

Recognition of

PROFESSIONAL LEARNING GUIDE



PROFESSIONAL LEARNING THAT COUNTS

Safe House Schools™ is committed to supporting educators and leaders in creating inclusive, psychologically safe, and thriving school environments - while also meeting professional learning requirements.

INTRODUCTION

Teachers and leaders are at the heart of safe, inclusive schools. To sustain this work, professional learning needs to be both practical and recognised.

The Safe House Schools™ Professional Learning Program is a structured, year-long development pathway that equips educators with the tools, strategies, and support to embed daily inclusive practice and foster psychologically safe school cultures.

This document explains how the program:

- Meets professional learning requirements across Australian states and territories
- Aligns directly with the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals
- Provides clear outputs and evidence schools can attach to professional learning logs, appraisal processes, and school improvement records

Through live workshops, on-demand modules, leadership coaching, and an active community of practice, educators are supported to not only complete their PL hours but to embed lasting change in classrooms and across whole-school systems.

By the end of the program, schools will have tangible evidence of impact, recognised PL hours, and a stronger foundation for inclusive, safe learning environments.

1. Program Summary

The Safe House Schools™ Professional Learning Program is a year-long, structured development pathway designed to help schools build inclusive practice, support teacher wellbeing, and create a culture of psychological safety.

The program combines live online workshops and self-paced learning modules with practical tools, leadership coaching, and a connected community of practice. This blended approach ensures schools can:

- Log verifiable PL hours across the year
- Collect evidence against the Australian Professional Standards for Teachers (APST)
- Embed inclusive practice into daily teaching and leadership routines

Delivery format: A mix of live orientation, interactive workshops, and self-paced modules, supported by an ongoing professional community.

Volume of learning: 20 hours of PL across 12 months (educator stream).

On-demand modules: 6 hours of short modules, with quizzes, case studies, and a 100-page interactive workbook.

Leadership Roadmap: Up to 10 hours of leadership coaching to guide school-wide implementation.

Recognition: Completion data and certificates of completion provided for audit purposes. School-level endorsement available.

2. Leadership: Evaluation & Implementation Support

The program is designed to ease the workload of school leaders while ensuring impact is measurable and sustainable.

Evaluation

- Baseline and end-of-year surveys measure progress against program outcomes.
- Schools can also include their own indicators (e.g., attendance, behaviour data, engagement, or staff confidence) to capture local impact.
- Certificates and completion data are available for auditing and school improvement reporting.

Goal Setting & Progress Monitoring

- Leadership support is structured around clear, achievable goals.
- Schools receive a flexible implementation timeline, milestone reviews, and scheduled leadership check-ins to maintain momentum.
- The Leadership Roadmap provides tools to track actions and outcomes, aligning with existing improvement frameworks.

2.3 Implementation Working Group (IWG)

To reduce workload for principals and leadership teams, schools are encouraged to establish an IWG. This cross-functional group drives day-to-day rollout with support from:

- The Leadership Roadmap
- Team Buy-In Blueprint
- Psychological Safety Toolkit
- Leadership coaching sessions

Suggested membership: A leadership nominee (chair), year-level or subject representatives, learning support staff, an allied health professional, and where appropriate, a parent liaison.

Meeting rhythm: Start with 2–3 weekly meetings, then shift to monthly once routines are established. Sessions run 30–60 minutes with a standing agenda covering:

- Wins and bright spots
- Barriers and adjustments
- Student support reviews
- Staff capability needs
- Communication and risks

Leadership coaching focuses on running psychologically safe meetings, supporting clear decision-making, and using data from baseline and follow-up surveys to guide next steps.

3. Alignment to the Australian Professional Standards for Teachers

The program is designed to support AITSL's Australian Professional Standards for Teachers and the Australian Professional Standard for Principals. The table below offers an indicative mapping. Schools can attach this to individual PL logs.

The Safe House Schools™ program is designed to directly support the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals. This means educators can confidently record their participation as recognised professional learning.

Below is an overview of how the program maps to each APST standard, with examples of evidence teachers can use in their PL logs.

1. Know students and how they learn

Focus areas: 1.1, 1.2, 1.5, 1.6

- Builds a neuro-affirming understanding of autism and co-occurring needs.
- Helps teachers recognise signs of stress and distress.
- Provides tools for developing individualised adjustments and strengths-based practice.

Evidence: Workbook reflections, case study responses, adjusted lesson or unit plans, support planning artefacts using the My Safe House® template.

2. Know the content and how to teach it

Focus areas: 2.1–2.6

- Introduces Universal Design for Learning (UDL) and strategies to reduce cognitive and sensory load.
- Embeds explicit, neuro-inclusive, trauma-informed approaches to increase access and participation.

Evidence: Lesson plans annotated with UDL principles, strategy checklists, reflection notes on content adjustments.

3. Plan for and implement effective teaching and learning

Focus areas: 3.1–3.7

- Sequenced modules move from theory into classroom application.
- Provides proactive engagement strategies.
- Offers structured tools to trial, reflect, and refine practice.

Evidence: Module completion records, workbook tasks, classroom implementation artefacts, notes from monthly Connect & Learn sessions.

4. Create and maintain supportive and safe learning environments

Focus areas: 4.1–4.5

- Supports school-wide work on psychological safety and relational regulation.
- Promotes non-punitive, trauma-informed approaches that reduce escalation and foster belonging.

Evidence: Environment audits, behaviour and learning support protocols, proactive classroom routines, co-regulation practices.

5. Assess, provide feedback and report on student learning

Focus areas: 5.1–5.5

- Builds processes for ongoing feedback and reflection.
- Supports documentation of adjustments and reviews (aligned with NCCD processes).
- Leadership Roadmap helps collect data, monitor progress, and track outcomes.

Evidence: Adjustment records, review notes, progress monitoring samples, leadership artefacts, baseline and follow-up summaries.

6. Engage in professional learning

Focus areas: 6.1–6.4

- Offers a 12-month blended learning program (live workshops, on-demand modules, implementation support).
- Includes an evaluation cycle with baseline and follow-up measures.
- Provides certificates and participation data.

Evidence: Certificates, PL hour summaries, attendance logs, coaching records, IWG notes.

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

Focus areas: 7.1–7.4

- Promotes shared language and collaborative practice across teachers, allied health, and families.
- Includes a school Parent Program licence to extend learning.
- The Implementation Working Group model supports distributed leadership and sustained collaboration.

Evidence: Collaborative support planning notes, multidisciplinary communication artefacts, working-group records.

4. Counting the Program Towards PL Requirements

Participation in the Safe House Schools™ program can be logged as recognised professional learning across all Australian jurisdictions. Here's how to record it:

1. Record the program as school-organised PL.

Note it as a 12-month blended program, including orientation workshops, on-demand modules, monthly sessions, and leadership coaching.

2. Attach your evidence.

Examples include:

- Certificate of completion (individual or team)
- Module completion summaries
- Notes from live workshops or Connect & Learn sessions
- Artefacts such as a UDL-aligned lesson plan or a student support plan using the My Safe House® template

3. Link to APST focus areas.

Choose the focus areas most relevant to your role (for example: 1.5/1.6, 3.3/3.5, 4.1/4.4, 6.2, 7.3/7.4). Add a short reflection using prompts from the program workbook or case studies.

4. For school leaders.

Log coaching hours and Leadership Roadmap activities against both the Principal Standard and APST Standards 6 and 7. Include artefacts such as baseline and follow-up surveys, Implementation Working Group agendas, and action logs.

Example: Teacher PL Log Entry

- Title: Safe House Schools™ Educator Program (year-long series)
- Provider: Embracing Neurodiversity – Safe House Schools™
- Dates: 12 months (term-based rollout)
- Hours claimed: 20 hours (blended)
- APST focus areas: 1.5, 1.6, 3.3, 3.5, 4.1, 4.3, 4.4, 6.2, 7.3, 7.4
- Learning goals: Improve UDL-aligned planning, strengthen inclusive behaviour response, and increase relational safety.
- Activities: 4-hour orientation, ~6 hours on-demand modules, monthly live sessions, classroom trials, workbook reflections.
- Evidence attached: Certificate, quiz records, workbook, adjusted lesson plan, student support plan, reflection notes.
- Impact reflection (example):
- “Students showed greater participation once universal design principles were added into lesson planning. We saw fewer escalations and stronger collaboration with allied health and families.”

Documentation for Audit Purposes

Safe House Schools™ Prospectus

- A high-level overview of the program, outlining learning objectives, delivery format, leadership supports, and alignment to national frameworks.

Leadership Roadmap tools and evaluation cycle artefacts

- These include baseline and follow-up surveys, goal-setting records, progress monitoring notes, and outputs from leadership coaching or Implementation Working Group sessions. They provide measurable evidence of impact across the year.

Orientation and module outlines

- These documents confirm the structure, hours, and topics covered, and can be attached to PL logs as evidence of structured learning.

Community of practice and endorsement records

- Documentation from monthly Connect & Learn sessions or the professional learning community. This may include attendance logs, discussion notes, or school-level endorsements confirming staff engagement. These records demonstrate collaboration, reflection, and sustained participation in the program.

APPENDIX: APST ALIGNMENT

The following table provides a detailed breakdown of how each component of the Safe House Schools™ Professional Learning Program aligns with the Australian Professional Standards for Teachers (APST).

It can be used to support teacher PL logs, leadership reporting, and audit requirements.



| APST Standard | How Safe House Schools™ aligns | Evidence teachers can show |
|---|---|--|
| 1. Know students and how they learn (1.1, 1.2, 1.5, 1.6) | Neuro-affirming understanding of autism and co-occurring needs; recognising stress/distress; collaborative development of individualised adjustments; strengths-based, inclusive practice. | Workbook reflections; case-study responses; adjusted lesson/unit plans; support planning artefacts using the My Safe House® template. |
| 2. Know the content and how to teach it (2.1–2.6) | Universal Design for Learning (UDL) and instructional adjustments to reduce cognitive/sensory load; explicit, neuro-inclusive, trauma-informed strategies that increase access and participation. | UDL-annotated lesson plans; strategy checklists; reflection notes on content representations and access pathways. |
| 3. Plan for and implement effective teaching and learning (3.1–3.7) | Sequenced modules move from theory to classroom application; proactive engagement strategies; structured implementation tools to trial, reflect, and iterate. | Module completion records; completed workbook; classroom implementation artefacts; notes from monthly Connect & Learn sessions. |
| 4. Create and maintain supportive and safe learning environments (4.1–4.5) | Psychological safety, relational regulation, and non-punitive, trauma-informed approaches; school-wide culture work to reduce escalation and support belonging. | Environment audits; behaviour and learning support protocols; examples of proactive routines and co-regulation practices. |
| 5. Assess, provide feedback and report on student learning (5.1–5.5) | Feedback/reflection loops; documentation of adjustments and reviews aligned to NCCD processes; Leadership Roadmap supports data collection, progress monitoring and outcome tracking. | Adjustment records and review notes; samples of progress monitoring; leadership review artefacts; baseline and follow-up summaries (school-level). |
| 6. Engage in professional learning (6.1–6.4) | 12-month learning process (on-demand + live + implementation support); evaluation cycle (baseline / follow-up); certificates of completion and participation data. | Certificates; PL hours summary; attendance logs for orientation and monthly sessions; coaching/IWG records. |
| 7. Engage professionally with colleagues, parents/carers and the community (7.1–7.4) | Shared language and team-based practice across teachers, allied health, and families; school Parent Program licence; IWG enables distributed leadership and sustained collaboration. | Joint planning notes; communication artefacts with families; multidisciplinary/working-group meeting records. |