BOSTES

BOARD OF STUDIES
TEACHING &
EDUCATIONAL
STANDARDS NSW

Proficient Teacher Support Document- Examples of Practice at Proficient Teacher

Introduction

This support document is designed to assist those involved in accreditation at Proficient Teacher to identify teaching practice that demonstrates the Standards Descriptors at the Proficient Teacher career stage.

Specifically, the examples of practice are intended to:

o   assist understanding of the intentions of each Standard Descriptor at Proficient Teacher
o   support a consideration of the effectiveness of individual teaching practice
o   provide a tangible basis for discussion of effectiveness between colleagues
o   help to ensure fair and transparent judgments about accreditation at Proficient Teacher.

Application of the Support Document

The descriptions of teaching practice for each Standard Descriptor are included to support teachers to make consistent judgements about teaching practice.

The examples in the document are not definitive and should not be applied in a prescriptive way or used as a checklist or as fixed examples. They should assist teachers to feel confident of their interpretation of the Standard Descriptors and to build a more consistent understanding and application of the Proficient Teacher Standard Descriptors.

The examples of practice in the document should be interpreted according to the teacher's specific context within the school.

Structure of the Support Document

Examples have been provided for each Standard Descriptor to support a flexible approach to discussing and implementing the process of accreditation.

Standard Descriptors will rarely if ever be demonstrated in isolation from each other. The indictors of achievement listed in this support document need to be read in the context of the whole document.

While there are examples provided for each Standard Descriptor, the document should not be viewed as a reduction of the accreditation process to an individual checklist or used to reduce analysis of teaching practice to a one off performance.

Examples of Practice and Evidence of Practice

Proficient Teacher accreditation is about the teacher's practice. Teachers can be accredited as Proficient by their Teacher Accreditation Authority (TAA) when their practice reflects all of the Standard Descriptors at Proficient Teacher.

Demonstrating the Standard Descriptors at Proficient Teacher through classroom practice will contribute significantly to the evidence for the Proficient Teacher Accreditation Report.

Teachers and supervisors should also refer to the *Evidence Guide for Proficient Teacher* for further advice in selecting and annotating the evidence to accompany the Proficient Teacher Accreditation Report.

STANDARD 1:

KNOW STUDENTS AND HOW THEY LEARN

Focus:

Physical, social and intellectual development and characteristics of students

1.1.2 Standard Descriptor:

Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Selects teaching strategies appropriately for the level of development and characteristics of students; is able to articulate the physical, social and intellectual characteristics of individual students and groups of students; articulates the teaching strategies that are most effective for individual students in the class.

- Seeks background information about students to identify their physical, social and intellectual characteristics for the purpose of adapting teaching strategies for students' learning needs.

- Plans and implements appropriate teaching strategies; uses both pre and post assessments to determine the most effective strategies; implements strategies which are age, stage or developmentally appropriate; tracks student progress; uses an appropriate level of language for the stage of the students.

- Designs appropriate strategies for each specific cohort; ensures content delivery is appropriate (not too dense or too simplistic); demonstrates understanding and recognition of individual student's stage of development by using appropriate teaching strategies for different stages.

- Creates an inclusive climate to improve the effectiveness of teaching strategies by demonstrating a professional attitude towards all students, with respect to their level of physical, social and intellectual development and characteristics; organises the classroom to accommodate students' needs; understands the variations – physical, social and intellectual – that exist within an age group; adjusts approach to suit the developmental stages of students; works collaboratively with external support, such as counsellors, ESL teachers and support teachers, to meet student learning needs; sets up classrooms which accommodate the physical, social and/or intellectual needs of students to make teaching strategies more effective.

- Seeks advice about appropriate teaching strategies for individual students or groups of students from other colleagues and other professionals, where appropriate; uses assessment data to effectively make judgements about student development and characteristics.

STANDARD 1:

KNOW STUDENTS AND HOW THEY LEARN

Focus:

Understand how students learn

1.2.2 Standard Descriptor:

Structure teaching programs using research and collegial advice about how students learn

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Utilises a wide range of researched pedagogies to develop teaching programs that are appropriately structured; develops teaching programs based on prior learning of the students; ensures teaching programs build on prior learning through discussion with colleagues.

- Develops teaching programs that include relevant learning experiences, displays awareness of and caters to different learning needs of students and relates choice of programmed activities to research-based knowledge of pedagogy; clarifies purpose, aims and objectives of teaching program; adapts and adjusts teaching programs to meet the needs of students.

- Communicates effectively with colleagues when developing teaching programs, seeking advice about the specific learning needs of students; seeks out a range of colleagues and other professionals to ensure that the learning needs of all students are met.

- Researches, selects and applies appropriate pedagogy to meet the identified learning needs of students; explains to colleagues the rationale for programming decisions.

- Adopts a flexible approach and uses a variety teaching strategies; modifies or adapts teaching programs based on formal and informal student feedback.

- Builds a network of colleagues who can provide programming advice; develops collaborative skills for working with a range of colleagues to review the effectiveness of teaching programs.

STANDARD 1:

KNOW STUDENTS AND HOW THEY LEARN

Focus:

Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

1.3.2 Standard Descriptor:

Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Demonstrates flexibility of expectations in the design and implementation of teaching strategies in response to student learning strengths and needs.

- Knows the students; demonstrates knowledge of their linguistic, cultural, religious and socioeconomic backgrounds; talks about the linguistic, cultural, religious and socioeconomic backgrounds of students as a rationale for designing and implementing specific teaching strategies.

- Acknowledges, considers and articulates knowledge of student diversity and demonstrates this in teaching strategies, learning sequences, lesson plans, and/or observed teaching episodes.

- Acknowledges cultural sensitivities; recognises diverse religious and cultural practices; uses appropriate strategies, uses sensitive and inclusive language and resources.

- Demonstrates value of diversity in both formal and informal collegial discussions when designing and implementing teaching strategies.

STANDARD 1:

KNOW STUDENTS AND HOW THEY LEARN

Focus:

Strategies for teaching Aboriginal and Torres Strait Islander students

1.4.2 Standard Descriptor:

Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Understands and is responsive to Aboriginal and Torres Strait Islander student backgrounds; modifies teaching strategies to meet their needs; expects students to succeed; is able to articulate different learning needs; anticipates and explains unfamiliar terms to Aboriginal and Torres Strait Islander students; includes explicit teaching strategies in programming (even if there are no identified Aboriginal or Torres Strait Islander students in the class); designs, develops or uses Individual Learning Plans (ILPs), as appropriate; uses a variety of resources that are appropriate to the needs of Aboriginal and Torres Strait Islander students.

- Uses a range of current, research-based and appropriate teaching strategies to support Aboriginal and Torres Strait Islander student learning; uses feedback from students and student assessment results to assess effectiveness of teaching strategies for Aboriginal and Torres Strait Islander students.

- Routinely seeks advice, assistance and guidance from persons such as supervisors, colleagues, Aboriginal Education Assistants, elders of Aboriginal communities; demonstrates a professional attitude in designing teaching strategies in response to the local community and cultural setting; has knowledge of syllabus perspectives; exhibits adaptability; accepts collegial support.

- Assesses student needs in order to determine content and activities; utilises and builds upon students' prior knowledge and skills; explicitly and effectively encourages Aboriginal and Torres Strait Islander students to discuss topics (in their first language if appropriate); uses support personnel (e.g. Support Teacher, EAL/D teacher, Reading Recovery teacher, Aboriginal Education Assistant, integration aide) where appropriate and when necessary.

- Understands the composition of the class as well as its needs; is aware of the differences between students; develops teaching strategies that cater for Aboriginal and Torres Strait Islander students.

- Understands cultural sensitivities and ensures students are given the opportunity to respond in culturally appropriate ways; avoids overemphasis on a particular perspective.

STANDARD 1:

KNOW STUDENTS AND HOW THEY LEARN

Focus:

Differentiate teaching to meet the specific learning needs of students across the full range of abilities

1.5.2 Standard Descriptor:

Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Plans teaching activities which provide opportunities for students to participate in a variety of experiences that reflect their individual learning needs; develops Individual Learning Plans, where required; develops or modifies teaching activities or resources in consultation with specialist colleagues, such as learning support teacher, gifted and talented coordinator, EAL/D teacher.

- Differentiates curriculum to meet the learning needs of individual and groups of students.

- Modifies teaching practice to meet the learning needs of individual and groups of students, such as through multilevel instruction, content, process or product adaptations, provision of modified tasks or enrichment and/or acceleration, where appropriate.

- Assesses student needs in order to determine appropriate content and activities for each student's specific learning needs; utilises and builds upon students' prior knowledge of content, skills and capabilities; uses assessments provided by specialist colleagues, such as learning support teacher, gifted and talented coordinator, EAL/D teacher and/or external assessments, where relevant.

- Plans to use a range of activities to support student learning; implements a variety of instructional approaches; uses modelling and small group instruction. Modifies activities or resources for individual students or groups of students.

- Understands students' learning needs; groups students according to their learning needs; undertakes appropriate student pre and post assessments for the purpose of modifying teaching activities; uses peer teaching; ensures students utilise their knowledge and skills to articulate their understanding of content or to explain a skill they have learned.

- Uses support personnel effectively; where appropriate seeks out advice or follows recommendations of support personnel.

- Sequences lessons according to students' individual learning needs; organises students into small groups according to their learning needs at the time; explicitly teaches skills and strategies during modelled and guided lessons; plans for students to have regular opportunities to work independently.

STANDARD 1:

KNOW STUDENTS AND HOW THEY LEARN

Focus:

Strategies to support full participation of students with disability

1.6.2 Standard Descriptor:

Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Displays a respectful attitude towards students with disability by designing and implementing teaching activities that are appropriate for their needs; gives students an appropriate amount of time for contributions; acknowledges all students; establishes shared interaction; models speaking respectfully to all students; displays awareness of the specific needs of students with disability, such as through learning activity design, seating plans, room layout, displays; ensures that students with disability have equitable access to resources; knows and applies relevant legislative requirements related to students with disability.

- Establishes clear routines and guidelines in the classroom, with specific reference to the needs of students with disability, where relevant; clarifies guidelines for interactions with students with disability, if required.

- Communicates effectively with colleagues to seek advice about the specific learning needs of a student/students with disability; seeks out a range of colleagues to ensure that the learning needs of students with disability are met; communicates effectively with parents/carers to provide for the needs of a student/students with disability; works with external consultants, where relevant.

- Ensures that teaching activities are inclusive of students with disability. If necessary, modifies an activity for an individual student. Seeks advice and support from colleagues to make sure that modifications are appropriate, effective and meet relevant policy and legislative requirements.

- Develops strategies for identifying and managing the individual needs of students with disability; ensures that other students in the class behave appropriately and deals quickly with any in appropriate behaviour, such as bullying, students off task, students denigrating other students; avoids behaviour which could be construed as discriminatory, for example, excluding students.

- Communicates directly and effectively with the student's parents/carers; involves colleagues who have previously worked with the student with disability to ask them about effective strategies.

STANDARD 2:

KNOW THE CONTENT AND HOW TO TEACH IT

Focus:

Content and teaching strategies of the teaching area

2.1.2 Standard Descriptor:

Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Demonstrates knowledge of the teaching area; is able to devise programs/units of work to effectively deliver content through appropriately selected teaching strategies; presents lessons which are content based; accurately answers content based questions from students; can clearly articulate content; engages students through substantive, meaningful and connected activities to deepen their understanding of content knowledge.

- Promotes sound content delivery; avoids incorrect content, inappropriate content and misinformation; demonstrates a deep understanding of content; avoids exclusive use of a single information source.

- Applies content to current and relevant BOSTES syllabuses and documents; ensures content and teaching strategies comply with syllabus requirements; displays awareness of KLA documents for the teaching area.

- Prepares effective lessons and programs using content knowledge of the teaching area; relates teaching strategies to content and outcome/s; ensures diversity in content delivery; creates opportunities for students to demonstrate evidence of engagement with the content covered.

- Demonstrates increasing knowledge and relevance of teaching area content; focuses teaching on content, where appropriate; checks for and corrects students' misconceptions and misunderstandings.

- Plans for greater depth and relevance of teaching strategies; ensures more relevant high level activities, where appropriate; promotes student engagement through effective delivery of teaching area content.

STANDARD 2:

KNOW THE CONTENT AND HOW TO TEACH IT

Focus:

Content selection and organisation

2.2.2 Standard Descriptor:

Organise content into coherent, well-sequenced learning and teaching programs

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Develops teaching programs which reflect syllabus requirements; has clear reference to syllabus and program outcomes in lessons; delivers lessons which develop student knowledge of curriculum content; writes lesson outcomes that are syllabus referenced; ensures lessons meet practical requirements of syllabus documents such as experiments and field work; writes programs that reflect school requirements.

- Implements appropriate program and lesson structure; designs programs which display logical sequencing of activities; includes opportunities for students to practise skills and adheres to the timelines and sequence of the program.

- Delivers structured programs which are linked to outcomes and references; ensures appropriate length and effective timings through a scope and sequence document; follows the program; plans sequential activities which are determined through assessment, for individuals, groups or whole class.

- Ensures programs reflect syllabus documents; avoids spending too much time on areas that are personal favourites; gives priority to essential parts of the syllabus rather than to peripherals; varies types of assessment in the teaching program.

STANDARD 2:

KNOW THE CONTENT AND HOW TO TEACH IT

Focus:

Curriculum, assessment and reporting

2.3.2 Standard Descriptor:

Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Demonstrates knowledge of BOSTES curriculum requirements; is able to devise units of work that incorporate a range of assessment instruments, including pre and post assessments and formative and summative assessments.

- Applies content to current and relevant syllabuses and the BOSTES documents; ensures learning and teaching programs comply with these syllabuses; displays awareness of all relevant KLA documents.

- Demonstrates knowledge of student learning to inform assessment and reporting requirements, such as annotated student work samples, annotated class lists, notes about individual student achievement levels and areas for improvement; uses this information to evaluate and modify learning and teaching programs.

- Prepares effective lessons from teaching programs; ensures appropriate use of resources; includes clear content and purpose in lesson activities that are described in teaching programs; uses learning and teaching programs to relate assessment tasks or activities to content or outcomes; ensures diversity in delivery.

- Focuses learning and teaching programs on content and mandated outcomes.

- Designs learning and teaching programs with a variety of learning activities and appropriate assessment tasks.

STANDARD 2:

KNOW THE CONTENT AND HOW TO TEACH IT

Focus:

Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

2.4.2 Standard Descriptor:

Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages[1]

Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Uses a range of activities to support student understanding of Aboriginal and Torres Strait Islander histories and cultures, including classroom activities, incursions and/or excursions, individual, group, class, year and/or whole school activities.

- Plans for student participation in activities that promote reconciliation between indigenous and non-Indigenous Australians, such as community activities outside of the school and school-based events to explicitly promote reconciliation.

- Develops teaching programs that embed learning about Aboriginal and Torres Strait Islander histories, cultures and languages.

- Ensures students develop an understanding of Aboriginal and Torres Strait Islander languages through reference to a range of examples, such as texts, literacy activities, films, presentations, performances, case studies, artworks, images.

- Liaises with members of the local community to provide opportunities for students to build engagement between Indigenous and non-Indigenous people.

- Collaborates with colleagues to develop school based approaches to promoting reconciliation, such as assemblies and ceremonies, interdisciplinary teaching and learning approaches, National Reconciliation Week activities.

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[1] FOR FURTHER EXAMPLES, REFER TO
HTTP://WWW.AUSTRALIANCURRICULUM.EDU.AU/GENERALCAPABILITIES/INTERCULTURAL-UNDERSTANDING/INTRODUCTION/INTRODUCTION

STANDARD 2:

KNOW THE CONTENT AND HOW TO TEACH IT

Focus:

Literacy and numeracy strategies

2.5.2 Standard Descriptor:

Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement[2]

Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Plans literacy sessions which provide opportunities for students to talk, listen, read and write; ensures students read both factual and fiction texts.

- Uses range of activities to support literacy; ensures students have sufficient time for talking and listening; implements a variety of types of instruction; uses modelling and small group instruction.

- Uses a range of activities to support student numeracy; ensures students see connections between content and numeracy skills to support learning, such as through the use of graphs and tables, statistics, symbols, analytical processes.

- Ensures literacy and numeracy instruction is explicit and structured; flexibly sequences lessons according to students' learning needs; organises students into small groups according to their literacy or numeracy needs; teaches literacy and numeracy skills and strategies during frequent modelled and guided lessons; plans for students to have regular opportunities for independent reading and writing.

- Assesses student literacy and numeracy needs in order to determine content and activities; utilises and builds upon students' prior knowledge; encourages students to discuss topics (in their first language if appropriate).

- Understands students' literacy and numeracy needs in subject/KLA; groups students according to their literacy or numeracy needs; undertakes appropriate student assessments; ensures students utilise their literacy and numeracy knowledge and skills to articulate their understanding of content or to explain a skill they have learned.

- Explicitly facilitates transfer of literacy and numeracy learning across subjects/KLAs so that students make connections.

- Uses support personnel effectively; where appropriate seeks out advice or follows recommendations of support personnel.

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[2] FOR FURTHER EXAMPLES, REFER TO
HTTP://WWW.AUSTRALIANCURRICULUM.EDU.AU/GENERALCAPABILITIES/LITERACY/INTRODUCTION/INTRODUCTION
AND
HTTP://WWW.AUSTRALIANCURRICULUM.EDU.AU/GENERALCAPABILITIES/NUMERACY/INTRODUCTION/INTRODUCTION

STANDARD 2:

KNOW THE CONTENT AND HOW TO TEACH IT

Focus:

Information and Communication Technology (ICT)

2.6.2 Standard Descriptor:

Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful[3]

Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Uses ICTs effectively to respond to interests of students; ensures ICT resources are relevant and meaningful to students' learning needs and interests; promotes student-centred learning and self-directed work; is competent in syllabus ICT requirements; can use ICTs effectively when teaching; ensures students can confidently use ICTs (for example, knowing how to navigate websites and use the appropriate software); incorporates ICTs appropriately into everyday classroom practice.

- Maintains a discerning learning focus in the use of ICT; integrates ICT into lesson content so that it is a tool and not an end in itself; incorporates appropriate software into teaching and learning programs; is explicit in use of terminology.

- Appropriately emphasises ICT skills; establishes students' prior knowledge of content and skills before implementing ICTs; recognises and utilises student expertise in ICT; explicitly teaches research skills through the modelling of such skills; explicitly teaches ICT skills appropriate for the subject and for the needs of the students.

- Improves own use of ICT; supports high order use of ICT; recognises the relevance of ICT to teaching and learning; understands the scope and breadth of ICT; supports pedagogy that reflects ICT, such as a hands-on approach to the use of ICT; uses ICT for a range of purposes within a range of lessons; uses broad range of ICT as far as the school's capacity and ethos will allow.

- Supports appropriate and relevant use of ICT. For example, limits the use of decontextualised games and unstructured activities; ensures curriculum integration; uses ICT as learning and teaching tool; ensures an adequate balance of style and substance such as avoiding excessive use of individual presentation types;

- Supports the integration of ICT into teaching and learning programs; assesses student development of skills in ICT.

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[3] FOR FURTHER EXAMPLES, REFER TO
HTTP://WWW.AUSTRALIANCURRICULUM.EDU.AU/GENERALCAPABILITIES/INFORMATION-AND-COMMUNICATION-TECHNOLOGY-CAPABILITY/INTRODUCTION/INTRODUCTION

STANDARD 3:

PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

Focus:

Establish challenging learning goals

3.1.2 Standard Descriptor:

Set explicit, challenging and achievable learning goals for all students

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Articulates high yet realistic and measurable goals so students can understand direction of lesson and expectations; explains to students what the goals are and what steps are to be taken in order to achieve them; relates goals to the curriculum.

- Describes and documents what is being taught and why; writes lesson plans which detail goals; relates goal setting and assessment; ensures planning and goals reflect needs of individual students.

- Writes plans that enable students to achieve learning goals; evaluates the lesson based on the level of achievement of goals.

- Identifies and articulates overview of lesson goals. For example, students are aware of the sequence or coherence of learning goals; they are clear about the expectation of the teacher and see the relevance of the teaching/learning activities to the learning goals.

- Carries out pre-testing to facilitate goal setting, where appropriate

- Assesses student achievement against learning goals to determine next steps in individual student learning pathways.

STANDARD 3:

PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

Focus:

Plan, structure and sequence learning programs

3.2.2 Standard Descriptor:

Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Develops appropriate and documented lesson plans where planning and evaluation are evident; has clear plans for teaching, learning and assessing which are prepared in advance; ensures lesson plans are not only content based but incorporate practical activities and skills practice; writes lesson plans that reflect an understanding of lesson sequencing and the teaching/learning/assessing/feedback cycle; displays flexibility within the lesson plan; writes learning and teaching programs that are logical and sequential.

- Implements interesting lessons where students are engaged and on task; ensures students know what they are learning and why; includes a variety of activities within lessons; plans and implements effective transitions between activities; designs lessons which build on prior learning and challenge students; ensures student work samples reflect learning outcomes; promotes learning by ensuring students achieve goals set for lesson.

- Evaluates teaching in terms of student learning and engagement; provides time for articulating the learning which occurred during a lesson and for setting goals for the next lesson; sets homework that is relevant, engaging and constructive; addresses learning needs.

- Develops well structured, coherent lesson plans; ensures documentation could be used by another teacher so that student engagement and learning is sustained.

- Ensures students know what to expect in each lesson; supports student involvement in the lesson; avoids student frustration resulting from inappropriate content and/or poor delivery of lesson and having their progress limited by inadequate lesson preparation.

STANDARD 3:

PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

Focus:

Use teaching strategies

3.3.2 Standard Descriptor:

Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking[4]

Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Responds to interests of students; ensures teaching strategies are relevant and meaningful to students' learning needs and interests; promotes student-centred learning and problem solving.

- Encourages critical and creative thinking through engaging students in higher order thinking and risk taking within the learning.

- Uses teaching strategies that require students to develop arguments, draw reasoned conclusions and solve problems.

- Uses teaching strategies that challenge students to select appropriate thinking strategies for the learning.

- Uses varied teaching strategies in implementing lessons for groups, the whole class and individuals; promotes critical and creative thinking through inquiry learning, problem-based learning, debate, hands-on activities, role playing, practical activities, frequent opportunities for skills practice, relevant projects, site studies and incursions/excursions.

- Implements a range of teaching strategies to develop student knowledge and skills.

- Understands student difference in levels of cognition, knowledge, skills, experience and interest so that all students can demonstrate creative thinking through generating and applying new ideas in specific contexts.

- Utilises teaching strategies that are appropriate for age, individual, group, stage and the ethos of the school/system/sector to effectively encourage critical and creative thinking.

- Plans variety in teaching strategies; develops students' skills in critical and creative thinking.

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[4] FOR MORE INFORMATION ABOUT CRITICAL AND CREATIVE THINKING AND SPECIFIC EXAMPLES, REFER TO HTTP://WWW.AUSTRALIANCURRICULUM.EDU.AU/GENERALCAPABILITIES/PDF/CRITICAL-AND-CREATIVE-THINKING

STANDARD 3:

PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

Focus:

Select and use resources

3.4.2 Standard Descriptor:

Select and/or create and use a range of resources, including ICT, to engage students in their learning

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Responds to interests of students by ensuring resources are relevant and meaningful to students' learning needs and interests; selects and/or creates resources that support student-centred learning and self-directed work.

- Uses a variety of resources for groups, the whole class or individuals; includes selective use of ICT resources to deliver content.

- Plans resource use effectively; identifies learning outcomes for the lesson before selecting ICTs; takes into account available resources when developing teaching programs; seeks help from colleagues in selecting or creating new teaching and learning resources, especially the use of new ICTs.

- Develops a variety of resources as necessary, building a professional resource library; locates relevant resources; encourages students to provide resources; uses students themselves as resources; engages parents/carers as resources; ensures selection of resources supports effective practical learning experiences and engagement.

- Matches resources to students' interests and learning needs; uses resources appropriate for student developmental level; adapts resources to meet the needs and interests of individual students and groups of students; deconstructs resources for students to access; changes resources according to activity; trials resource use; supports students' critical thinking in use of resources; ensures that students use resources, including ICTs, appropriately.

- Manages resources professionally; demonstrates familiarity with existing resources; is willing to share resources with colleagues; critically evaluates resources used; incorporates resources into classroom environment to enhance student engagement; uses curriculum support materials effectively; develops reusable resources.

STANDARD 3:

PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

Focus:

Use effective classroom communication

3.5.2 Standard Descriptor:

Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Uses effective verbal communication skills; models use of grammatically acceptable English; uses precise vocabulary and technical terms; explains and uses appropriate terms for the level or stage; speaks loudly enough for all students to hear; uses voice effectively with respect to pitch, strength, speed and confidence.

- Is aware of the effect non-verbal communication has on student engagement and uses it effectively.

- Sets agenda or lesson structure and goals verbally and visually, such as on task handouts (paper or digital), whiteboard or wall display; provides advanced organisers for lessons such as concept maps.

- Directs classroom through the use of verbal and non-verbal cues; maximises contributions from all students; controls questioning; is actively involved; focuses and sustains interaction on the topic; uses a mixture of verbal and non-verbal communication strategies.

- Acknowledges and values student responses; provides opportunities for all students to respond; gives sufficient waiting time for students to answer questions and reflect on prompts and provocations; teaches students the language of questioning; demonstrates capacity to effectively manage classroom discussion.

STANDARD 3:

PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

Focus:

Evaluate and improve teaching programs

3.6.2 Standard Descriptor:

Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Revises teaching and learning programs based on assessment data; modifies programs on the basis of evaluation of evidence; records feedback from assessments in general terms in the program; uses feedback for future program revision.

- Collaborates on evaluation of own practice; discusses with colleagues and supervisor the effectiveness of teaching and learning programs; attends meetings with colleagues to contribute to planned evaluation; responds to advice from supervisor or colleagues when discussing programming and assessment issues; contributes to improvements in programming and teaching strategies; practises self-assessment through discussion with colleagues and supervisor and personal reflection/analysis.

- Displays diligent evaluation practices; gathers a variety of evidence to inform program evaluation; evaluates whole unit of work as well as individual activities, resources and learning outcomes; includes evaluation in lesson plans to inform program evaluation (such as how students performed, what worked, what did not work and why, what to do differently next time); evaluates promptly after completion of the topic; uses interim assessment strategies during the unit of work when required to inform planning and evaluation.

- Conducts regular evaluation; gathers evidence of evaluation or reflection; utilises self-evaluation and supervisor/colleague feedback to modify programs and units of work.

- Develops ongoing processes for gathering evaluative data, including feedback from students and parents/carers, where relevant; updates resources in light of evaluation and feedback; builds in reflection time; responds to change; listens to students; understands and responds to indicators of learning.

STANDARD 3:

PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

Focus:

Engage parents/carers in the educative process

3.7.2 Standard Descriptor:

Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Utilises parents'/carers' skills, knowledge and expertise in accordance with school protocols to enhance teaching and learning programs.

- Uses established structures and protocols in the school (such as emails, newsletters and school websites) to encourage parent/carer involvement in school and/or classroom activities.

- Follows school procedures to provide opportunities for two-way written and verbal communication; offers opportunities for parent/carer feedback on homework activities, class newsletters and at parent-teacher meetings.

- Plans for opportunities for parents/carers to be involved in planning for student learning activities; participates effectively in opportunities to engage with parents/carers; encourages parents/carers to participate in the teaching and learning activities.

- Acknowledges the contributions and/or help given by parents/carers.

- Provides an open, positive and professional image to parents/cares in interactions.

STANDARD 4:

CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS[5]

Focus:

Support student participation

4.1.2 Standard Descriptor:

Establish and implement inclusive and positive interactions to engage and support all students in classroom activities

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Develops appropriate formal and informal relationships; uses students' names; is respectful of significant events in students' lives; listens positively to students; acknowledges students' contributions; allows students to respond in an appropriate manner; is accessible to students.

- Displays equitable amounts of time/engagement to support individual students; deals with issues/problems promptly and fairly; exhibits a caring attitude and shows interest in all students.

- Acknowledges and values student responses; provides opportunities for students to respond; distributes opportunities for student participation in discussion around the class; manages classroom discussion to support inclusivity and student engagement.

- Establishes clear routines and guidelines for the classroom so that all students can participate effectively; clarifies guidelines for group work, such as clear instructions about role-taking and interaction between group members so that all students are involved.

- Exhibits a positive attitude; displays students' work; celebrates students' work; publicly acknowledges or praises student effort; offers constructive feedback; encourages individual talents and gifts of students; offers students extra help, time or explanation if needed.

- Recognises and acknowledges achievement within existing school policy.

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[5] FOR MORE EXAMPLES ACROSS STANDARD DESCRIPTORS IN STANDARD 4, REFER TO HTTP://WWW.AUSTRALIANCURRICULUM.EDU.AU/GENERALCAPABILITIES/PERSONAL-AND-SOCIAL-CAPABILITY/INTRODUCTION/INTRODUCTION

STANDARD 4:

CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

Focus:

Manage classroom activities

4.2.2 Standard Descriptor:

Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Establishes explicit routines, implements and reinforces them consistently (for example, roles and responsibilities; entry and exit of classrooms); explains tasks clearly so that students know how they should behave and interact during activities; informs students of changes to routines.

- Uses effective time management; sets realistic time frames; sets a workable timetable; delivers well-paced and timed lessons which move through a variety of tasks; allows for varying time on tasks for different levels; ensures timetable is related to curriculum (e.g. ensures appropriate amount of time allocated to each KLA in primary schools).

- Implements clearly articulated and negotiated classroom routines; articulates the content of the lesson to students in advance; plans the opening and closing of the lesson; provides students with an outline of the lesson; ensures student understanding of expectations and consequences.

- Ensures that students are on task and learning.

- Teaching space is conducive to learning.

- Establishes and enforces routines; develops structure; plans and prepares activities; develops appropriate rules; ensures students are aware of what is expected; consistently applies and follows through with consequences; checks for understanding at the end of the lesson; makes good use of time.

- Organises resources for the lesson so that student time is spent on learning; ensures that equipment is available (booked, if necessary), ready and working before lesson starts.

STANDARD 4:

CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

Focus:

Manage challenging behaviour

4.3.2 Standard Descriptor:

Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Models and articulates expected behaviour; models respect, rapport, work ethic, good behaviour, politeness and positive language and tone to engage and support all students in classroom activities.

- Establishes, displays and implements clear expectations, protocols and/or rules and consequences; ensures students can articulate the rules and their understanding of the goals and consequences; encourages student voice in setting expectations.

- Utilises effective disciplinary practices; displays a firm and consistent approach to classroom management; sets clear parameters; remains calm; focuses upon the behaviour rather than the student; explicitly teaches students their rights and responsibilities; listens and moves effectively and purposefully around the classroom; uses referrals when necessary; treats students fairly and encourages them to take responsibility for their own actions; has explicit disciplinary strategies in place.

- Demonstrates proactive classroom management; addresses issues before they escalate or become problems; practises vigilance.

- Understands school discipline and welfare policies; implements positive welfare / classroom discipline practices which reflect school/system/sector policies; follows up and refers to class agreements, rules, guidelines and school policy.

- Displays positive approaches to discipline; avoids overly focussing on or favouring a student; does not give up on a student or ignore discipline issues; resolves issues.

- Avoids demonstrating emotional responses or taking things personally; does not engage in arguments with students, shout, lose temper, use putdowns, use sarcasm, or behave confrontationally.

- Does not ignore inappropriate behaviour; avoids speaking over the top of students; avoids backing students into a corner and stereotyping students; addresses the issue before assigning consequences; avoids sending students from the classroom; recognises signs of out of control classroom and seeks assistance to remedy them.

STANDARD 4:

CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

Focus:

Maintain student safety

4.4.2 Standard Descriptor:

Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Knows, understands and observes documentation on mandatory policies such as Child Protection and Workplace Health and Safety; implements appropriate safety procedures which demonstrate an understanding of mandatory policies; constantly reinforces safe student behaviour.

- Knows and understands the concept and implications of risk assessment; can identify risks and minimise them; recognises risks and reports them promptly; establishes clear classroom safety rules and guidelines and enforces them; realises some students need risk assessment before undertaking certain activities and refers students for assessment in such cases.

- Displays positive teacher practice; is the first person into a classroom and the last person out; chooses teaching practices which ensure eye contact with students.

- Maintains a physically clear classroom; reports issues or incidents to appropriate personnel; keeps documentation such as role marking and reporting issues or incidents.

- Ensures student safety whilst engaged in duties outside the classroom, such as during excursions and supervision during recess, lunch, before school and after school.

- Creates a safe classroom; arrives to class on time; addresses unsafe behaviour, situations and students who are in distress or danger; minimises preventable accidents or incidents; develops appropriate consequences for students failing to comply with safety rules; avoids using inappropriate materials or resources that could be a safety risk, such as dangerous chemicals, electrical apparatus and sharp instruments.

- Is aware of and adheres to mandatory policies and school guidelines e.g. reporting incidents or accidents as per WHS.

STANDARD 4:

CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

Focus:

Use ICT safely, responsibly and ethically

4.5.2 Standard Descriptor:

Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching[6]

Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Knows understands and observes appropriate ICT safety procedures which demonstrate an understanding of school, system and/or sector ICT policies; constantly reinforces safe online behaviour.

- Provides strategies for students to evaluate appropriateness and reliability of digital resources and websites.

- Identifies risks in student use of ICTs and minimise them; recognises and reports inappropriate online behaviour promptly and appropriately; establishes clear ICT safety rules and guidelines for their students and enforces them appropriately and consistently.

- Models and explicitly demonstrates safe, responsible and ethical use of ICT, such as always appropriately acknowledging digital sources in presentations and resources for student use.

- Is aware of and adheres to mandatory policies and school guidelines e.g. reporting incidents such as online bullying, student access to inappropriate sites, students inappropriately accessing another student's digital device.

- Actively promotes stewardship by students in their use of digital devices.

- Uses resources, such as turnitin7, to check student work for plagiarism.

- Applies appropriate consequences for student breaches of ICT-related academic honesty rules; applies school assessment policy equitably in cases of breach of rules; demonstrates awareness of BOSTES requirements for reporting ethical breaches, such as malpractice or plagiarism, during assessments and examinations.

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[6] FOR FURTHER EXAMPLES, REFER TO
HTTP://WWW.AUSTRALIANCURRICULUM.EDU.AU/GENERALCAPABILITIES/ETHICAL-UNDERSTANDING/INTRODUCTION/INTRODUCTION

[7] SEE HTTP://TURNITIN.COM/EN_INT/HOME

STANDARD 5:

ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

Focus:

Assess student learning

5.1.2 Standard Descriptor:

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Develops assessments which are clear and coherent to all students; ensures students understand the purpose of the assessment and what is required of them.

- Ensures variety in assessment; develops well designed and varied assessments that reflect different learning needs; develops differentiated assessment to address a variety of levels; assesses a variety of skills; uses formative and summative assessment.

- Ensures assessment meets relevant BOSTES syllabus requirements.

- Ensures students are provided with learning opportunities through frequent and varied assessments; provides effective feedback to support improvement.

- Organises assessment; develops an assessment plan; uses formal and informal assessment; links assessment to outcomes; ensures assessment is an integral part of the teaching and learning cycle; maintains a program of continuous assessment; selects appropriate assessment strategies to suit the student learning outcome being assessed; develops assessment appropriate to the student level.

- Uses assessments to diagnose individual student learning needs and next steps.

- Plans assessments that reflect teaching of syllabus outcomes; that relate to and test outcomes; that are part of the teaching and learning cycle; that do not function in isolation.

- Utilises a variety of assessment strategies and styles; assesses in a variety of ways; ensures assessment of practical skills is efficient and effective; assesses range of thinking skills.

- Demonstrates professional assessment practices; has an assessment plan, including assessment tasks that do not limit student responses; follows school's/faculty's assessment policy; avoids overemphasis of assessment, such as teaching for exams or using assessment as discipline.

- Effectively prepares students for external tests and examinations such as NAPLAN and the HSC, and ensures all administrative requirements are met, where relevant.

STANDARD 5:

ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

Focus:

Provide feedback to students on their learning

5.2.2 Standard Descriptor:

Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Ensures prompt assessment of student work; returns work or provides feedback to students within a timeframe which is appropriate to the type and purpose of the assessment.

- Ensures that each student knows the specific next steps to improve their learning outcomes.

- Uses feedback effectively to inform the planning/teaching/learning/assessing/ and feedback cycle.

- Gives constructive and justifiable feedback; gives specific comments on positive achievement and areas for improvement; ensures students understand why and how to achieve goals; gives feedback which is learning focused and linked to outcomes; ensures students know how to improve their work and move forward; assesses student work in line with marking criteria; provides thoughtful and meaningful written comments about work; gives feedback which acknowledges what students have achieved.

- Understands importance of feedback; implements school or system policy regarding recognition of achievement; has plan for feedback, including use of various forms of feedback (e.g. marks, grades, comments, verbal feedback, peer feedback, self-reflection); provides time to support students to address identified areas for improvement; provides constructive and positive comments; communicates expectations to students; documents feedback.

- Avoids giving students limited, decontextualised feedback (e.g. only feedback students receive is "7/10" or tick or cross or sticker).

- Ensures feedback is specific to the individual learner's needs and is not generic or comprised of only limited comments without reference to outcomes or criteria; indicates level of achievement and ensures students understand how to improve their work and the next steps for moving forward.

- Ensures appropriate follow up on home tasks; develops support structures for students who are having difficulties in meeting learning outcomes.

STANDARD 5:

ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

Focus:

Make consistent and comparable judgements

5.3.2 Standard Descriptor:

Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Designs assessments with marking criteria for use by all teachers assessing a task; includes samples responses to assessments, or 'answers could include', where appropriate, to support teacher judgement and student learning.

- Makes accurate judgements about student work samples that are comparable with colleagues and reflective of pre-determined marking criteria and benchmarks.

- Works collaboratively to develop a shared understanding of benchmarks so that marking criteria are fairly applied to all student work samples; effectively defends their position in relation to the assessment of individual student responses, where appropriate; listens to colleagues; works collaboratively to develop a shared understanding of the standard of student work; engages in discussions with colleagues to ensure that the standard is equitably applied; identifies bias in the assessment of student work, if required.

- Participates in discussions about individual student work samples to contribute to the development of appropriate benchmarks; participates in pilot marking processes to ensure an accurate understanding and application of the marking criteria for assessment tasks; can provide a rationale for their assessment of an individual student's work in relation to the marking criteria and the set benchmarks.

- Engages professionally in collaborative assessment processes; implements school or system policy regarding moderation of assessment; uses feedback from moderation activities to improve student learning through effective feedback.

STANDARD 5:

ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

Focus:

Interpret student data

5.4.2 Standard Descriptor:

Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Uses a range of assessment data for each student to analyse their understanding, knowledge and skills in relation to learning outcomes

- Uses analysis of assessment data to identify modifications to teaching practice for individual students and groups of students.

- Revises teaching program and Individual Learning Plans based on student assessment data; modifies lessons and programs on the basis of analysis of evidence of student learning outcomes; records feedback from assessments in general terms in the program; uses feedback for future revision; extends and consolidates tasks.

- Collaborates on evaluation of effectiveness of teaching practice; discusses with colleagues and supervisor the effectiveness of programs in achieving student learning outcomes; attends faculty, staff and/or stage meetings and contributes to program evaluation; responds to advice from supervisor or colleagues when discussing assessment issues; contributes to improvements in programming and teaching strategies; practises self-assessment through discussion with colleagues and supervisor.

- Displays diligent analysis of student assessment data; gathers a variety of evidence of student learning to inform analysis; includes evaluation of student learning in lesson plan evaluations; evaluates student learning promptly after completion of the topic based on evidence of student learning; uses formative and diagnostic assessment strategies during the unit of work when required to analyse student learning.

- Implements school/system/sector processes for analysing data on student learning outcomes; updates resources in light of evaluation; listens to students; understands and responds to indicators of learning.

- Collaborates; seeks help or advice; attends professional learning opportunities about the analysis of student assessment data in assessing student learning outcomes.

STANDARD 5:

ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

Focus:

Report on student achievement

5.5.2 Standard Descriptor:

Report clearly, accurately and respectfully to students and parents/carers about student achievement making use of accurate and reliable records

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Writes reports which use appropriate language and terminology and are easily understood by the audience; ensures that the purpose of the report is clear to intended audience; takes care with written structure such as grammar and spelling; is sensitive in communications with parents/carers.
- Ensures accurate reporting focus; writes reports which focus on the learning issues; bases reports on assessment which accurately reflects student achievement in a supportive manner; makes constructive, accurate and appropriate comments on reports; includes indication of how students can improve their learning.
- Is professional in practices; meets report deadlines; assesses regularly; attends parent - teacher interviews; documents issues of behaviour and student welfare/discipline
- Documents student achievement and learning; keeps records which can be located readily; collects student work samples; keeps a record of report data and comments; has records which are readily understood by others (for example, teacher's coding is explained).
- Ensures monitoring is student-oriented; uses a variety of assessment modes including comments and informal assessment; relates records to reporting and tracking of student progress; annotates student work samples to highlight achievement of outcomes.
- Keeps records diligently; is aware of and observes school policies; contributes to a centralised record of assessment tasks; completes assessment records.

STANDARD 6:

ENGAGE IN PROFESSIONAL LEARNING

Focus:

Identify and plan professional learning needs

6.1.2 Standard Descriptor:

Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Identifies specific Standard Descriptors in relation to professional learning goals and professional learning needs; identifies appropriate professional learning activities and professional development courses to address professional goals and Standard Descriptors.

- Clearly articulates goals by developing a personal professional learning plan; develops goals that address the Australian Professional Standards for Teachers.

- Keeps records of professional development and Australian Professional Standards for Teachers that have been addressed through professional development; effectively evaluates professional development.

- Participates in a range of professional learning opportunities; listens to and learns from colleagues; updates professional reading; seeks a mentor(s).

- Engages in professional development opportunities; develops effective relationships with colleagues; shows interest and initiative; demonstrates awareness of the Australian Professional Standards for Teachers; engages in relevant professional reading; displays a desire to improve professional practice in relation to the Standards.

- Applies new knowledge and skills to professional practice; accepts suggestions from supervisors / colleagues.

STANDARD 6:

ENGAGE IN PROFESSIONAL LEARNING

Focus:

Engage in professional learning and improve practice

6.2.2 Standard Descriptor:

Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Is able to articulate own professional priorities and school, system and sector priorities.

- Participates actively in professional learning and professional development activities such as staff/stage/faculty meetings, school development days, school-based performance and development processes, meetings of professional teaching associations, networking opportunities.

- Engages in professional development and professional reading.

- Incorporates professional learning into teaching practice, such as through program evaluation, lesson plans, teaching, assessing, providing feedback, analysing assessment, classroom management practices, effective use of ICT and resource design.

- Engages in professional discussions; establishes rapport with colleagues; shares new knowledge with colleagues; reports back to colleagues about professional learning activities.

- Attends professional learning and professional development activities that address teacher, school, system or sector goals and priorities.

- Participates and contributes to professional development activities rather than simply attending and/or being passive.

- Incorporates professional learning into teaching practice to demonstrate professional growth.

STANDARD 6:

ENGAGE IN PROFESSIONAL LEARNING

Focus:

Engage with colleagues and improve practice

6.3.2 Standard Descriptor:

Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Acknowledges and acts on constructive feedback and offers of assistance from colleagues/supervisor; accepts suggestions for improvement from colleagues without becoming defensive.

- Demonstrates willingness to work collaboratively with colleagues as part of a team; plans, reviews and evaluates teaching strategies and programs; participates in team teaching; works with a range of colleagues, including EAL/D teachers, gifted and talented coordinator, learning support teacher, Aboriginal Education Assistant.

- Demonstrates willingness to be involved in professional committees and activities in the school; contributes to faculty/stage/welfare/learning support meetings; participates in writing programs and units of work, evaluation and reflection; applies feedback from meetings to improve professional knowledge and practice.

- Displays positive attitude towards professional community; is willing to increase knowledge and understanding; participates in collegial interaction; shows respect for individual personalities; seeks opportunity to access best practice – internally, externally and online.

- Contributes to staff meetings on broader educational issues; contributes to stage/faculty meetings on pedagogical/content issues based on knowledge gained during teacher education course (both school-based teaching experience and university studies).

- Accepts constructive feedback on a professional rather than personal level. Applies feedback from colleagues to improve practice.

- Completes all required professional tasks – e.g. surveys, evaluation forms.

- Demonstrates willingness to participate; takes either a leading role or a supporting role as circumstances dictate.

- Contributes to discussions by generating ideas and questions; assists in planning; contributes own thoughts on topics; is an active participant.

- Contributes positively; is non-confrontational when disagreeing with another point of view; offers constructive and informed suggestions; contributes to professional online forums/networks; communicates effectively in parent groups/school councils/school assemblies.

STANDARD 6:

ENGAGE IN PROFESSIONAL LEARNING

Focus:

Apply professional learning and improve student learning

6.4.2 Standard Descriptor:

Undertake professional learning programs designed to address identified student learning needs

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Develops and reflects upon an accurate analysis of student learning needs and seeks appropriate professional learning to improve teaching practice and student learning outcomes.

- Seeks professional development courses designed to address identified student learning needs, such as literacy, numeracy, critical and creative thinking and use of ICTs.

- Seeks assistance and advice from colleagues and supervisor/s about appropriate professional learning to address identified student learning needs; is willing to act in response to such advice/assistance/professional learning.

- Participates in regular shared discussions with colleagues/supervisor/stage/ staff/faculty to identify student learning needs.

- Participates positively in professional discussions with supervisor/ colleagues, including through performance and development processes to improve identified student learning needs.

- Demonstrates willingness to change or adapt; dispenses with ineffective current practices; acknowledges the expertise of experienced teachers; reflects upon or critically evaluates effectiveness of teaching by assessing student learning outcomes; utilises assessment data effectively to identify professional learning needs.

STANDARD 7:

ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

Focus:

Meet professional ethics and responsibilities

7.1.2 Standard Descriptor:

Meet codes of ethics and conduct established by regulatory authorities, systems and schools

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Knows the code/s of ethics that apply to their teaching context.

- Knows and understands legislation regarding privacy of student information; is discerning about with whom and where confidential issues are discussed; does not disclose student information without first checking; knows or seeks advice relating to the media and/or critical incident reporting; seeks advice when unsure.

- Keeps records and relevant documentation secure and confidential; uses appropriate and justifiable comments in all record keeping.

- Understands mandatory reporting requirements; immediately reports issues/incidents such as critical incidents and child protection concerns to relevant personnel; promptly notifies or refers confidential issues relating to students to supervisors.

- Adheres to legislation and procedures for disclosure of student data and child protection protocols; does not identify students or permit photographing of students without parent/carer approval; follows correct processes when allowing access to students and student data.

- Secures confidential documentation; keeps documents organised and secure.

- Avoids inappropriate disclosure of information or public discussion of private information; avoids discussion of students in an unprofessional manner in contexts ranging from the staff room to whole staff meetings; does not relate confidential information to others.

- Maintains confidentiality during processes related to implementation of the Performance and Development Framework, such as classroom observations and professional discussions.

- Prepares documentation for accreditation ethically and with respect to student confidentiality; does not include images of students in accreditation documentation; de-identifies documents to ensure student privacy; does not use the work of colleagues as their own; seeks permission for the use of colleagues' work, where appropriate

STANDARD 7:

ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

Focus:

Comply with legislative, administrative and organisational requirements

7.2.2 Standard Descriptor:

Understand the implications of and comply with relevant legislative, administrative and organisational and professional requirements, policies and processes

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Incorporates mandatory school/system procedures and policy documents in teaching and learning programs and class organisation.

- Complies with school/system/sector/legislative professional requirements, such as mandatory teacher accreditation and performance and development processes.

- Reflects relevant policy documents in classroom practice as evidenced in personal manner, conflict resolution strategies, administration, child protection, sun safety, gender equity, disability legislation.

- Meets deadlines for key administrative tasks; prepares student reports based on legislative and administrative requirements.

- Displays evidence of having read and understood relevant policy and process documents; evaluates school policies; is able to contextualise and implement policy documents.

- Demonstrates understanding of the implications of policy documents for teaching and learning programs and classroom practice; does not make independent decisions that do not comply with policy, e.g. assessment policies, school attendance requirements.

STANDARD 7:

ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

Focus:

Engage with the parents/carers

7.3.2 Standard Descriptor:

Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Understands and follows established school protocols for communicating with parents/carers; ensures newsletters and parent/carer notes follow guidelines.

- Communicates with and behaves professionally towards parents/carers; refers sensitive issues to supervisor; documents all communication with parents/carers; demonstrates sensitivity to the different backgrounds of parents/carers; displays empathy with parents/carers; informs parents/carers on changes to BOSTES policy/school rules and regulations, where appropriate.

- Prepares for meetings with parents/carers, ensuring they have knowledge and understanding of the learning and/or well-being issues to be addressed; listens to parent/carer feedback; takes a collaborative approach to discussions.

- Knows and understands the cultural/socioeconomic backgrounds of students and their parents/carers; uses appropriate personnel such as interpreters, Community Liaison Officers and Aboriginal Education Assistants; demonstrates sensitive communication; accesses appropriate information on parents'/carers' backgrounds.

- Takes additional commitments of parents/carers into account when making judgements or decisions; shows awareness of the possibility of differing attitudes of parents/carers.

- Communicates professionally with parents/carers; is sensitive to parents'/carers' responses to formal communication.

- Follows school procedures to provide opportunities for two-way written and verbal communication; offers the opportunity for parent/carer feedback on homework activities, class newsletters and at formal parent-teacher meetings.

STANDARD 7:

ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

Focus:

Engage with professional teaching networks and broader communities

7.4.2 Standard Descriptor:

Participate in professional and community networks and forums to broaden knowledge and improve practice

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Examples of teaching practice which may contribute to the demonstration of this Standard Descriptor:

- Attends professional networking meetings, including online educational forums, to improve practice.

- Engages in activities such as sports carnivals, P and C (P and F) meetings; invites community groups into the classroom (for example, police, fire brigade, mayor, State or Federal member).

- Is an active member of a professional association linked with a subject, stage or KLA, participating in relevant professional networking opportunities.

- Demonstrates willingness to network with other early career teachers; takes up opportunities to attend relevant meetings and forums.

- Provides examples of how they have used knowledge gained from participation in professional and community networks to improve practice.

- Shows interest in community involvement or community activities, such as 'Clean Up Australia' campaigns or local environmental groups, local charity groups, interactions with local businesses.