their practice, underpinned by a sense of shared responsibility. Teachers are committed to equity, reconciliation, and fostering lifelong learners who contribute positively to society.

ASSESS

Teachers design assessments that are fair, reliable, and aligned to judging standards. They use explicit criteria to make expectations transparent and provide timely, constructive feedback that guides student growth. Assessment is used not just to measure outcomes, but to shape learning pathways and highlight progress. Teachers design assessments for learning, including diagnostic, formative and summative assessments as well as self-assessments. They ensure assessments are educative, fair and reliable. Teachers also make assessments responsive to students' developmental, cultural and linguistic backgrounds.

SELF REFLECTION

Teachers adopt reflective tools and practices to critically examine their teaching. They participate in Professional Learning Communities to share insights, challenges, and innovations. Reflection drives professional growth, ensuring that teaching strategies cater to the needs of all learners. Teachers should know themselves: reflect on their own cultural background, values, beliefs, and how these influence teaching. Self-reflective practices are tied to assessment, using outcomes to inform reflection.

PLAN

Teachers design supportive and inclusive environments that cater for the full range of learners. Planning is collaborative, drawing on shared approaches. Lessons are sequenced with clear structure and differentiation informed by evidence and performance data. Teachers align their programs to school priorities and draw on major learning theories to guide decisions by analysing student data, individually and collectively, to inform planning. Teachers are clear on what students should know and do by the end of learning sequences.

IMPLEMENT

Teachers make learning intentions and success criteria explicit, using high-impact strategies (Visible Learning, High Impact Teaching Strategies) to support understanding. Instruction is structured and sequenced with feedback provided throughout the learning process including scaffolding, activating prior knowledge and using worked examples. Students are guided to set meaningful goals for their progress. Teachers implement practices that are evidence-based and responsive to student needs. Teachers engage students, set high expectations, integrate student strengths and interests, build relational connections, and promote student agency and voice. Teachers allow time for students to consolidate skills and content, use multiple methods of practice, provide explicit feedback and utilise meta-cognitive strategies. Within their learnings, students apply knowledge to new and original contexts, use problem solving, inquiry learning, develop higher order thinking, utilise technology appropriately, build work capabilities and enable learning transfer.

REVIEW

Teachers engage in regular peer observation and professional dialogue to refine their practice. They ensure consistent judgements through moderation processes and the application of judging standards. Student achievement data is analysed and synthesised to inform decisions and track impact. Teachers reflect on assessment data, seek evidence about what works best and make professional judgments. Teachers review processes to strengthen professional collaboration and shared accountability.

EMBED

Teachers foster a positive culture of high expectations where every student feels valued and challenged. They use strategies to create respectful and supportive environments. Strong teacher-student connections are prioritised, ensuring that learners are engaged and motivated. Teachers promote higher-order thinking, inquiry, problem-solving, and critical thinking through pedagogical design. Teachers develop shared language across the school about what effective teaching looks like (beliefs, know-how and actions). They also engage with system-wide supports, professional learning, instructional coaching and collaboration across schools. They engage with whole-school priorities and strategies (e.g. Quality Teaching Strategy) to embed these practices in their teaching.