Requirements and Guidelines

EPE635 Professional Experience:

Assessment for Graduate Teachers

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| Unit title | EPE635 Professional Experience: Assessment for Graduate Teachers |
| Number of professional experience days required | 30 days professional experience including a 6-week block |
| Academic requirements | Assessment for Graduate Teaching (AfGT):   * Elements 1-3 completed during placement * Element 4 – completed online and separately from the placement |
| Minimum in-school teaching requirements | Completion of Elements, 1, 2 and 3 of the AfGT during 4 weeks of “continuous” teaching |
| In-school assessment | Preservice teachers are assessed by two reports: An Interim and a Final Report.   * An **Interim Report** is required at the mid-way point in the placement providing an assessment of how the placement is progressing. The report provides initial feedback to students as well as identifying areas to be specifically focused upon for the remainder of the placement. * A **Final Report**, based on Graduate Teaching Standards, will outline strengths the student has demonstrated during placement. Feedback is provided in the form of comments and rankings. |

Unit Description

This **30-day** professional experience unit is undertaken in a school setting and requires preservice teachers to integrate their professional knowledge with pedagogical practices. The unit employs the Assessment for Graduate Teachers (AfGT) which meets the Australian Government requirements for a Teacher Performance Assessment (TPA). Preservice teachers are required to contextualise their setting, plan for and demonstrate their impact on the learning and assessment of students through structured evidence. Specific assessable activities are undertaken during the placement including the application of theoretical perspectives, research, informed teaching practices, and personal reflection to demonstrate their readiness as a teacher. Specific assessable activities are undertaken during this placement. All assessment tasks must be satisfactorily completed to pass this unit.

Unit Learning Outcomes

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| 1. Apply the Australian Professional Standards for Teachers (Graduate level), to evaluate evidence and reflect on teaching practice. |
| 1. Analyse data, and measurable student learning outcomes, to inform adjustments to pedagogical practices. |
| 1. Review and critique teaching strategies that are contextually appropriate. |
| 1. Plan and execute teaching and learning sequences to meet the contextual learning needs of students. |
| 1. Plan and evaluate teaching practices to improve professional knowledge and pedagogic skills. |
| 1. Plan and execute teaching and learning sequences to meet the differentiated learning and welfare needs of students. |
| 1. Implement a range of teacher duties enacting legal, social and moral responsibilities. |

Introduction

These requirements and guidelines outline the information for preservice teachers (PST) and mentor teachers to establish, guide and successfully complete this professional experience placement. The information contained in this document should be read in conjunction with details outlined on the InSchool placement website available at: [https://www.cdu.edu.au/indigenous-futures-education-arts/inschool-education-placements](about:blank). The information contained in this document should be read in conjunction with the Information Guide for the Assessment for Graduate Teaching (held by the pre-service teacher).

The Inschool Education Placement website provides in-depth information regarding protocols governing the professional experience supporting these guidelines. To ensure a successful placement specific attention should be given to the guidelines and procedures for supporting preservice teachers regarding ‘Concerns during placement’.

In-School Experience

Prior to being placed, all preservice teachers enrolled in this unit must hold a current security clearance for working with children as required in the state or territory where they are undertaking their placement. The clearances must be:

* Uploaded to InPlace (your placement portal) before your placement can be confirmed; and
* Must be provided to the educational setting where you are completing your placement.

In some professional experience units, preservice teachers are required to upload a print screen of their approved clearances from InPlace to LearnLine.

This placement is **30 days** of professional experience including a 6-week block. The 30-day professional experience placement is informed by the *AfGT* which assesses the majority of the seven Graduate Teacher Standards whilst on placement. Element 4 of the AfGT is completed separately from the placement ensuring that all Graduate Standards are assessed. The AfGT is a significant accreditation requirement for course completion and is assessed by the university.

Pre-service teachers are supervised by registered teachers at all times during school hours. It is expected that pre-service teachers work collaboratively with mentor teachers at first teaching small groups of children, team teaching, and teaching the whole class. Pre-service teachers are not expected to assume full responsibility for students: this remains the responsibility of the mentor teacher who assumes duty of care. Pre-service teachers are expected to shadow their mentor teacher in all activities carried out during the school day including yard and bus duties, parent-teacher meetings, staff meetings and professional development. Participation in extracurricular activities and school camps needs to be negotiated between the pre-service teacher and mentor teacher, and CDU staff if required due to legal and other considerations.

It is recommended that students considering enrolling in a placement view additional information about placement dates, professional experience recommendations, and requirements and guidelines paperwork available via the [InSchool website](http://www.cdu.edu.au/education/inschool): <https://www.cdu.edu.au/arts-society/education/inschool-education-placements>

In-School Requirements

This placement requires preservice teachers to complete the following learning activities.

**Teaching expectations**

The following is a guide to the minimal requirements of a 30-day placement, which can be adjusted based on the context and circumstances which may arise during the placement.

From the beginning of Week 1, pre-service teachers should be comprehensively planning for their teaching (Element 1) and by the beginning of Week 3 teaching continuously and implementing the teaching (Element 2) and assessment (Element 3) components of the AfGT.

In summary, the three Elements of the AFGT need to be sequenced and submitted to CDU as follows:

**Element 1 needs to be Submitted to CDU by the end of Week 2**

In **Element 1**, the focus is on the pre-service teacher’s capacity to understand **the context of the placement and planning for student learning** in relation to the specific goal/s of the sequence of lessons, and the ways in which impact on student learning will be evidenced. Pre-service teachers need to satisfactorily complete Element 1 to demonstrate that the Australian Professional Standards for Teachers are met at Graduate level. The APST Standards being assessed in Element 1 are: 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4 and 6.3.

**Element 2 needs to be Submitted to CDU by the end of Week 4**

In **Element 2**, the focus is on the capacity of the pre-service teacher to understand the **implications of pedagogical practice on student learning** and to demonstrate their impact on student learning. The pre-service teacher collects evidence (via video; mentor, student, and peer (if available) feedback) on two Key Pedagogical Segments (KPSs). The first KPS should be early in the sequence of lessons; the second should be towards the end of the sequence of lessons. The pre-service teacher is required to analyse their teaching, to demonstrate how the complexity and interrelation of learning and teaching were considered and reflected upon in the light of learning goals, and role of professional judgements that have been made in teaching of the two nominated KPSs. Pre-service teachers need to satisfactorily complete Element 2 to demonstrate that the Australian Professional Standards for Teachers are met at Graduate level. The APST Standards being assessed in Element 2 are: 1.1, 1.2, 1.5, 3.1, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 5.4 and 6.3.

**Element 3 needs to be Submitted to CDU by the end of Week 6**

In **Element 3**, the focus is on the pre-service teacher’s capacity to implement a targeted ***summative assessment task*** as part of the cyclic process of collecting and analysing evidence of what students know, understand and can do. Pre-service teachers will determine the extent to which all students in the class have been able to achieve the overarching learning goals for the sequence of lessons. PSTs will need to satisfactorily complete Element 3 to demonstrate that the *Australian Professional Standards for Teachers* are met at Graduate level. The APST Standards being assessed in Element 3 are: 1.2, 1.5, 3.6, 5.1, 5.2, 5.3, and 5.4.

Ideally, pre-service teachers should submit Element 3 on Learnline (CD) prior to the end of placement and issuing of the Final Report.

**Daily Journal**

The preservice teacher must keep a daily journal recording and reflecting on their observations, activities and experiences. Mentor teachers are asked to sight this journal and verify this in the final report.

Role of the Mentor Teacher

The mentor teacher provides access to their classroom/learning environment for the purposes of supervising, coaching, and mentoring preservice teachers to successfully complete a professional experience placement and develop their teaching capabilities. On behalf of the Faculty of Arts and Society at Charles Darwin University, thank you for agreeing to supervise a preservice teacher for this professional experience placement.

The key responsibilities of the mentor teacher are:

* Supervising the planning of a preservice teacher's professional experience program;
* Providing observations and feedback on planning, teaching and assessment practices;
* The evaluation of the practice of the preservice teacher; and
* Helping the preservice teacher reflect upon their own practice.

## A mentor teacher supervises and supports the development of preservice teacher’s teaching skills by facilitating learning through professional conversations about:

* Expectations of all school stakeholders (Parents, students, support staff, etc.);
* Classroom management (programming, positive guidance);
* Availability of curriculum materials and teaching, assessment, reporting and evaluation;
* Process for accessing facilities and equipment, including ICT resources;
* Information about the setting, including the background interests and abilities of the children, learning program and resources;
* Assist the preservice teacher collect appropriate evidence; and
* Where appropriate orientate the preservice teacher to the setting, including introductions to staff, provision of rules and expectations, explanation of roles and responsibilities and information about the location and borrowing of resources.

## In addition, the mentor teacher should:

* Engage the preservice teacher in collaborative teaching;
* Provide adequate time, information and resources to enable the preservice teacher to meet the requirements of the professional experience;
* Talk in a reflective way about teaching practices
* Help initiate the preservice teacher into the culture of the educational context and community;
* Undertake some modelling, scaffolding and coaching;
* Provide written or oral feedback on all teaching experiences and lesson/day plans;
* Facilitate adjustment to the room, the school/service and school/service community;
* Engage in reflective practice and evaluation of teaching experiences;
* Complete an interim report;
* Ensure that appropriate ‘placement concern’ procedures are followed, if applicable; and
* Complete a final report, discussing each report with the preservice teacher and if necessary, the Unit Coordinator.

**Improving your knowledge**

Online training modules are provided by the Australian Institute of Teaching and School Leadership, for those new to the role of a mentor teacher. Please access the training modules at: [https://www.aitsl.edu.au/tools-resources/resource/supervising-preservice-teachers](about:blank)

Mentor Teacher Payment

Payment information, forms and submission information is here: <https://www.cdu.edu.au/arts-society/education/inschool-education-placements/mentor-information>

Mentor Teacher Feedback

The mentor teacher provides regular written and verbal feedback and guidance throughout the entire block of professional experience. Templates for written feedback are available here via the website: <https://www.cdu.edu.au/arts-society/education/inschool-education-placements/templates-observing-planning-reflection>

## Placement Concern Procedures

It is in the best interests of the preservice teacher, the mentor teacher and the students that any concerns regarding the preservice teacher’s conduct or competence be addressed as soon as possible. The mentor should communicate concerns about a preservice teacher’s progress at any stage in the placement, to the principal/director, the preserve ice teacher, the Professional Experience Supervisor and, in the cases of Levels 2 and 3, the CDU Unit Coordinator. The procedures for addressing concerns are outlined in the [Degrees of Concern Procedures](https://www.cdu.edu.au/arts-society/education/inschool-education-placements/concerns-during-placement). The Degrees of Concern Procedures describe three levels of concern. The Associate Dean WIL Education should be notified in cases of Level 3 and any early cessation of placement.

## Mentor Teacher Reports

Two reports are required to be completed by the mentor teacher: an interim report and the final report. The performance descriptors provide a guide for each of performance level under the three domains of the Graduate Teacher Standards.

Interim Report

The Interim Report is completed by the mentor teachers **half way** through the placement. The preservice teacher and mentor teacher discuss the report and set goals for the remainder of the placement. The Interim Report needs to be discussed with the preservice teacher so that any concerns can be addressed before the final report is written. If there are any concerns regarding the preservice teacher’s progress, the mentor teacher needs to contact the Professional Experience Supervisor and/or the Unit Coordinator.

Targeted Support

Preservice teachers need to be at a ‘Satisfactory’ or at the ‘developing’ performance levels in relevant areas to pass this placement. If one or more focus areas is rated ‘unsatisfactory’ at the Interim Report stage, the CDU targeted support plan must be implemented. <https://www.cdu.edu.au/arts-society/education/inschool-education-placements/concerns-during-placement> . Support is available through the Professional Experience Supervisor to assist with the development of the support plan.

Limited Opportunities

If one or more ‘limited opportunities’ is noted at the Interim Report stage, **developmental learning goals** need to be identified on the final page of the Interim Report. These goals need to identify how the student will be supported to meet the requirements in those areas. If there are limited opportunities in the context to display the required knowledge and skills, the preservice teacher is expected to identify how they would address these areas if given the opportunity. The unit coordinator can provide support in implementing this.

Final Report

During the final week of the placement, the mentor teacher completes the Final Report. This report provides an assessment of performance in a number of key teaching standards and needs to be completed on the final day of the placement and provided to the preservice teacher so they can submit to the university. The report indicates whether the preservice teacher has attained satisfactory skills during this professional placement. The Final Report should be discussed with the preservice teacher.

## Submission of reports

Once signed by the mentor teacher and preservice teacher, the preservice teacher is required to email the report to the unit coordinator with the mentor copied (cc’d), using their education setting email address, to confirm authenticity and ensure the mentor has direct email connection to the unit coordinator. The preservice teacher is also required to submit their reports via LearnLine.

## CDU Contacts

## Before placement

## The Work Integrated Learning Team sources all education placements and manages mentor teacher payments. For all placement inquiries please email inschool@cdu.edu.au or phone 08 8946 6602.

## During and after placement

## Support for mentor teachers and preservice teachers is available from a Professional Experience Supervisor during the placement. Upon request, a Professional Experience Supervisor can contact the school and the preservice teacher to organise a time to visit (and/or provide online video conferencing support depending on location).

## The Unit Coordinator assesses the interim and final reports and can offer additional support to preservice teachers and mentor teachers during placement if needed. The preservice teacher can provide the Unit Coordinator’s details and/or the [InSchool@cdu.edu.au](mailto:InSchool@cdu.edu.au) can provide these details.

## Suggested Guidelines and Checklist

The guidelines below are common to all professional experience placements. Please interpret and modify these guidelines based on the requirements of this placement and on contextual factors such as the learning environment, student cohort and the needs and goals of the preservice teacher.

The primary focus of the placement is on the preservice teacher’s development of professional knowledge, skills and ways of thinking. Activities such as observation, reflection, planning, teaching and feedback should all be undertaken and supported with the purpose of preservice teacher growth and learning in mind.

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|  | PRESERVICE TEACHER | MENTOR TEACHER |
| Before the placement | * **Contact** mentor teacher to clarify details and initial expectations of placement. * Give mentor teacher copies of the **requirements and assessment** forms. * Prepare for the **commitment** of a school day:   + 20 minutes before the students start school.   + at least one hour after school finishes, depending upon the school activities. | * Establish schedule and initial expectations of **attendance** for the preservice teacher. * Familiarise yourself with the **requirements and assessment** forms provided by preservice teacher. * Discuss the requirements and assessment forms with the preservice teacher. |
| First part of the placement | **Introductions and expectations** | |
| * Establish with mentor teacher **goals and expectations** for placement. * **Introduce** yourself to your class(es), aim to learn student names within 5 days. * **Develop familiarity** with school staff, routines, procedures by pro-active involvement. | * Discuss **goals and expectations** for placement. Plan how you can best help preservice teacher achieve these, including:   + Lesson planning and feedback protocols.   + Setting time for professional conversations.   + Observing or working with other staff in the school. * **Introduce** preservice e teacher to the principal and other staff. * **Inform** preservice teacher of school routines they are required to participate in (staff meetings, yard duties etc.) and procedures they’ll follow (safety, behaviour etc.). |
| First part of the placement | **Preservice Teacher’s observations and reflections** | |
| * Complete **observation activities** using forms from Placement Resources and synthesise thinking in reflective journal. * Discuss **reflective journal entries** (on observations and own teaching activities) with mentor – how will what you’re observing influence your own planning and teaching practice? | * Identify **observation focus points** (e.g., transitions, literacy support, scaffolding, differentiation, use of language, resources etc.) * Discuss selected **reflective journal entries.** Support PST in drawing conclusions that will improve their skills and practices. |
| **Planning and beginning to teach** | |
| * Establish how you will receive **feedback** from mentor, in both written and verbal forms. Select feedback forms from Placement Resources to use for written feedback if appropriate. * Every learning activity delivered requires a **written plan**. Use one of the planning templates located in Placement Resources or design your own template in conjunction with your mentor teacher. * Establish a schedule for **timely submission of planning** for mentor feedback. * Discuss what and when you will teach your first lessons. Develop a plan for teaching the minimum required lessons blocks of full time teaching as required in the unit. * Gather, evaluate, and discuss with mentor **resources for planning.** * Discuss with mentor **planning constraints** such as established behaviour routines and curriculum requirements that your planning will incorporate. * Work as a **co-professional** in the classroom, team teaching and supporting students individually and in small groups. * If ready, or if required, **teach,** or co-teach some whole class learning activities. * Seek and apply **feedback** from mentor, other staff, and students to improve planning and teaching performance. * Complete **Interim Report** in discussion with mentor and establish clear learning goals and strategies for second part of placement. Email to unit coordinator copying to **mentor** and upload to Learnline. | * Establish when and how timely **feedback** (written and verbal) will be given on lesson plans and teaching. Feedback templates are in Mentor Resources. * Discuss needs of **individual students** in class and classroom management strategies and **routines** that it would be useful for the PST to adopt * Determine when and how **the minimum teaching requirements** of the placement will be met. * Offer **planning support** in the form of co-planning, and by sharing own programming, resourcing and assessment practices as PST begins to plan. * Offer opportunities, if preservice teacher is ready, for increased **responsibility** and autonomy in planning, teaching, and managing class activities. * Offer **feedback** on preservice teacher’s observations, planning and teaching that will lead to their growth and improve their planning for teaching. * Determine in discussion with preservice teacher where evidence of their proficiency fits with the Australian Professional Standards for Teachers (**APST**). * Complete **Interim Report** in discussion with preservice teacher and focusing on what has been learned, what is to be learned, and how, in second part of placement. |
| Second Part of Placement | * Continue with observation, reflection, planning and teaching activities from first part of placement and: * Ensure **minimum teaching requirement** is met. * Engage in as much **additional** planning, teaching and assessing of individuals, small groups and the whole class as is appropriate. * Become more pro-active in feedback discussions with mentor by offering evaluations of own practice and suggestions for next steps in own learning. | * Continue to offer planning and teaching **support** as required for preservice teacher to make progress * Offer **feedback** and discuss preservice teacher’s own reflections on their observations and the evidence they provide of their proficiency and progress against the **APST** * **Extend discussions** beyond instrumental considerations of individual lessons to include, for example:   + Development of learners’ positive attitudes, perceptions and engagement with learning.   + Fostering relationships with learners and communication strategies.   + Ethics, law and duty of care.   + Learning intentions, success criteria, and feedback strategies.   + Australian Curriculum and/or EYLF.   + The language of the profession.   + Emergent teacher identity and teacher resilience. |
| Last day | * Complete **Final Report** in discussion with mentor, offering evidence of proficiency against in the form of articulated knowledge, demonstrated practice and artefacts such as student work. Email to [the](mailto:nicolas.gromi@cdu.edu.au) unit coordinator copying to mentor and upload to Learnline | * Complete **Final Report** in discussion with preservice teacher and focusing on what has been learned over the placement, professional strengths and challenges, and future developmental goals. * Complete mentor payment forms and submit to [inschool@cdu.edu.au](mailto:inschool@cdu.edu.au) |

Final Report Performance Descriptors

The following descriptors are a guide when making judgements about a preservice teacher’s performance during professional practice. These performance descriptors are aligned with the Australian Professional Standards for Teachers (APST) at the Graduate level (see [https://www.aitsl.edu.au/teach/standards#](https://www.aitsl.edu.au/teach/standards)) and are organised under three domains; Professional Knowledge, Professional Practice and Professional Engagement.

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| **Performance Descriptors Defined** | |
| **Professional Knowledge** - Teachers draw on a body of professional knowledge and research to respond to students’ educational needs. They know their students, including their linguistic, cultural and religious backgrounds. They know how the experiences and knowledge that students bring to their classroom affect their continued learning and know how to structure learning experiences to meet the physical, social and intellectual development of the students they teach. They develop students' literacy and numeracy and use information and communication technology to expand and enhance student learning. | |
| **Satisfactory** | The preservice teacher demonstrates proficiency across the twelve standard descriptors for Standards 1 & 2. This is reflected in their content knowledge and capacity to plan and implement coherent, well-sequenced learning experiences. Lesson preparation incorporates differentiated strategies to meet the specific learning needs of students across the full range of abilities. Literacy and numeracy strategies are evident in supporting student achievement and teaching strategies make effective use of ICT. Teaching takes account of ATSI histories and culture is responsive to the learning strengths of students. The structure of teaching programs draws on research regarding how students learn. |
| **Developing** | The preservice teacher demonstrates adequate capabilities across the twelve standard descriptors for Standards 1 & 2. This is demonstrated in their content knowledge and ability to plan and implement effective, learning experiences. Lesson preparation demonstrates strategies required to meet the specific learning needs of students across the full range of abilities. The use of literacy and numeracy strategies are apparent and ICT is part of a range of strategies integrated into learning and teaching programs. A broad knowledge of ATSI histories and culture is demonstrated. Knowledge of the learning strengths of students from diverse backgrounds is evident and research regarding how students learn is applied. |
| **Limited Opportunities** | The preservice teacher has had limited opportunity to demonstrate skills or professional knowledge. |
| **Unsatisfactory** | The preservice teacher has limited knowledge and capability across the twelve standard descriptors for Standards 1 & 2. There are significant gaps in content knowledge and the developmental needs of students when planning or implementing learning experiences is not evident. Knowledge of the learning strengths of students from diverse backgrounds is not evident and research regarding how students learn is not applied. |
| **Professional Practice -** Teachers make learning engaging creating and maintaining safe, inclusive learning environments. They can implement a fair and equitable behaviour management plan. Effective communication techniques are part of their repertoire of effective teaching and can implement well-designed teaching programs and learning experiences. All aspects of their teaching are evaluated to ensure students’ learning needs are met. Student assessment data are used to diagnose barriers to learning and to improve their academic performance. Student learning is report to parents and carers. | |
| **Satisfactory** | The preservice teacher is proficient in the seventeen standard descriptors for Standards 3, 4 & 5. This is evident by the use of well-structured teaching programs, where challenging goals assist students to develop problem-solving skills, critical and creative thinking. Effective use is made of verbal and non-verbal communication strategies and teaching programs are evaluated using evidence. The classroom environment is orderly with workable routines and challenging behaviours are well-managed. The wellbeing and safety of students is monitored by implementing relevant curriculum and legislative requirements. A range of assessments are used to assess student learning through timely feedback to students. Assessment data are used to modify practices, inform future planning and can be used to report to parents and carers. |
| **Developing** | The preservice teacher demonstrates adequate capabilities across the seventeen standard descriptors for Standards 3, 4 & 5. This is demonstrated by their capacity to plan a sequence of lessons and teaching programs provide achievable challenges for students based on the use of different teaching strategies. A range of verbal and non-verbal communication strategies are used to support student engagement and teaching programs are evaluated. The classroom environment is organised with clear direction with practical approaches to managing challenging behaviours. A range of strategies are used to support student wellbeing and safety that reflect relevant curriculum and legislative requirements. Knowledge of assessment strategies are used to assess student learning through timely feedback to students, to modify teaching practices and to inform future planning. The use of assessment to report to parents and carers is understood. |
| **Limited Opportunities** | The preservice teacher has had limited opportunity to demonstrate skills or professional practice. |
| **Unsatisfactory** | The preservice teacher demonstrates limited knowledge and capability across the seventeen standard descriptors for Standards 3, 4 & 5. They are poorly prepared and have difficulty implementing learning experiences effectively and demonstrate problems implementing planned strategies. There are significant weaknesses in content knowledge which they may or may not be aware of and do not self-correct. There is limited or no awareness of suitable assessment strategies to gauge student understanding. The preservice teacher is generally unaware of or indifferent to student behaviours and the need to include strategies to manage student learning. They are reluctant to deal with difficult or unproductive behaviours. |
| **Professional Engagement** - Teachers identify their own professional learning needs to improve student learning. They demonstrate respect and professionalism in their interactions with students, colleagues, parents, carers and the community. To enrich the education of students, teachers engage with the school community, within and beyond the classroom. They understand the links between school, home and community in the social and intellectual development of students. | |
| **Satisfactory** | The preservice teacher is proficient in the eight standard descriptors for Standards 6 & 7. This is evident by their participation in professional learning to update knowledge and practice, as well as their contribution to collegial discussions. They apply constructive feedback to improve professional knowledge and practice. An understanding of and compliance with relevant legislative, administrative, organisational and professional requirements, policies and processes. There is evidence of a respectful collaborative relationship with parents/carers regarding student learning and wellbeing. Participation in professional and community networks and forums to broaden knowledge and improve practice is apparent. |
| **Developing** | The preservice teacher demonstrates adequate capabilities in the eight standard descriptors for Standards 6 & 7. There is evidence of an understanding of the relevance of professional learning and they apply constructive feedback to improve professional practice. There is an understanding of relevant legislative, administrative, organisational and professional requirements, policies and processes. Working with parents/carers regarding student learning and wellbeing is understood. They have an understanding of the role of professional and community representatives to broaden knowledge and improve practice. |
| **Limited Opportunities** | The preservice teacher has had limited opportunity to demonstrate skills or undertake in professional engagement activities. |
| **Unsatisfactory** | The preservice teacher demonstrates limited knowledge and capabilities in the eight standard descriptors for Standards 6 & 7. They show inaccurate or limited awareness of school, sector and/or system policies and procedures related to student well-being and safety. They make little attempt to establish professional relationships and may be defensive and/or unwilling to accept formative feedback or to acknowledge areas for further growth and development. Professional conduct is not displayed when working with students and staff. |

Australian Professional Standards: Graduate Level

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| **Standard 1**: Know students and how they learn | | **Notes** |
| 1.1 | Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. |  |
| 1.2 | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching |  |
| 1.3 | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. |  |
| 1.4 | 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. |  |
| 1.5 | Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. |  |
| 1.6 | Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. |  |
| **Standard 2**: Know the content and how to teach it | | |
| 2.1 | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. |  |
| 2.2 | Organise content into an effective learning and teaching sequence. |  |
| 2.3 | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. |  |
| 2.4 | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. |  |
| 2.5 | Know and understand literacy and numeracy teaching strategies and their application in teaching areas. |  |
| 2.6 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. |  |
| **Standard 3**: Know the content and how to teach it | | |
| 3.1 | Set learning goals that provide achievable challenges for students of varying abilities and characteristics. |  |
| 3.2 | Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. |  |
| 3.3 | Include a range of teaching strategies. |  |
| 3.4 | Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. |  |
| 3.5 | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. |  |
| 3.6 | Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. |  |
| 3.7 | Describe a broad range of strategies for involving parents/carers in the educative process. |  |
| **Standard 4**: Create and maintain supportive and safe learning environments | | |
| 4.1 | Identify strategies to support inclusive student participation and engagement in classroom activities. |  |
| 4.2 | Demonstrate the capacity to organise classroom activities and provide clear directions. |  |
| 4.3 | Demonstrate knowledge of practical approaches to manage challenging behaviour. |  |
| 4.4 | Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements. |  |
| 4.5 | 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. |  |
| **Standard 5**: Assess, provide feedback and report on student learning | | |
| 5.1 | Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. |  |
| 5.2 | Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. |  |
| 5.3 | Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. |  |
| 5.4 | Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. |  |
| 5.5 | 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. |  |
| **Standard 6**: Engage in professional learning | | |
| 6.1 | Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. |  |
| 6.2 | Understand the relevant and appropriate sources of professional learning for teachers. |  |
| 6.3 | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. |  |
| 6.4 | Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. |  |
| **Standard 7**: Engage professionally with colleagues, parents/carers and the community | | |
| 7.1 | Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. |  |
| 7.2 | Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. |  |
| 7.3 | Understand strategies for working effectively, sensitively and confidentially with parents/carers. |  |
| 7.4 | Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice. |  |