

FOUR WAYS ALIGNMENT WITH THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

PROFESSIONAL KNOWLEDGE	PROFESSIONAL PRACTICE	PROFESSIONAL ENGAGEMENT
1 Know students and how they learn 1.1 Physical, social and intellectual development and characteristics of students 1.2 Understand how students learn 1.5 Differentiate teaching to meet specific learning needs	3 Plan for and implement effective teaching and learning 3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 3.7 Engage parents/carers in the educative process	4 Create and maintain supportive and safe learning environments 4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety
		6 Engage in professional learning 6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student learning
		7 Engage professionally with colleagues, parents / carers and the community 7.3 Engage with parents / carers

PURPOSE

This document maps the Four Ways professional learning program and its classroom resources against the Australian Professional Standards for Teachers (AITSL). It is intended to help teachers, school leaders and accreditation bodies see how participation in Four Ways Professional Learning and its implementation contributes to evidence against the relevant Standards.

Four Ways is a behaviour-support and self-regulation program, so its strongest alignment is with the following standards: 1, 3, 4, 6, & 7

Graduate and Proficient Teachers

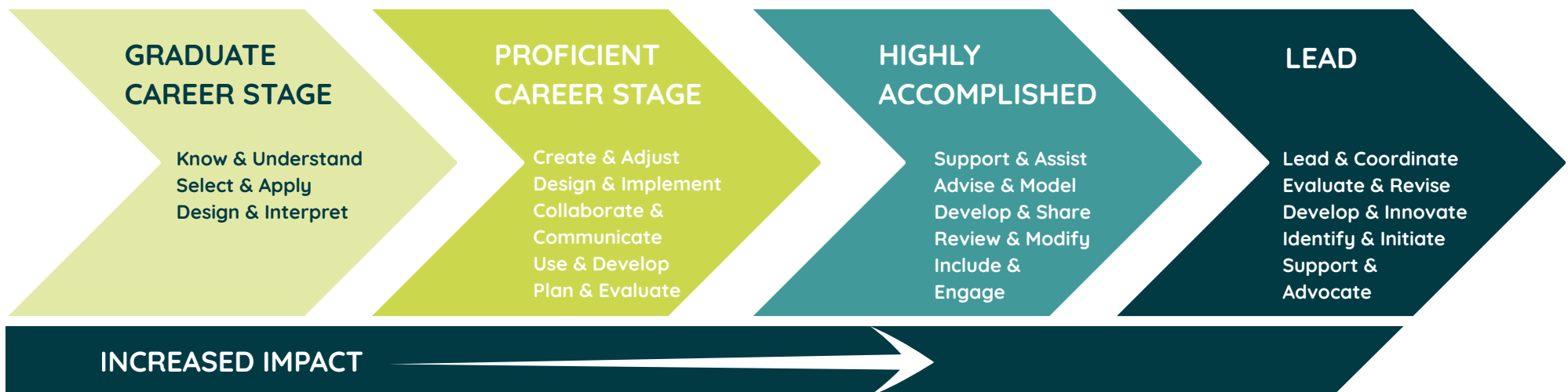
The Four Ways PL will comprehensively address the needs of teachers at a graduate and proficient level as highlighted in the tables below.

Highly Accomplished Teachers

The Four Ways PL will also enable them to refine their repertoire of behaviour support skills and apply their learnings to strategically model the Four Ways approach thereby establishing a culture of positive and inclusive learning strategies that promote self-regulation, self-awareness, problem solving, and critical thinking in their classrooms and amongst their peers.

Lead Teachers

The Four Ways PL will also enhance their capacity to influence the practice of others, by modelling and coaching to embed a Four Ways culture at a team and/or whole school level, and the broader school community.



Standard 1: Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students	• Training content and resources establish the link between emotions and behaviour. • Teachers learn that students' neural pathways in their brains are developing and that behaviour support methods encompassed in Four Ways will influence and build a student's ability to self-regulate and display more self-control. This also relates to the level of maturity and executive functioning in students.
1.2 Understand how students learn	• The program is grounded in research and evidence-based practice on building emotional intelligence via connection, improving emotional literacy, and co-regulation. • Teachers learn how students require repeated practice to develop and organise the neural pathways for self-regulation and executive functioning.
1.5 Differentiate teaching to meet specific learning needs	• The training and included resources support a variety of teaching methods and include differentiation guidance to meet specific behavioural learning needs.

Standard 3: Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals	• Resources provided are used in lessons with students to clearly identify and make explicit the positive behaviour expectations. With a focus on developing social and emotional skills. • Outcomes are framed as skills built over time with prompting and support, providing a process towards achievable goals.
3.2 Plan, structure and sequence learning programs	• Training and follow up support emphasise the importance of following a scheduled maintenance approach for successful implementation and continued benefits.
3.3 Use teaching strategies	• Resources support a wide repertoire of teaching strategies eg: modelling, role play, puppet shows, video stimulus, discussion and reflection tasks to stimulate and maintain student engagement. • Strategies develop problem solving and critical thinking with a focus on how behaviour helps or hinders learning.
3.4 Select and use resources	• The program supplies a full resource suite: lesson PowerPoints (linked video clips), lesson plans, role-play scripts, worksheets, classroom posters, parent communications and behaviour support plans.

Standard 3: Plan for and implement effective teaching and learning

3.5 Use effective classroom communication	• Communication is a central theme: teachers learn the importance of self-control which enables clear, calm and concise communication when guiding behaviour. The relationship between assertive communication and improving behaviour is paramount. • How using non-verbal cues or prompts to guide behaviour provides students with a sense of choice and control.
3.6 Evaluate and improve teaching programs	• Independently scheduled tasks prompt teachers to reinforce key messages over time and ensure all students understand the system. • Lesson plans include follow-up and embedding sections that prompt reflection on what is working in the teacher's own context. • Staff surveys are conducted pre-training which collects baseline data, enabling evaluation with post-training survey data. Results will determine which areas are meeting set goals and which areas require further development.
3.7 Engage parents/carers in the educative process	• Parents and caregivers will receive communications that inform them about how the school will implement a consistent yet flexible approach to behaviour support. • This can include parent information sessions, parent letters, courses and short videos to build shared understanding between home and school which promotes clarity of school processes when it comes to supporting student behaviour.

Standard 4: Create and maintain supportive and safe learning environments

4.1 Support student participation	• The Four Ways approach centres on positive, inclusive interactions — prompting and reinforcing desired behaviour so all students can participate. • Emotion coaching takes a co-regulation approach to support students who cannot participate effectively due to being dysregulated (eg: anxious) • Training focuses on importance of providing a safe nurturing environment for learning. Effective behaviour support will do this, which increases student participation.
4.2 Manage classroom activities	• The behaviour support methods applied by teachers are time efficient which allows for more time teaching and engaging with students. The flow of the lesson is maintained, keeping the class more focused.

Standard 4: Create and maintain supportive and safe learning environments

4.3 Manage challenging behaviour

- As a school wide approach all students and staff are educated and familiar with behaviour expectations including challenging behaviours. Behaviours that are Not Ok are clearly defined and taught to students, so expectations are explicit and consistent.
- Teachers select their responses to student behaviour from the Four Ways depending on context, what they know about the student/s and the outcomes they wish to achieve.
- The Four Ways program equips teachers with a clear, flexible, research-informed repertoire of methods for low, mid and high-level problem behaviour. There is also provision for connecting with and de-escalating dysregulated students via Emotion Coaching. Emotion Coaching can also be a way of preventing emotional and behavioural escalations when used in a pre-emptive way.
- Positive behaviour is supported by a combination of prompting, gestures, relationships, resources and reinforcement.

4.4 Maintain student safety

- Students learn to trust and identify teachers (adults) are the main people who will set limits and provide an environment that is physically and psychologically safe. This knowledge is supported by the consistency and the predictability of a whole school approach to Four Ways.
- Physical safety is maintained with the setting of clear limits and boundaries on problem behaviours via the signalling and prompting methods. This prevents the accumulation of ongoing problem behaviours escalating to unsafe levels. On the occasion behaviour becomes physically unsafe, a process will be initiated, activating a pre-planned response to restore safety.
- Identifying when students are psychologically unsafe or distressed is not always obvious. Emotion Coaching (co-regulation) involves teachers attuning and connecting with students at a time where dysregulation is likely, this helps students to regulate and return to a safe emotional space. This is also applicable when there is obvious emotional dysregulation.
- Over time, Emotion Coaching will also explicitly teach students to identify, track and manage their emotions. These skills will increase a sense of safety via their ability to self-regulate.

Standard 6: Engage in professional learning

6.1 Identify and plan professional learning needs

- Assessing and planning for PL needs is available via the collection of data through Staff Surveys, onsite observation and briefings with Behaviour Tonics consultants
- Four Ways PL can then be tailored to place focus on the specific outcomes and benefits sought for students, staff and parents in the short and long term.
- After the initial PL various options are available to support and maintain a strong knowledge base and best practice for individuals, identified groups and whole school. Four Ways training is available for new staff who have not completed the initial PL.

Standard 6: Engage in professional learning

6.2 Engage in professional learning and improve practice

- After completing initial training, a guided practice model provides the structure and necessary support to monitor and improve practice and measure the progress.
- Ongoing support comes in the form of onsite coaching, staff Q&A/refreshers sessions, phone and email support, maintenance schedules, capacity building with leadership, and training for new staff.

6.3 Engage with colleagues and improve practice

- The initial training and the maintenance guide allow opportunities for collegial dialogue and collaborative activities where staff reflect on practice using a common language.

6.4 Apply professional learning and improve student learning

- The knowledge, resources and practical skills which make up Four Ways combine to improve behaviour thus providing an environment conducive to learning and positive relationships.
- Student learning areas earmarked for improvement include emotional intelligence, executive functioning, social emotional skills, resilience and thus improving engagement with the curriculum.
- Application of the PL
 - Lessens teacher stress
 - Provides more time for teaching and engaging with students
 - Helps students focus on tasks
 - Increases positive interactions with peers and teachers

Standard 7: Engage professionally with colleagues, parents/carers and the community

7.3 Engage with parents/carers

- PL and accompanying resources provide content for the schools to inform parents and carers about how the Four Ways approach supports behaviour and student learning.
- The provision of Parent Information Sessions and other communications increases the knowledge and understanding of the behaviour support methods and processes in place. Thus, improving transparency and trust, open communication, collaborative relationships and shared understanding between home and school.